Guidelines for PRCC designated ADA/504 Coordinators, faculty, students and administration in compliance with the federal mandated laws (ADA and Section 504) and legal precedents.
Forward

This guidebook is not a contract. Its contents serve as a guideline, designed for use by Pearl River Community ADA/504 Coordinators, students, faculty and administrators for describing the “method of administration” and/or the process, policies and procedures necessary for providing reasonable accommodations and ensuring “equal access” for students with disabilities. The policies and procedures contained in this guidebook may be changed at any time, with or without notice.
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Introduction

Background Information

The Pearl River Community College Guidebook for disability services in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act was developed during the funding of the SUCCESS Program. It will not only function as the Guidebook for PRCC Disability Services, but will serve as a model for guidelines for Mississippi Community Colleges as a part of a larger resource manual for Disability Service Providers developed by the SUCCESS Program in its fifth year of funding. It is to be used by Mississippi Community College Disability Service Providers in developing their own process, policies and procedures in assuring that students with disabilities are assured “equal access” at the community college level in accordance with current federally mandated laws and legal procedures. As described in the professional literature by various sources and court proceedings, any set of polices and procedures should be developed and in congruence with that particular college’s campus philosophical approach to providing services.

This guidebook was the result of an accumulation over a five-year period of the SUCCESS Program of experiences, training, workshops, conferences, and the review of professional literature, court rulings, the opinions of the Office of Civil Rights (OCR) in the U.S. Department of Education, distance learning courses, and the review of various policies, procedures, guidebooks, and resource manuals from various colleges and universities in their delivery of proper procedures for disability accommodations. Jim Keith, Attorney at Law, associated with Adams and Reese Law Firm, Jackson, Mississippi, specializing in Disability Law in education, provided training and guidance as well as nationally recognized authorities such as Salome Heywood (attorney, author of “Disability Compliance and Higher Education” and various publications) and Jeanne Kincaid (writes for “Disability Compliance”) who both provided training for the SUCCESS Program. Legal reasoning and a human service approach were used in the process of developing this guidebook. Some disability service providers may take exceptions to the contents of the guidebook, but it was developed to serve two purposes: serve as guidelines for PRCC and its philosophical approach to providing disability accommodations for students with disabilities and as a “suggested guide only” for other Mississippi community colleges who are in the process of developing, updating, and/or revising their current policies and procedures for disability services. It should also be helpful in meeting criteria and indicators of compliance for the section of “Disability Service Issues, Guidebook to OCR Compliance” developed by the Mississippi State Board for Community and Junior Colleges.

It is recognized that any law, especially the ADA, is being constantly interpreted and redefined by ongoing litigation, court rulings and OCR opinions. Although OCR expects college campuses to develop policies and procedures as guidelines for Section 504/ADA Compliance, it is recognized that legal action may necessitate change in any established guidelines for disability compliance from time to time. This will allow some protection and flexibility to the college in helping to prevent any misinterpretation of its guidelines. It should be remembered by disability service providers that guidelines should be used consistently from student to student (procedural compliance) but based on individual needs and decisions regarding accommodations based on an
individualized assessment (substantive compliance) and not on absolute policies or procedures (Heywood, 1999).

**Procedural vs. Substantive Compliance**

These guidelines are not intended to be all inclusive, but as a starting point to ensure compliance for both “procedural compliance” and “substantive compliance” with federal statutes and regulations regarding methods of administration for disability services. The two distinctive types of compliance are described below:

Procedural Compliance: (operation of the college’s programs and services for students with disabilities)

- a) Nondiscrimination statements;
- b) Proper notice of the availability of disability services (Notice);
- c) Grievance Procedures;
- d) Procedures for accommodation requests from students (Policies and Procedures);
- e) Requests and needs of individuals responded to in a reasonable period of time (Time Frames); and
- f) Appropriate expert input (on-campus and/or off-campus if necessary) provided in discussions that effect students with disabilities.

Substantive Compliance: (procedures that relate to a “good faith” effort in response to a conflict or alleged discriminations)

- a) Documentation of efforts to provide equal access and “reasonable accommodations” to students with disabilities in responding to individual student requests (Individualized Assessments).
- b) Implementing guidelines or procedures to quickly respond to disagreements or conflicts between the student and the college.
- c) Providing students with a written justification when the requests for accommodations and/or services are denied. (Be prepared to defend decisions that have adverse impact on students).
- d) Guidelines should reflect that decisions for accommodations and/or services were the result of a deliberate process that involved all appropriate experts and involved balancing the right of the college to decide basic requirements related to its programs and the student’s (with a disability) right to participate (nondiscriminatory applications, fundamental fairness, deliberate process, proper balancing). (Heywood, 1998; Heywood & Associates, 1999; Heywood, 2001).
Guidebook Development

In the process of developing and writing this guidebook the importance of a “team approach” involving key administrators including the Vice President for Instruction, Dean of Student Services, faculty and staff became apparent. The President of the college formed a disability advisory committee to ensure a team approach. One purpose of the committee described in detail on page 15 is to support the disability service ADA/504 Coordinators in their decisions related to the process of implementing established guidelines for disability compliance management and provide input representative of the colleges departments, programs and services. The Disability Advisory Committee will be given an opportunity on an ongoing basis to give input and feedback to these guidelines. The PRCC Policy and Procedural Committee reviewed the contents of this guidebook and approval from the Board of Trustees was received. It is recommended that the governing body of the college make a resolution and/or a statement regarding its commitment to individuals with disabilities.ii

Approach to Implementation of the Guidebook

The Guidebook and its contents are intended to be a guide for students, faculty, staff and administrators in determining the proper procedures and accommodations that assure qualified students effective participation in the community college environment. Training will be conducted by selected staff and coordinated by the designated ADA/504 Coordinator and the Disability Advisory Committee Chairman for each Dean, Director, Department Head and their staff at least once a year in the fall (and as needed or requested) in the implementation of the Guidebook’s policies and procedures. Rather than give each faculty member and each student an entire guidebook, they will be provided a brochure each fall (or each semester for students) informing them of basic information concerning the proper procedures and policies for providing students with disabilities “equal access” and reasonable accommodations. A separate brochure will be provided to faculty outlining their rights, responsibilities and basic information regarding procedures, and a brochure for students will be provided explaining their basis rights, responsibilities and procedures to determine their eligibility and to request accommodations. Each brochure contains a statement informing them of the complete Disability Services Guidebook and Procedural Standards available in each Dean’s office, each designated ADA/504 Coordinator’s office and the library. Upon request, faculty may receive a copy of the pages on a specific disability and/or more information on specific accommodations considered reasonable for certain disabilities from the designated ADA/504 Coordinator. More information may be requested about students with specific disabilities on campus, such as students who are visually impaired, blind, students who are hearing impaired, deaf, etc. In other words, the ADA/504 Coordinator will provide more information to faculty on specific disabilities and/or more information about specific policies and procedures pertaining to specific accommodations as needed and requested.

Proper notices for availability of disability services will be published in the College Catalog, Student Handbook, Faculty Handbook, Orientation Packets sent to new students and other school publications periodically. The Grievance Procedure for resolving conflicts and/or disagreements
related to disability issues is published in the Student Handbook as well as the Disability Services Guidebook.

**Designated ADA/504 Coordinators**

The designated ADA/504 Coordinators are responsible for coordinating reasonable accommodations in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Coordinators are designated for each campus and are responsible to their respective Deans and/or Department Heads for implementation of ADA/504 Coordination. The Disability Services Guidebook and Procedural Standards is provided for direction of their coordination. The ADA/504 Coordinator is a resource to the coordinators at PRCC’s Hattiesburg and Hancock County Campuses for guidance and support, as well as to the Chairman of the Disability Advisory Committee and the Disability Advisory Committee as a group. The ADA/504 Coordinators are committed to creating a positive campus environment, where students with disabilities are encouraged to pursue careers of major fields of study related to their personal interest and abilities. Some of their major responsibilities in this include:

1. Serve as an advocate for students with disabilities to ensure equal access.
2. Provide disability services representation on relevant campus committees.
3. Disseminate information through college publications regarding disability services and how to access those services.
4. Provide information and guidance to services that promote access to the campus community (e.g., TDDs and TTYs, alternative materials, interpreter services, alternative formatting and adaptive technology, etc.).
5. Provide referral information to students with disabilities regarding available campus and community resources (Student Support Services for tutoring, educational counseling, advising, financial aid assistance, study skills and other academic supports, such as academic counseling center for academic advisement, counseling, assessment, Learning Center in the library, etc.).
6. Implement guidelines for student rights and responsibilities related to determining eligibility based on appropriate documentation of a student’s disability.
7. Implement policies and procedures regarding confidentiality of information.
8. Implement established policies and procedures for determining and accessing “reasonable accommodations” for “otherwise qualified students” with a disability.
9. Implement policies and guidelines for setting a formal complaint regarding the determination of a reasonable accommodation.
10. Provide consultation with faculty regarding academic accommodations, compliance with legal responsibilities, as well as institutional programmatic, physical and curriculum modifications.
11. Provide feedback to faculty regarding general assistance throughout their coordination that provides services to students with disabilities.
12. Assist in training programs related to disability services and provide individualized training to faculty, staff and students.
13. Monitor records that document the plan for the provision of related accommodations and/or the denial of accommodations.

14. Determine with the students appropriate accommodations and/or academic adjustments consistent with the students’ documentation. Send letters to instructors requesting accommodations such as the use of a notetaker, use of tape recorders in class, extended test time, alternative test formats, enlarged print and preferential seating.

15. Responsible for making professional judgment in regard to determining academic accommodations that do not fundamentally alter the program of study.

16. Advocate for instruction in learning strategies (attention and memory strategies, time management, organization, goal setting, problem solving).

17. Coordinate accommodations and services available (on-campus and/or off-campus) for students with disabilities based on the college’s mission or service philosophy.

18. Assist in the collection of student feedback to measure disability services.

19. Assist in the collection of data to monitor use of disability services.

20. Adhere to the Code of Ethics for Disability Service Providers (See Appendix A), as PRCC is a member of the Association of Higher Education and Disability (AHEAD).

The above is not a complete list of duties and responsibilities but is representative of the type of activities and responsibilities involved that the ADA/504 Coordinator will be responsible for in this role.

Important Elements to the Approach to Compliance

- **Development of a Team Approach with the involvement and support of administrators** – This includes the Vice President for Instruction, Dean of Student Services, the designated ADA/504 Coordinators and the Disability Advisory Committee. These individuals will participate in the review, development and implementation of procedures and conflict resolution. The purpose is to provide a systematic programmatic approach to disability compliance and services consistent with the college’s philosophical approach to providing for the needs of individuals with disabilities.

- **Evaluation of Present Policies and Procedures** – Evaluation of policies and procedures will be a continual process involving key administrators listed above, designated ADA/504 Coordinators and the Disability Advisory Committee. Recommendations will be made to the President and Board of Trustees as needed to eliminate inconsistencies, close loopholes, and develop new policies and procedures for new and different situations that may arise.

- **Training and Evaluation of Programs** - All persons involved in the process with be provided training and guidance regarding the policies and procedures for disability compliance. This will include the responsibilities that students have under the law that they are required to follow. It is important that Faculty members understand their rights,
responsibilities and role in disability compliance. Department heads, Deans and Directors should be responsible for seeing that there faculty and staff is appropriately trained in the policies and procedures.

- **Monitoring** – It is important that an effective monitoring process be implemented by the key administrators listed above. The designated ADA/504 Coordinators and the Disability Advisory Committee will work together in conjunction with Directors, Department Heads and Deans to ensure that the Disability Services Guidebook and Procedural Standards is properly followed.

- **Documentation** – It is becoming more and more common nationally, especially at the community college level for situations regarding disability services to result in OCR complaints either filed and/or litigated. It is therefore important to keep complete accurate records and maintain these records with respect to the provision and/or denial of accommodations to students. The designated ADA/504 Coordinator will have the primary responsibility for documentation of provisions or denial of accommodations. Forms and guidelines for this purpose are provided in the PRCC Disability Services Guidebook. Key administrators and the Disability Advisory Committee will be involved in documentation of efforts to resolve any student conflicts and/or complaints concerning their requests for reasonable accommodations as written in the Grievance Procedure for disability related issues.

**Sensitivity and the Use of “Appropriate” Terms**

There is often confusion and disagreements as to what terms are appropriated to identify individuals with disabilities. Some of the older legislation dating back to the 1970s used the term handicapped. An example is the Education Act for all Handicapped Children of 1977 (Federal Special Education Law), now known as the Individualized Disabilities Education Act or IDEA. Generally speaking, it is not preferable to refer to people in this time as handicapped or disabled (implies a person is “not able”) and is considered inappropriate by persons with disabilities. The original use of the term is felt to have originated when people with disabilities one hundred years ago or more begged in the streets with their cap in their hand. The confusion comes in because some of the older legislation still on the books uses the term handicap, and it is used to refer to the problems a person may have when interacting with their environment such as handicapped parking, etc. Some people use euphemisms such as physically challenged or visually challenged to describe people with disabilities. The preferred reference that is generally accepted (especially those people with a disability) is putting the person first before the disability (e.g., a student with a disability, an individual who is visually impaired, etc.). There is a whole section in the Guidebook that discusses Person First Terminology (page 102) when referring to individuals with disabilities in more detail.
Mission Statement of the College

*Pearl River Community College is a public institution committed to providing quality education and service opportunities for all who seek them.*

Philosophical Approach to Disability Services Coordination

Salome Heyward, a civil rights attorney with more than 20 years experience in the field of discrimination law, described in *Disability and Higher Education* (considered by many to be the definite ADA/Section 504 Compliance manual for postsecondary institutions) the most important factor in developing disability services programs, policies and procedures is the philosophical approach of the college. She has identified two types of programs: *Highly Selective Programs* and *Full Service Programs*. Heyward further explained that one approach is not necessarily better than the other, and there are effective programs of each type in operation in the country. The important key is to adapt an approach that best fits your institution’s philosophy toward providing disability services.

Highly Selected Programs tend to strictly scrutinize eligibility for services and require documentation for each accommodation. Services are provided after detailed documentation has been submitted, and only for accommodations that have been specifically requested by the student. Highly Selective Programs provide only the accommodations and services that it believes it is required to provide to be in compliance with the law.

Full Service Programs tend to be oriented toward making sure the students are properly served and broadly interpret documentation submitted by the student. Accommodations are often provided provisionally until adequate documentation is furnished or the student is re-evaluated for a disability. Accommodations provided are those often identified by the staff as being appropriate.

Highly Selective Program disadvantages as described by Heyward (1998) include more battles with parents, faculty and administration over faculty being asked directly to provide accommodations. Administrators have to be a referee, and there is more pressure on policies and procedure due to constant legal conflicts. Strict technical review of a student’s submitted documentation often leads inadvertently to violations of 504/ADA.

Full Service Program disadvantages tend to put more pressure on the college’s resources. The more you do for the student, the more the student expects. The more services that are offered to students often lead faculty and staff to believe the integrity of its programs is not being protected. Even though that may or may not be the case, faculty are more involved in the provision of services because more students are offered services. Parents and students get the perception that the staff are primarily student advocates.
PRCC’s philosophical approach to disability services is an enhancement of the college’s mission to provide educational opportunity for all students who are admitted or enrolled. The emphasis is on ensuring that students are given every opportunity to succeed at PRCC, equal to that of all other students at the college. PRCC’s approach tends to be a balance between the two extremes of a Highly Selective Program and a Full Service Program. In addition to providing services and accommodations to students with disabilities as mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the designated 504/ADA Coordinator works closely with faculty and staff and other programs and services on campus (Student Support Services, SUCCESS Programs, Academic Counseling, Learning Center) to provide not only “reasonable accommodations” but services (such as tutoring, study skills development, counseling, etc. not required) to allow students with disabilities to fully benefit in all the programs and services offered on campus.

Resources

Resources in the development of the PRCC Disability Services Guidebook were numerous and from various sources (publications, conferences, workshops, etc.) Some of the main resources that were used as referenced are listed below:

1. Association on Higher Education and Disability (AHEAD)
   a. Attendance at three intensive three- to five-day conferences on disabilities
   b. AHEAD Program Standards for Offices for Students with Disabilities
   c. AHEAD Code of Ethics


3. State Board for Community and Junior Colleges, Guide to OCR Compliance


9. Reviews of several existing Policies and Procedures Manuals, such as Strategies for Student Success, University of New Orleans, Office of Disability Services, a Division of Student Life and Student Manual, The Office for Disability Accommodations, A Division of the Institute for Disability Studies, The University of Southern Mississippi, several other manuals in and out of the state were reviewed.

10. Numerous workshops and training sessions coordinated by local state authorities such as Jim Keith, attorney specializing in disability law, Adams and Reese Law Firm, Jackson,
Mississippi; Ms. Becky Floyd, Director of Protection and Advocacy, Jackson, Mississippi; Dr. Salome Heyward, nationally recognized author of numerous books on disabilities and higher education, attorney, speaker; and Jeanne Kencaid, Legal Resource Publications featured writer for Disability Compliance.

11. U.S. Department of Education, Office of Civil Rights (OCR), Washington, D.C. OCR enforces Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA), which prohibits discrimination on the basis of disability.

12. The U.S. Department of Justice (DOJ) monitors and works with state and local governments to ensure compliance with the ADA.

**Purpose**

The purpose of the Disability Services Guidebook and Procedural Standards for disability support services is to assist students, faculty and staff by providing recognized procedures for assuring students with disabilities equal access at Pearl River Community College.

**Disability Services Advisory Committee**

The Director of Student Support Services chairs the Disability Services Advisory Committee. The President of Pearl River Community College appoints the members of the Disability Advisory Committee. The Committee is comprised of Pearl River Community College faculty, staff and a student representative.

The purpose of the Disability Services Advisory Committee is to provide support related to professional judgment decisions of the ADA/504 Coordinator and all policies and procedures related to disability accommodations provided to PRCC students, including documentation standards, grievance procedures, the accommodations process, and the location of accessible facilities and services. The goal is the adoption of policies and procedures by the administration that accurately reflects PRCC’s philosophical approach to provide disability services and to “ensure that disability related accommodations are provided to students” in compliance with federal statutes (Americans with Disabilities Act/ADA and Section 504 of the Rehabilitation Act of 1983).

Meeting Schedule: Once each semester or as called by the Chair

- Dr. Robert Escudero, Disability Services Advisory Committee Chair
- Tonia L. Moody, ADA/504 Coordinator
- Karen Bond, Faculty
- Lonnie Burchell, Faculty
- Dr. Adam Breerwood, Dean of Student Services
- Eileen Hall, Staff
- Deborah Hewitt, Special Populations Coordinator (Forrest County Center)
- Barbara Mathis, Special Populations Coordinator
- Janice Poole, Director
- Tara Rouse, Director
- Peggy Shoemake, Director
- Clint Tapper, Director
- Student Representative on a semester basis
Designated ADA/504 Coordinators

ADA/504 Coordinators are designated according to area of expertise and location. Specific individuals are chosen according to knowledge of disability services and ability to serve students with disabilities in the specific division of the college. Please refer to the list below to determine which designated ADA/504 Coordinator you should contact according to specific divisions of the college:

**Academic and Career Technical Division - Poplarville**

Ms. Tonia L. Moody
101 Hwy 11 North, Box 5118
Poplarville, MS 39470
Tel: (601) 403-1060
Fax: (601) 403-1052
E-mail: tmoody@prcc.edu

**Academic and Career Technical Division – Forrest County Center**

Ms. Deborah Hewitt
2448 Hwy 49 North
Hattiesburg, MS 39402
Tel: (601) 554-5503
Fax: (601) 554-5533
E-mail: dhewitt@prcc.edu

**Hancock County Center**

Ms. Maggie Smith
Hancock Center
454 Hwy 90, Suite D
Waveland, MS 39576
Tel: (228) 467-2761
Fax: (228) 467-2763
E-mail: msmith@prcc.edu
Rights and Responsibilities of Faculty

The role of the designated ADA/504 Coordinator is to support faculty in providing “equal access” to students with disabilities and to coordinate reasonable accommodations. In addition, the ADA/504 Coordinator will advise faculty, students, and the college of rights and responsibilities in regards to ADA/504 Compliance.

Rights:

1. It is the instructor right to request a written agreement between instructor and student before allowing a student to tape record the lecture and/or class discussion.

2. All students must adhere to the PRCC student code of conduct regardless of whether or not the student has a documented disability.

3. Deny testing accommodations if the policies and procedures were not followed by the student (i.e., testing accommodations form not completed or accommodations not approved by the ADA/504 Coordinator).

4. An instructor has the right to challenge accommodation requests that would result in a fundamental alteration of the program and/or threaten the academic standards or integrity of the course. The student must be otherwise qualified for the program and meet entrance requirements to the program in question. A request for accommodations may also be challenged if the college or faculty are asked to provide a personal need (such as an attendant) and/or it would create an undue financial or administrative burden to the college. In such circumstances, substantive compliance, such as individualized assessments, nondiscriminatory applications and the proper balancing between the student’s needs and the college’s right to protect the integrity of its programs, will be implemented. The final decision will ensue from the college striving to provide meaningful access to the student with a disability while at the same time protecting the integrity of its programs.

Responsibilities:

1. PRCC faculty and staff are obligated to comply with federal laws regarding individuals with disabilities in an educational setting. It is the responsibility of the faculty and/or institution to share in the responsibilities in providing reasonable accommodations for students with disabilities. The college is obligated to provide reasonable accommodations with the intent of providing “equal access” to students with disabilities and to eliminate discrimination against students and individuals with disabilities. The college is responsible for implementation of ADA/504 Compliance standards, and faculty are required to adhere to the policies and procedures of the college.

2. If the student notifies a faculty member that he/she has a disability or brings documentation information to the instructor, it is the responsibility of the faculty member
to refer that student to the designated ADA/504 Coordinator for the appropriate division. The instructor should include a disability referral statement on his/her syllabus stating the designated ADA/504 Coordinator and information for the student to contact that Coordinator if the student has a documented disability and requires reasonable accommodations. Example:

*If you have a documented disability protected under the Americans with Disability Act and/or the Rehabilitation Act of 1973 and require reasonable accommodation in this course, contact Tonia Moody, ADA/504 Coordinator at (601) 403-1060 within the first two weeks of class.*

3. Each course syllabi should contain a statement for reasonable accommodations such as is suggested in the example below:

*If you have a specific, documented disability that qualifies you for accommodation, please provide a letter of verification from the designated ADA/504 Coordinator within the first two weeks of class.*

4. Faculty should not provide academic adjustments related to a student’s disability unless there is a letter from the designated ADA/504 Coordinator stating that the student is qualified to receive reasonable accommodations and a description of the accommodations that the disability documentation substantiates. Faculty is encouraged to make additional recommendations for academic adjustments to the ADA/504 Coordinator as determined to be beneficial to the student.

5. Students with disabilities are protected under Family Education Rights and Privacy Act of 1974 (FERPA) and civil rights laws. Faculty/instructors should not make any statement that could be perceived by others (or the student) that the student is any different from the student body. Examples are listed below:
   a. Do not refer to the student with “Oh, you are one of those students,” especially in front of other students.
   b. Do not place the student in the hall of any other obvious place to take an exam that may make the student look conspicuous and/or feel singled out as a person with a disability.
   c. Do not ask for any documentation from the student other than the letter from the ADA/504 Coordinator.
   d. If needed, discuss the student’s disability or needs for accommodations in the privacy of one’s office and not in an open environment such as a public hallway.
   e. Do not make comparisons between students with disabilities and their individual needs.
   f. Do not use grading standards that are different from overall grading standards for the class.
   g. Do not give students with disabilities advantages over other students in the class. The intent of ADA/504 is to provide “equal access” to students and to not penalize the student due to his/her disability.
6. Faculty must refer any student to the designated ADA/504 Coordinator who requests classroom accommodations.

Rights and Responsibilities of Students

Rights:

1. To not be denied equal access to the college and its programs and services due to a disability.

2. To receive reasonable accommodations and to ensure that they have the opportunity to succeed equal to that of all other students at the college.

3. To have access to educational adjustments, auxiliary aids/assistive technology.

4. To not be forced into more restrictive career paths.

5. To receive assistance from the designated ADA/504 Coordinator in the removal of any physical, academic and attitudinal barriers.

6. To not be discriminated against because of their disability or receive any retaliatory actions as a result of disclosing a disability.

Responsibilities:

1. To self-disclose or identify themselves to the designated ADA/504 Coordinator for their division and/or campus.

2. To provide adequate documentation of the disability at their own expense.

3. To provide the instructor with a disability verification letter from the designated ADA/504 Coordinator that indicates the “reasonable accommodations” have been approved within the first two weeks of class.

4. To take responsibility by scheduling approved testing accommodations by notifying faculty/instructors and the ADA/504 Coordinator in advance according to PRCC policies and procedures regarding testing procedures and exam accommodations.

5. To provide for his/her own independent living needs or other personal needs related to a disability (i.e., personal care attendants).

6. To take personal responsibility to meet with instructors/faculty, meet the college’s standards for programs and accommodations, and request any additional services, such as Student Support Services, Academic Counseling, Special Population Coordination, etc., offered by the college.
**Rights and Responsibilities of the College/ADA/504 Coordinators**

**Rights:**

1. The College has the right to decide the “basic requirements of its programs” and “the right to protect the integrity of its programs and services.” This must be balanced with the right of a student with a disability to participate in college programs.

2. The college has the right to determine the appropriateness of submitted documentation for a disability and request for accommodations on a case-by-case basis using the professional judgment of its staff (Designated ADA/504 Coordinator, Disability Advisory Committee).

3. Additional information may be requested to determine eligibility for accommodations and/or services.

4. The college has the right to request reasonable notice prior to the request for or need of specific accommodations.

**Responsibilities:**

1. To prohibit any discrimination practices against qualified individuals with disabilities in compliance with federal statutes.

2. To reduce or eliminate any physical, program and/or attitudinal barriers for individuals with disabilities who are otherwise qualified for programs.

3. To maintain strict confidentiality as set forth by college guidelines related to providing disability accommodations.

4. To assist the student in self-advocacy and in problem solving related to issues affecting the student’s disability.

5. To guide the student to appropriated services and resources that might assist him or her on campus and/or in the community.

6. To be sensitive to the individual needs of the students with disabilities as in communicating their needs or in their attempts to maintain dignity with difficult issues.

7. To serve as a liaison with faculty and/or the college when medical emergencies and/or extended illness of the student make it necessary for the student to be absent for an extended period of time.
8. To assist meeting the academic needs of students with disabilities by verifying
documentation of a disability and reasonable accommodations on a case-by-case basis.

Note: Designated ADA/504 Coordinators must be able to determine accommodations
appropriate to the specific disability and be consistent with disability laws and standards of
practice in higher education. Training opportunities to designated ADA/504 Coordinators are
available to ensure compliance. ADA/504 Coordinators will use documentation as well as
individual student interviews to determine a student’s eligibility for accommodations. Decisions
regarding reasonable accommodations will not be made solely on the current documentation
presented by the student, but will be determined according to a combination of current
documentation, individual interview, and history of a documented disability. ADA/504
Coordinators grant reasonable accommodations based on access to programs and facilities and
not on the service needs of an individual.
PEARL RIVER COMMUNITY COLLEGE

Policies and Procedures for Students with Disabilities

Requesting Accommodations
Steps to Requesting Accommodations
Tape Recorder
Note Takers
Interpreter Services
Testing Accommodation Policy
Use of Readers
Use of Scribes
Alternate Format Policy
Large Print Format
“Live” Audio Format
Disk Format
Early Registration
Program Accessibility
Student Access to Faculty
Event Accessibility
Students with Disabilities Grievance/Appeal Procedures
Reduced Course Load as an Accommodation
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Students with Disabilities/Request for Accommodations

Policy:

- Pearl River Community College provides reasonable accommodations for students with disabilities in accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA).

Procedure:

- Each college division, campus and/or center has a designated ADA/504 Coordinator that verifies eligibility for accommodations and works with eligible students to develop and coordinate plans for the provision of reasonable accommodations.

1. Eligible students include those who are enrolled or admitted in degree and non-degree programs offered by PRCC and are considered qualified to meet all college program requirements despite a disability. The Rehabilitation Act of 1973 and the Americans with Disabilities Act define a person with a disability as a person who “...has a physical, emotional, or mental impairment which substantially limits one or more of life’s major activities.”

2. For a student to receive reasonable accommodations for a disability, he or she must file an application and provide current documentation of a disability. After an application is filed, a student will schedule an appointment with a designated ADA/504 Coordinator. A plan for reasonable accommodations (located in Appendix A) and services will be established according to the division (Academic or Career/Technical) and or Center (Forrest County) the student is attending.

   A) Applications for disability verification and accommodations are available from and may be filed with the appropriate ADA/504 Coordinator.

   B) Documentation of a disability from an appropriate licensed or certified health/mental health professional with expertise related to a student’s disability must be filed with the appropriate ADA/504 Coordinator. This documentation must include a statement of how the disability limits a major life area, thus impacting a student’s participation in courses, programs, services, activities and facilities. Evaluations for the purpose of documentation must have been completed within three to five years of the application with the appropriate ADA/504 Coordinator. The ADA/504 Coordinator does not assist students in obtaining appropriate documentation and does not refer students for eligibility evaluations. Students who do not have current documentation of a disability and who request referrals for such evaluations will be provided with a list of possible resources, appropriate community agencies and professionals. All fees associated with procuring documentation are the responsibility of the student.

3. In order to provide confidentiality and develop a trusting relationship with students, disability-related information will be treated under the same strict rules of
confidentiality as medical information described in detail in the PRCC Disability Services Guidebook. The only exceptions are if the student states intent to harm himself/herself or others, or a student gives written authorization to the ADA/504 Coordinator for the release of information when the student wishes to share the information with others, per Mississippi law and pursuant to a court order or subpoena. The ADA/504 Coordinator requires a student to complete a written release before releasing information.

All distant education courses are designed to be ADA compliant and accessible to students with disabilities.

Having a medical condition or disability does not ensure that a student is eligible for protection and services under ADA/504. If mitigating circumstances such as eyeglasses, hearing aids and/or medications offset the limiting effects of a disability, then a student may not be eligible for accommodations. The only condition in which the need for written documentation may be waived is if the disability and its effects are visible to disability service staff, and the need for requested accommodations is readily evident.

**Steps to Requesting and Receiving Reasonable Accommodations**

Several steps are involved in the process of requesting and receiving reasonable accommodations. This list is intended to assist students with disabilities in requesting reasonable accommodations according to PRCC guidelines and federal laws affecting postsecondary education:

1. Schedule an appointment with the appropriate ADA/504 Coordinator for an eligibility interview and a discussion on the nature and impact of the disability in an educational environment. Students with disabilities who do not self-disclose or identify themselves are not covered under ADA.

2. The student should submit to the appropriate ADA/504 Coordinator sufficient documentation of a disability and of the disability-related need for any specific accommodations being requested. Documentation of a disability must also be up-to-date (assessed three to five years depending on disability). Up-to-date documentation is needed for the ADA/504 Coordinator to verify that the student has a disability and to determine reasonable accommodations. The cost of the documentation is the responsibility of the student.

   **Note:** Submission of documentation should not be considered approval of the requested accommodations.

3. The appropriate ADA/504 Coordinator recommends appropriate accommodations on a case-by-case basis. Once the student is interviewed, the Coordinator verifies the disability and need for requests by the student based on written documentation and the student interview.
Note: The Disability Services Guidebook is the guiding policy and procedures for all students with disabilities. Each student’s needs and accommodation requests will be considered on an individual basis. The determination of accommodations will be in collaboration with the student and, if necessary, the faculty and/or Disability Advisory Committee based on documentation recommendations.

4. After the student interview, review of documentation and any needed consultations, the ADA/504 Coordinator will complete all necessary forms (Eligibility and Accommodation Verification Forms, Confidentiality Agreement with student, Consent Form, Release of Information Form, etc.), notify the appropriate instructors/faculty and open a confidential file on the student. Information on disabilities is kept in a locked file, separate from educational information.

Note: It is the responsibility of the student to keep the appropriate ADA/504 Coordinator informed of any scheduling changes (withdrawals, adding of courses, etc.) during the semester and at the beginning of each new semester in order to be provided reasonable accommodations.

Tape Recorders

Policy:

Students at Pearl River Community College may tape lectures, excluding clinical or related discussions.

Procedure:

Students who wish to tape lectures of a class or classes should notify the instructor of their intention of taping the lecture. The taping of the lecture should not disrupt the class activities. Clinical activities or clinical-related discussions will not be taped.

Note: Student may be asked to sign a written declaration stating that all taped materials will be used for personal, academic use only and will not be reproduced or publicized in any manner.
Note Takers

Policy:

Students with disabilities who qualify for a note taker as a reasonable accommodation will be provided with a student volunteer note taker enrolled in the same class section.

Procedure:

(1) The student requiring a volunteer note taker delivers the accommodation letter to the instructor.
(2) The instructor will make an announcement requesting a student to act as a volunteer note taker (Note Taking Brochures for Faculty and Volunteer Note Takers are available). The instructor will not identify the specific student as requiring the accommodation.
(3) NCR (duplicate carbonless paper) paper is available from the designated ADA/504 Coordinator to be delivered to the instructor or note taker by the student.
(4) The student may identify his/her preferred method of exchanging notes.
   a. If the student would like to remain confidential, the ADA/504 Coordinator will inform the instructor. In this case, the instructor will act as the intermediary between the student and the note taker. The instructor will forward the NCR paper to the volunteer note taker and collect the duplicate copies of the notes. At this time, it is the student’s responsibility to pick up the notes during the instructor’s regular office hours.
   b. If the student prefers direct contact with the note taker for the purpose of exchanging notes, the instructor can introduce the two students in a setting that insures the confidentiality of the student. Together, the student and volunteer note taker will decide upon a time and location to exchange class notes.
(5) If the student requiring a note taker does not receive the notes from a volunteer note taker, it is the student’s responsibility to notify the appropriate ADA/504 Coordinator of the problem. Once informed, the ADA/504 Coordinator will quickly facilitate a resolution to the problem.
(6) Note takers should not provide notes for classes that students miss or for the portion of the class that students do not attend.
(7) If a volunteer note taker is not available, the instructor may provide the student a copy of lecture/class notes as an alternate means of providing accommodations.
Interpreter Services

Policy:

Students with disabilities who qualify for interpreter services as a reasonable accommodation will be provided with a qualified interpreter during course/college related activities.

Procedures:

Getting an Interpreter: Students who require interpreter services can request accommodations through the appropriate designated ADA/504 Coordinator. It is important that students submit complete, up-to-date documentation (See Documentation Guidelines for Deafness/ Hard of Hearing) upon admission to the college. In some cases, interpreters may be difficult to locate in rural areas. The ADA/504 Coordinator in collaboration with the Mississippi Department of Rehabilitation Services will make every attempt to keep an updated list of certified interpreters in the PRCC service area. Pearl River Community College must be given reasonable notice in order to locate an interpreter.

Who: Interpreter services are provided to students with documented disabilities from the local community. The Mississippi Department of Rehabilitation Services works with Pearl River Community College to coordinate services for interpreters.

When: The request for services must be made at least six weeks before the beginning of the class. Interpreter services cannot be guaranteed for late requests.

Schedule Changes: If you make any changes in your schedule, you must notify the ADA/504 Coordinator of the changes so that arrangements for interpreter services may be changed.

Special Requests: An interpreter will be provided for all college-related activities. You must notify the ADA/504 Coordinator and request an interpreter for additional hours at least two days in advance of the specified activity. Some examples of college-related activities are assessment testing, meeting with teachers, graduation, workshops and field trips.

Additional Class/Lab Hours: Some classes require additional lab hours per week. An interpreter will be provided; however, arrangements must be made at the beginning of the semester.

Student No-Show: If you do not show up for class, or if you are late, the interpreter will wait the following amount of time and then will leave:

- 10 minutes for a 1-hour class
- 15 minutes for a 1 1/2-hour class
- 20 minutes for a 2-hour class
- 30 minutes for a 3-hour class
**Interpreter No-Shows:** If the interpreter does not show up for class:
- Wait ten minutes
- Leave the classroom and contact the ADA/504 Coordinator in your area
- Return to class

The ADA/504 Coordinator will make every effort to make arrangements for a substitute interpreter. This is usually not possible on short notice, especially for evening and weekend classes.

**Qualified Interpreters:** Students have a right to a qualified interpreter. If you feel your needs are not being met, you should

- Work with your interpreter in establishing a plan to improve services, and then give the interpreter a chance to change.
- If your needs are still not being met, you should talk to the ADA/504 Coordinator.
- Out of Class Testing: If you do not understand the language on tests, you may request to have the tests interpreted by the interpreter outside of the classroom. This must be prearranged with the instructor and the ADA/504 Coordinator and must be stated on your Exam Modification Sheet.

**Interpreter's Role:**

- The interpreter will sign everything the speaker says and speak everything that is signed in the manner which the speaker or person intended.
- Interpreters will not answer questions for the student. The student should direct all questions to the instructor.
- Interpreters will keep all information obtained while interpreting confidential. (Exception: If a student is planning to harm self, others or College property, the interpreter will report this to the appropriate, designated ADA/504 Coordinator.)
Testing Accommodation Policy

Policy:
Accommodations involving exam modifications include, but are not limited to, extended test-taking time, use of assistive technology, minimal distraction testing environment, oral examinations, use of readers and the use of scribes. The instructor is asked to administer all exam modifications. If the instructor is unable to provide exam modifications, ADA/504 Coordinators can assist. Students must sign a Student Exam Agreement form before taking modified exams with a disability support professional.

Procedure:
The student requiring the exam modification(s) will confirm delivery of accommodation letter to the instructor

(1) The instructor will determine whether or not the accommodations can be administered in the classroom of an appropriate setting relative to the accommodation.

(2) If the instructor is unable to provide the accommodation, the ADA/504 Coordinator may possibly administer the exam. However, due to scheduling constraints, scheduled exams may take place one or two days late.

(3) The student must give the ADA/504 Coordinator five working days of advanced notice before the test to schedule a test date and time. It is the student’s responsibility to contact the appropriate ADA/504 Coordinator to schedule the testing time.

(4) The instructor completes and signs a Testing Instruction Form for each exam. The instructor is responsible for forwarding the exam to the appropriate ADA/504 Coordinator. The Testing Instruction Form and the exam must be submitted prior to exam administration.

(5) With the approval of the instructor, the ADA/504 Coordinator or staff appropriately trained in testing procedures will administer or proctor the exam.

(6) Students’ personal belongings, books, purses, book bags, cellular phones, etc., will not be allowed in the testing room unless specified on the Testing Instructions Form that is completed by the instructor.

Use of Readers

Readers are approved persons who read aloud any materials to be graded. Readers read aloud only printed materials such as instructions, test questions and multiple-choice answers. The reader is not permitted to tutor a student, encourage a response or answer any questions that may affect test integrity. The reader cannot clarify instructions or questions, but may reread any information requested.

A request for a reader should take place two weeks prior to the date of the accommodation in order to ensure the needs of the student are met and the ADA/504 Coordinator has adequate time...
to locate a qualified reader. Appropriate (comprehensive and up-to-date) documentation must be on file before a reader is located.

**Use of Scribes**

A Scribe is an approved person to write down answers that are provided by the student on any material to be graded. The scribe writes/types words verbatim as dictated. The scribe cannot edit or assist in the answering of any questions pertaining to the material tested. Students using scribes may be asked to spell or punctuate material in some cases.

A request for a scribe should take place two weeks prior to the date of the accommodation in order to ensure the needs of the student are met and the ADA/504 Coordinator can have adequate time to locate a qualified scribe. Appropriate (comprehensive and up-to-date) documentation must be on file before a scribe is located.

**Alternate Format Policy**

With appropriate notice, classroom documents will be made available in alternate format for students whose documentation of disability supports the need for alternate format.

**Large Print Format**
Documents can be enlarged to 11" X 17" with capability up to 200% of the original print size. Information on disk can be printed to individual font size needed. Technology is available for an individual user to access information from documents/materials in large print format on campus.

**“Live” Audio Format**
Materials can be made available in audio format by the use of a reader or by the use of one of the Kurzweil Readers on campus.

**Disk Format**
Students may scan their own documents and produce a disk by using the Kurzweil Reader available on campus. A staff member is available by appointment to provide a student with appropriate instruction in the use of the Kurzweil Reader.

When documents must be scanned to provide a disk or other alternative format, the student is responsible for bringing the materials to the ADA/504 Coordinator and requests the alternate format. Reasonable efforts will be made to produce the format in a timely manner. E-text for textbooks should be requested prior to the beginning of the semester to ensure sufficient time to obtain the documents.
Early Registration

Policy:

Early registration allows a student with a documented disability to be granted permission to register when semester courses are available, prior to general registration. Permission for early registration may be granted to a student with a disability for the following reasons:

(1) The time required for travel between classes regularly exceeds the ten minutes available to students and requires careful scheduling;
(2) The student requires the assistance of a personal care attendant and must arrange classes to coincide to the maximum degree possible with the availability of attendant care;
(3) The student's health, or the necessity of arranging for other ongoing support services not associated with Pearl River Community College, requires continuity of scheduling;
(4) Time for renovation or relocation of classroom space may be required to ensure access for the student when the course is scheduled to begin; and
(5) Other valid reasons as approved by the appropriate ADA/504 Coordinator.

Procedure:

To request early registration the following procedures must be met:

(1) The student may make requests for early registration to the student’s designated ADA/504 Coordinator. The student must have a documented disability and need for early registration as stated in the approved reasons listed above.
(2) The student’s designated ADA/504 Coordinator may make requests for early registration and request clearance from the Office of Business Affairs to register the student.
(3) The designated ADA/504 Coordinator will register or refer the student to an Academic Counselor on campus to assist in the registration process. Counselors should schedule the student’s classes in order to provide feedback on course location and time.
(4) Appeals of denied requests may be made to the Vice President for Instruction within five days of notification of the denial.
Program Accessibility

Policy:

All students who meet the academic standards requisite to admissions and are otherwise qualified are accepted and provided services.

Procedure:

(1) No preadmission inquiry as to a disability will be made.
(2) Publications will reflect compliance with the ADA. Notice of disability related services may be distributed through the following means:
   a. Disability Accommodations brochure included in prospective student packet
   b. A brief notice in the Notice of Acceptance Letter
   c. A Disability Accommodations informational brochure for students included in the orientation packet and student handbook.
(3) Regardless of the disability, a student must demonstrate that he is otherwise qualified for college and admission to the specific field of study.
(4) Individuals with disabilities are subject to the college student code of conduct, as are all students. Inappropriate behavior will be referred to the Dean of Student Services. The Dean of Student Services will collaborate with the ADA/504 Coordinator when the student has a disability.
(5) If student is applying for readmission after suspension, a student must demonstrate that he is otherwise qualified and will not pose a substantial risk to the health and safety of the student or the campus population.

Student Access to Faculty

Pearl River Community College’s policy on student access to faculty states, “All instructors will be accessible to students.” If an instructor’s office space is not accessible, the student can request to meet with the instructor in an agreed upon, accessible location during normal office hours. This meeting can be arranged in person, via telephone, written correspondence or e-mail with the instructor. If the student needs assistance in this matter, the student can contact the designated ADA/504 Coordinator for that campus and/or division.
Event Accessibility

Policy:

Institutional departments that offer programs or events that are open to the public must be accessible to those with disabilities.

Procedure:

(1) Public announcements or advertisements for programs open to the public will include a statement regarding accessibility and whom to contact to request special assistance.
(2) ADA/504 Coordinators are not responsible for providing accommodations for out-of-classroom activities that are not related to achieving a degree or credits for a degree. Decisions to attend extracurricular activities and services to the students with disabilities are the responsibility of the activity host, i.e., athletics department, student sponsored activities board, theater, graduation committee, etc.
(3) The appropriate designated ADA/504 Coordinator will serve as a consultant to the division department/college in meeting individual requests for accommodations at such events.

Students with Disabilities Grievance/Appeal Procedures

Policy:

- Pearl River Community College attempts to resolve internally all types of grievances at the level where they occur and in a timely manner.

Procedure:

- It is to the student’s advantage to keep communication open with faculty, staff and peers, thus avoiding the necessity for appeals. If there is a situation that the student feels is escalating and she/he is uncomfortable with the direction it is going, contact someone immediately to request assistance: faculty, the department chair, the Dean of Student Services, the Vice President for Instruction, Student Support Services or the financial aid office (whichever is deemed most appropriate). In the event a situation is not resolved, there are procedures for appeals in place that usually follow the chain of command as listed:
  (1) Grades – Academic departments (faculty, department chair, Vice President for Instruction)
  (2) Financial Aid – Financial Aid Office (director)
  (3) General Complaints and Grievances - Dean of Student Services
  (4) Parking – Chief of Security
  (5) Sexual Harassment – Dean of Student Services

The appropriate designated ADA/504 Coordinator will support and assist you in the process with the above procedures when it is a reasonable request.
For complaints or appeals related specifically to services with disabilities provided by Pearl River Community College as required under the Americans with Disabilities Act, the following procedures will be followed. Address the complaint to the appropriate designated ADA/504 Coordinator in your division (Academic, Career/Technical) and/or Center (Forrest County).

(1) The complaint should contain the name and address of the person(s) filing it and briefly describe the alleged violation of the regulations. It should be filed with the appropriate ADA/504 Coordinator within 10 workdays from the date of the alleged complaint.

(2) An investigation conducted by the coordinator, as may be appropriate, shall follow the filing of the complaint. The investigation shall be informal but thorough, and it should afford all interested persons and their representatives, if any, an opportunity to submit evidence relevant to the complaint.
   a. At least three members of the Disability Services Advisory Committee, appointed by the Chair of the committee, will convene a special meeting to meet with the complainant and, at a separate time, the other party involved for review of the incident.

(3) A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by the ADA/504 Coordinator and forwarded to the complainant no later than 10 workdays after the filing.

(4) The ADA/504 Coordinator shall maintain the files and records relating to the complaints for a period of at least three years.

(5) If a grievance is against the ADA/504 Coordinator, the above procedures are to be followed with the exception that the initial complaint will be made to the ADA/504 Coordinator’s supervisor.

(6) The complainant can request a reconsideration of the case in instances of dissatisfaction with the resolution. The request for reconsideration should be made to the appropriate Dean and/or Director of the Division or Center (Academic, Career/Technical, Distance Education), or Dean of Student Affairs within 10 workdays of the resolution or complaint. The Dean and/or Director will then meet with the designated ADA/504 Coordinator for that division, department or center and the Chairman of the Disability Committee as well as the complainant (if deemed necessary). The Dean and/or Director will make his/her decision and communicate it to the student in writing within 10 working days of the student’s reconsideration request.

(7) The right of a person to a prompt and equitable resolution of the complaint filed hereunder shall not be impaired by nor shall the use of this procedure be a prerequisite to the pursuit of other remedies.

(8) These rules shall be construed to protect the substantive rights of interested persons, to meet the appropriate due process standards and to assure that the college complies with ADA.

(9) Students may further appeal any of these decisions within the hierarchy of the institution. The President of the College is next in the chain of command above these persons and committees. The appeal should be written and delivered in person by the student.
(10) Although students are encouraged to attempt to resolve a grievance within the campus process, the student has the right to file any grievance directly to the Office of Civil Rights within 180 days from the time the incident occurred.

**Reduced Course Load as an Accommodation**

**Policy:**

On a semester-by-semester and individual student-request basis, the appropriate designated ADA/504 Coordinator (with consultation of other selected professionals for expert input and/or the Disability Advisory Committee) will determine eligibility and recommend full-time enrollment equivalency (i.e., full-time student status with less than the required full-time hours for qualified students).

**Procedure:**

1. The student will provide adequate, up-to-date documentation to the appropriate designated ADA/504 Coordinator and request accommodation on a semester basis.
2. The appropriate designated ADA/504 Coordinator (with consultation of other selected for expert input and/or the Disability Advisory Committee) will determine eligibility and recommend full-time enrollment equivalency.
3. The appropriate offices will receive a completed and signed Full-Time Enrollment Equivalency Verification Form from the eligible student.
4. Students are strongly encouraged to request full-time equivalency as an accommodation prior to the first week of any semester to facilitate campus services that would be significantly affected otherwise (Student Financial Assistance, Housing, etc.).

**Policy for Granting Relaxed Attendance**

**Policy:**

Relaxed attendance is not granted as an accommodation, because attendance is generally considered an essential aspect (requirement) of its courses or programs. However, individuals may make a request for leniency in attendance when it is a medical emergency and/or a direct result of their disability. A doctor’s excuse will be required for medical absences. Any other absences will be considered on an individual basis. Requests for leniency in attendance should be made to the ADA/504 Coordinator. It is the responsibility of the student to obtain and save all doctors’ excuses for disability-related absences.

**Procedure:**

1. The designated ADA/504 Coordinator and the instructor will approach excessive absences on a case-by-case basis.
(2) The student will keep record of all absences due to medical conditions (doctor’s note) and report all disability related absences to the appropriate ADA/504 Coordinator and instructor within two days of missed instruction.

(3) Individuals with mobility problems whose safety is affected by inclement weather may contact Student Services to determine conditions on the campus.

(4) If the student believes that it is unsafe for them to attend school that day, they should leave a voice mail with both the instructor and the appropriate ADA/504 Coordinator. The disability letter to the faculty provided at the beginning of the semester notes this potential accommodation.

Course Substitutions and Waivers

Policy:

Requests for course waivers are not granted as accommodations for students’ disabilities. However, requests for course substitutions will be forwarded to the Department Chair of the student’s major, provided that the documentation of the student’s disability supports such a request. The ADA/504 Coordinator can only support the student’s request for a course substitution; it cannot be mandated. The decision to substitute a course is made by the Vice President for Instruction in accordance with the demands of the student’s major, not the ADA/504 Coordinator.

Substitutions may not be made for certain courses that are considered essential to any degree or major.

Procedure:

(1) Student requesting the course substitution must present documentation of his/her disability, which supports such a request.

(2) The ADA/504 Coordinator will discuss guidelines for course substitutions/waivers with student requesting review.

(3) The ADA/504 Coordinator will forward the student’s request to the Department Chair as appropriate to the course subject and major of the student.

(4) The Department Chair will then contact the Vice President for Instruction for a decision regarding the substitution of a specified course. All parties involved may request additional information, documentation and consultation (for expert input) with the Disability Advisory Committee.
Service Animals

Policy:
Service animals are permitted on campus with the handler. Service animals presence may be restricted in clinical practicum of nursing or other health-related fields, food service programs, or if the service animal poses a safety risk.

Procedure:

(1) Service dogs are allowed in all campus buildings and in all classrooms.
   a. A service animal or dog is any animal trained to do work or perform tasks for the benefit of a person with a disability.
   b. A dog in training is permitted when accompanied by a trainer and is identified as such.

(2) Types of service animals permitted include guide dogs, hearing dogs, service dogs, sight dogs and seizure-response dogs. The handler of the service animal must show proof that the animal has met the following regulations:
   a. The animal must meet licensing requirements.
   b. The animal must have a health statement and record of vaccination.
   c. There is verification that the animal has met the minimal training requirements as prescribed by the Assistance Dogs International or other service animal training organization.

(3) Companion animals and/or therapy animals that are not trained as identified above and licensed are not permitted on campus. Extremely extenuating circumstances in the student’s documentation (see documentation guidelines) would be necessary to permit a companion/therapy animal on campus.

(4) If a class poses a threat to the dog (i.e., some science labs, etc.), the student should contact the appropriate designated ADA/504 Coordinator to seek an alternative accommodation.

(5) Ongoing use of a service dog should be reported to the appropriate designated ADA/504 Coordinator.

(6) All service dogs must be harnessed, and the harness should clearly indicate that the dog is a service dog. The animal must be on a leash and never allowed to wonder around campus off the leash. The handler must be in full control of the animal at all times.

(7) If a student has a seizure dog, he/she should inform disability coordinators, instructors and campus security of the typical responses and reactions to the student and others when a seizure occurs.

(8) If a student resides in campus housing and there is an allergy/animal conflict within the housing unit, the Fair Housing Amendment must be considered.
Assistance with Registration

The ADA/504 Coordinator can provide assistance with course registration for students whose disability restricts them from registering. Students requiring assistance with registration must first seek advisement from an assigned advisor (Academic or Career/Technical) according to the course of study and make an appointment with the ADA/504 Coordinator or appropriate counselor for registration assistance. The student should register for courses during the regularly assigned registration window unless the ADA/504 Coordinator has approved accommodations for early registration.

Transportation

Transportation is not provided for all students on campus and is therefore not an accommodation mandated under Section 504/ADA. Students are responsible for arranging personal mobility needs. In an event of an emergency, any student may seek assistance from the Pearl River Community College Police by calling (601) 403-1300.

If there is a class field trip and/or special event to which transportation is provided to the student for that purpose, the instructor or person sponsoring the event will contact the assigned ADA/504 Coordinator to work together to determine a solution to provide accessible transportation for the student.

Students with mobility impairments are encouraged to visit the campus prior to scheduling courses and attend classes to assess their ability to move across campus. Students with mobility impairments are also encouraged to schedule back-to-back courses in close proximity to one another to allow time to move between classes.

Personal care attendants are not provided by Pearl River Community College.

Tutoring

Tutoring is not an accommodation mandated under Section 504/ADA, but is available to students who qualify (low income, first generation college students and students with disabilities) for services from the Student Support Services Program at Pearl River Community College. Student Support Services can be contacted at (601) 403-1266 to learn more information.
**General Eligibility Requirements**

Eligible students include those who are enrolled in courses at Pearl River Community College, are considered qualified to meet all of the College’s program requirements, and meet the definition of disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). The definition of a disability includes any person who has a physical, emotional, or mental impairment, which substantially limits one or more of life’s major activities; has a record of disability or is regarded as having a disability. Having a medical condition or disability does not automatically ensure that a student is eligible for protection and services under the ADA. For example, if mitigating circumstances such as eyeglasses, hearing aids or medication offset the limiting effects of a disability, then a student may not be eligible. Documentation of a disability must substantiate significant limitations, with or without mitigating circumstances, in life areas related to learning. All documentation must be provided to the appropriate designated ADA/504 Coordinator on professional letterhead and contain the dates of assessment, signatures, titles and license/certification numbers of the diagnosing professionals. Diagnoses of disabilities that do not contain the required information may not be used for determining eligibility for academic accommodations. The ADA/504 Coordinator reserves the right to request reassessment when questions arise regarding previous assessment or previous service provision.

_Students with a disability who choose not to register with the appropriate designated ADA/505 Coordinator are not covered under the ADA for accommodations._ Accommodations are also not retroactive after registration with the appropriate disability service provider. In determining if a student is qualified to meet all program requirements, Pearl River Community College must base its decision on the skills, interests and aptitudes of a student and not on the presumptions that would arbitrarily exclude a student from participation in a program or activity.

**Specific Eligibility Requirements**

Listed below are specific eligibility requirements described for some of the more common categories of disabilities covered in federal mandates (Section 504 of the Rehabilitation Act of 1973 and the Americas with Disabilities Act of 1990). More detailed and additional required information required for documentation specific to an individual disability is included in the section of this Guidebook under Guidelines for Disability Documentation. It should be noted that federal mandates include infection with HIV, which causes AIDS, past drug additions and alcoholism as possible disabilities that substantially limit one or more major life activities and is covered in the federal disability laws. Federal law excludes current illegal drug users (Sec. 504, Rehabilitation Act of 1973, Sec 104(A)).
Physical (Orthopedic/Mobility), Systemic Illness, Sensory and Traumatic Brain Injury Disabilities — Required Documentation

The appropriate ADA/504 Coordinator will accept current (completed within the past three years) diagnoses of physical disabilities that are based on appropriate diagnostic evaluations administered by trained and qualified (i.e., certified and/or licensed) professionals (e.g., medical doctors, ophthalmologists, psychologists, neuropsychologists, audiologists). Disability diagnosis categories include

1. Orthopedic disability*
2. Blind or visual impairment
3. Deaf or hard-of-hearing
4. Head injury or traumatic brain injury
5. Other health-related/systemic disabilities*

* Includes, but is not limited to, multiple sclerosis, cerebral palsy, chemical sensitivity, spinal chord injuries, cancer, AIDS, muscular dystrophy and spinal bifida.

The diagnostic report should include the following type of information:

1. Clear disability diagnosis, including a clinical history that establishes the age of the student at the initial date of diagnosis, last contact with the student, and any secondary conditions that might be present
2. Procedures used to diagnose the disability
3. Description of any medical and/or behavioral symptoms associated with the disability
4. Discussion of medications, dosage, frequency and any adverse side effects attributable to their use
5. Clear statement specifying functional manifestations (i.e., substantial limitations to one or more major life activities and degree of severity) due to the disability and/or medications for which the student may require accommodations
6. Recommendations for accommodations, including rationale. If the accommodation recommendations are specific to limitations in learning (e.g., reading, mathematics, written expression), an appropriate psychoeducational or neuropsychological evaluation must be administered to document ability/achievement discrepancies.

Note: Further assessment by an appropriate professional may be required if coexisting learning disabilities or other disabling conditions are indicated. The student and the designated ADA/504 Coordinator collaboratively determine appropriate accommodations.

Specific Learning Disabilities

Definitions:

Many states have their own definition of specific learning disabilities for students in public schools. Most state definitions confer with the federal Individuals with Disabilities Education Act (IDEA) definition.
The Mississippi State Department of Education Definition of Specific Learning Disability (SLD):

“A child with a specific learning disability is one who has a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken and written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems that are the result of vision, hearing, or motor limitations, of mental retardation, of emotional disturbance or of environmental, cultural or economic disadvantage.”

National Joint Committee on Learning Disabilities (adult SLD definition)

“A heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous systems dysfunction and may occur across the life span. Problems in self-regulatory behaviors, social perceptions, and social interactions may exist with learning disabilities but do not by themselves constitute a learning disability. Although a learning disability may occur concomitantly with other handicapping conditions (for example sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (such as cultural differences, insufficient, or inappropriate instruction), they are not the result of these conditions or influences” (National Joint Committee on Learning Disabilities, NJCLD, 1994).

Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-R)iv

“The DSM-IV criterion for learning disorders specifies there are learning disorders in reading (315.0), mathematics (315.1), and written expression (315.2) and are the assessment that ‘ability,’ as measured by individualized administered standardized test, is substantially below that expected given the person’s chronological age, measured intelligence, and age appropriate education” (pp 31-35).

The DSM-IV-R includes another consideration of a Learning Disorder Not Otherwise Specified (315.5), which states

“This category is for disorders in learning that do not meet the criterion for any specific learning disorders. This category might include problems in all three areas (reading, mathematics, and written expression) that together significantly interfere with academic achievement even though performance on tests, measuring each individual skill, is not substantially below that expected given the person’s chronological age, measured intelligence, and age appropriate education.”
The Position Statement of PRCC of What Will Be Accepted to Verify a Learning Disability:

The research is inconclusive on the methods of assessment of a learning disability. The definitions for determination of a learning disability also vary as indicated above. The criterion used to determine a disability is in a state of flux and change in public schools as a result of the IDEA 2004 reauthorization. For instance, the one standard designation is that a discrepancy between intelligence and achievement will no longer be required, but will be determined by curriculum, assessments and response to educational intervention. Eligibility for accommodation services for a student with a learning disability will take into consideration documentation (comprehensive assessment measures in areas of aptitude, academic achievement and information processing) that uses any of the following types of assessments listed below as examples or similar standardized assessments (that include an adult norm sample that is appropriate for the individuals being tested). More than one instrument is necessary to be considered a comprehensive assessment, and eligibility will be determined on an individual case-by-case basis. The DSM-IV-TR Learning Disorder Not Otherwise Specified will not generally be recognized (such subjective criterion will not be adequate for learning disabilities when there are a number of recognizable assessments in the field).

Professional judgment by the designated ADA/504 Coordinator is very important. Any justification and reasoning for any learning disability eligibility that differ is considerable from the above listed definitions, and the above criterion should be listed on the PRCC disability Verification Form and referred to the Disability Advisory Committee Chairman for further expert input and further consideration by the Disability Advisory Committee if necessary.

Required Documentation:

The appropriate designated ADA/504 Coordinator will accept diagnoses of specific learning disabilities that are based on comprehensive, age-appropriate psychoeducational evaluations that are no more than five years old. The assessment must be administered by a trained and qualified (i.e., certified and/or licensed) professional (e.g., psychologist, school psychologist, neuropsychologist, educational diagnostician) who has had direct experience with adolescents and adults with learning disabilities.

An appropriate psychoeducational evaluation must include comprehensive measures in each of the following areas:

1. Aptitude (The evaluation must contain a complete intellectual assessment, with all subtests and standard scores reported.)
2. Academic achievement (The evaluation must contain a comprehensive achievement battery with all subtests and standard scores reported.) The test battery should include current levels of functioning in the relevant areas, such as reading (decoding and comprehension), mathematics, and oral and written expression.
3. Information processing (The evaluation should assess specific information processing areas such as short- and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive function and motor ability.)
Examples of Measures

Aptitude

1. Wechsler Adult Intelligence Scale–III
4. Kaufman Adolescent and Adult Intelligence Test

Achievement

1. Wechsler Individual Achievement Test–II (WIAT–II)
2. Woodcock-Johnson–III—Tests of Achievement
3. Stanford Test of Academic Skills (TASK)
4. Scholastic Abilities Test for Adults (SATA)

Note: Screening tools such as the Wide Range Achievement Test–III (WRAT–III) are not considered comprehensive measures of achievement and must be accompanied by a comprehensive measure such as one of those listed above. All instruments selected to measure these areas must be age appropriate.

Information Processing

1. Subtests of the WAIS–III
3. Wechsler Memory Scale–III (WMS–III)

Diagnostic Report:
The diagnostic report must include the following information:

1. Diagnostic interview that addresses relevant historical information, including age at initial diagnosis, past and current academic achievement, instructional foundation in area of diagnosis, past performance in areas of difficulty, and history and effectiveness of accommodations used in past educational settings
2. List of all instruments used in the test battery
3. Discussion of test behavior and specific test results
4. DSM IV diagnosis (include all five axes) and/or a comprehensive assessment conducted within a five-year period by the Mississippi public schools as a part of the Report of Eligibility Determination for Special Education.
5. Educational diagnostic summary statement with the following information:
   a. Clear statement that a learning disability does or does not exist, including a rule-out of alternative explanations for the learning problems. Terms such as “appears,” “suggests” or “probable” in the diagnostic summary statement do not support a conclusive diagnosis
   b. Clear statement specifying the substantial limitations to one or more major life activities
c. Psychometric summary of scores  
d. Recommendations for accommodations, including rationale

Diagnoses of specific learning disabilities that do not contain psychoeducational measures may not be used for determining eligibility for academic accommodations. For example, school plans such as Individualized Education Plans (IEPs) or 504 Plans are not adequate documentation; however, they can be included with the required evaluation report. The designated ADA/504 Coordinator reserves the right to request reassessment when questions regarding previous assessment or previous service provision arise. In some cases, comprehensive IEPs, 504 Plans, or Assessment Team Reports (ATRs) will serve as sufficient documentation for preliminary accommodations until updated documentation can be acquired.

Attention-Deficit/Hyperactivity Disorder (ADHD)—Required Documentation

ADHD is considered a medical or clinical diagnosis. Individuals qualified to render a diagnosis for this disorder are professionals who have been trained in the assessment of ADHD and are experienced in assessing the needs of adult learners. The appropriate designated ADA/504 Coordinator will accept current (no more than three years old) diagnoses of attention deficit hyperactivity disorder (ADHD) that are based on age-appropriate (upon entrance to Pearl River Community College) diagnostic evaluations administered by trained and qualified (i.e., certified or licensed) professionals (e.g., psychiatrists, clinical or educational psychologists, neuropsychologists, developmental pediatricians, family physicians or a combination of such professionals).

The diagnostic report should include the following types of information:

1. Psychoeducational diagnostic interview or comprehensive assessment addressing relevant historical information, including age at initial diagnosis; past and current academic achievement; evidence of behaviors that significantly impair functioning in two or more settings; discussion of medication; history and effectiveness of accommodations in past education settings; and, if no history of accommodations exists, rationale as to why they are essential at this time.
2. Procedures used to diagnose the disability (include a list of all instruments used in the assessment).
3. Discussion of the testing results and behavior, including the symptoms that meet the criteria diagnosis. If the student was evaluated while on medication, please indicate the effect this may have had on performance.
4. DSM-IV diagnosis (include all five axes) and/or psychoeducation assessment.
5. Diagnostic summary or comprehensive assessment Report of Eligibility Determination for Special Education in Mississippi statement that includes the following information:  
   a. Clear statement that ADHD does or does not exist, including a rule out of alternative explanations for behaviors. Terms such as “appears,” “suggests” or “has problems with” in the diagnostic summary statement do not support a conclusive diagnosis.
b. Clear statement specifying the substantial limitations to one or more major life activities and the degree to which it impacts the individual. If the limitations are in learning (e.g., reading, mathematics and written expression), an appropriate psychoeducational evaluation must be administered to document ability/achievement discrepancies.

c. Medical information relating to the student’s needs, including medications prescribed and the impact of medications on the student’s ability to meet the demands of a postsecondary education environment.

d. Recommendations for accommodations, including rationale for the accommodations being requested by the student.

Psychiatric Disabilities—Required Documentation

The appropriate designated ADA/504 Coordinator will accept current (no more than three years old) diagnoses of psychiatric disabilities that are based on comprehensive and appropriate diagnostic evaluations completed by trained and qualified (i.e., licensed or certified) professionals (e.g., psychologists, psychiatrists, neuropsychologists, school psychologists, certified professional counselors or licensed social workers). The age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student’s request for accommodations. Evaluations within one year may also be requested from the ADA/504 Coordinator in order to determine eligibility of accommodations for students.

The diagnostic report must include the following:

1. Clinical interview, relevant historical information, age at initial diagnosis, duration and severity of the disorder, discussion of medications, review of past and current academic achievement, and history of disability accommodations and their effectiveness.
2. Procedures used to diagnose the disability (include a list of all instruments used in the assessment and test scores as applicable).
3. Discussion of the assessment results.
4. DSM-IV diagnosis (include all five axes).
5. Diagnostic summary statement that includes the following:
   a. Clear statement that a disability does or does not exist. Terms such as “appears,” “probable” and “suggests” in the diagnostic summary statement do not support a conclusive diagnosis.
   b. Clear statement specifying the substantial limitations to one or more major life activities. If the limitations are in learning (e.g., reading, mathematics and written expression), an appropriate psychoeducational evaluation must be administered to document ability/achievement discrepancies.
   c. Discussion of medications and their impact on academic functioning (e.g., concentration, attention, sedation).
   d. Recommendations for essential accommodations relative to the diagnosed disability, including rationale and duration for which these accommodations should be provided based on the current assessment.
Rehabilitated Drug Addiction—Required Documentation

The appropriate designated ADA/504 Coordinator will accept current (no more than three years old) diagnoses of rehabilitative drug addiction that are based on comprehensive and appropriate clinical or diagnostic evaluations administered by trained and qualified (i.e., licensed or certified) professionals (e.g., clinical psychologists, psychiatrists, licensed mental health professional, certified addiction counselors supervised by psychologists or psychiatrists).

The diagnostic report should include the following types of information:

1. A clear statement of successful completion of a supervised drug rehabilitation program. A dated statement that attests the student complied with past rehabilitation treatment (the age of acceptable documentation depends upon the disabling condition, current status of the student and the student’s request for accommodations).
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis.
3. A diagnostic summary (qualitative and quantitative information) that suggests the diagnosis.
4. Medical information relating to the student’s needs, including the functional limitations and the impact of medication on the student’s ability to meet the demands of a postsecondary education environment.
5. A statement of the current functional limitations of the disability on learning of other major life activities. The degree that it impacts the individual in the learning situation for which accommodations are being requested.
6. Further assessment by appropriate professionals may be required if coexisting learning disabilities and/or other disabilities are indicated.

Alcoholism—Required Documentation

The appropriate designated ADA/504 Coordinator will accept current (no more than three years old) diagnoses of alcoholism that are based on appropriate clinical or diagnostic evaluations administered by trained and qualified (i.e., licensed or certified) professionals (e.g., clinical psychologists, psychiatrists, licensed mental health professional, certified addiction counselors supervised by psychologists or psychiatrists).

The diagnostic report should include the following types of information:

1. A clear statement of the disability that includes a DSM diagnosis and a summary of present symptoms.
2. Documentation for eligibility must reflect the current impact that alcoholism has on the student’s functioning (the age of acceptable documentation depends upon the disability condition, current status of the student and the student’s request for accommodations).
3. A summary of assessment procedure and evaluation instruments used to make diagnosis.
4. A summary (qualitative and quantitative information) that support diagnosis.
5. Medical information relating to the student’s needs, including the functional limitations and the impact of medication on the student’s ability to meet the demands of a postsecondary education environment.
6. A statement of the current functional impact or limitations of the disability on learning and other major life activities. The degree that it impacts the individual in the learning situation for which accommodations are being requested.
7. Further assessment by appropriate professionals may be required if coexisting learning disabilities and/or other disabilities are indicated.

Reasonable Accommodations

Pearl River Community College strives towards the goal of equal access for all students and attempts to remove programmatic and structural barriers. The faculty and staff of Pearl River Community College are receptive to the needs of students with disabilities across academic and nonacademic programs. Cooperation and coordination among the designated ADA/504 Coordinators, the Disability Advisory Committee and the PRCC faculty and staff serve to improve the implementation of providing reasonable accommodations to those students who qualify for service. Services and reasonable accommodations include, but are not limited to, the following:

Letters sent to instructors requesting accommodations such as voluntary note takers, the use of tape recorders in class, extended test-taking time, testing in minimal distraction areas, alternate test formats, enlarged print and preferential seating.

Document conversion (enlarged font, e-text). Please note that document conversion accommodations may require additional time and notice before accommodations could be provided. Students requesting electronic text may still be required to purchase text according to publisher standards.

Examples of Reasonable Accommodations

- Exam modifications
  - Extended time
  - Minimal distraction environment
  - Readers
  - Scribes
- Alternative test formats
  - Short answer
  - Oral
- Information coordination and appropriate referrals off campus
- Referral to other campus services
  - Student Support Services
  - Library Services
  - Academic Counseling Services
  - Special Populations Coordinator
- Liaison services between PRCC faculty/staff and student about disability needs
Accommodations are designed to meet the individual needs of each student and are therefore planned and implemented in conjunction with the student’s documented disability. Pearl River Community College may refuse a request for an unreasonable accommodation or for any adjustment and/or auxiliary aid or service that imposes a fundamental alteration on a program or activity at the College. Institutions are not required to provide services of a personal nature, such as personal attendants, individually prescribed devices, transportation or readers/tutors for personal use or study.

Students with documented disabilities requesting reasonable accommodations will receive a letter of accommodation from the ADA/504 Coordinator and will ensure the instructor has been provided with a letter of accommodations from the designated 504/ADA Coordinator. **Faculty members will not provide accommodations without this letter.** A sample accommodation letter can be found on page 56 of this manual.

**Provisional Accommodations**

The designated ADA/504 Coordinator approves student’s requests for reasonable accommodations on an individual basis. In some cases, provisional services may be provided if it is decided that the student is in fact protected under ADA/504 as a person with a disability, but requires more adequate documentation or updated documentation to support the accommodation request.

**Confidentiality**

Due to confidentiality requirements, the exact nature of a diagnosis or disability may not be disclosed to a faculty member unless it is determined there is a special need to know. In circumstances where the designated ADA/504 Coordinator believes it is in the best interest and the faculty member, students will be encouraged to self-disclose the nature of their disability. The student may also give consent to the ADA/504 Coordinator to discuss the nature of the student’s disability with the instructor.

Information received concerning persons receiving or requesting disability accommodations will be kept confidential (treated as medical records) and not released to a third party unless permission (a written release signed by the student) is granted by the student. Exceptions to this policy is if there is a threat to an individual’s or another person’s safety and/or in an emergency situation.
Date__________________________

Social Security Number _____-_____-_________

Name___________________________________ Home Phone (______)____-_________

Address__________________________________ Cellular Phone (____)____-_________

City _______________ State/Zip _____________ Pager Number (_____)____-_________

E-Mail Address_________________________________

Birthdate _____/_____/_________ Dormitory Number__________________

Disability Information:

Please provide a detailed description of your disability.

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Provide a brief description of the documentation you will provide the Developmental Disabilities Specialist. Include the professional who made the diagnosis and the year the diagnosis was made. **You are responsible for providing documentation papers.**

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Explain how your disability affects your daily activities. What challenges or functional limitations do you experience as a result of your disability?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Are you currently receiving medical and/or mental health treatment for this disability? If yes, please explain.

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Pearl River Community College
Mississippi’s Pioneer Community College
Are you currently receiving any services and/or support from any agency or service organizations? If yes, list them.
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Are there any academic/learning difficulties because of your disability? If yes, explain.
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Are you currently receiving any accommodations? If yes, explain the nature and type of accommodations.
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Have you disclosed this disability to anyone on your college campus? Who?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Are you receiving any financial support for your disability? If yes, from whom?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Is there any additional information you would like the ADA/504 Coordinator to know about you? If yes, please explain:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

PEARL RIVER COMMUNITY COLLEGE cannot process your application or provide accommodations and services until documentation of disability is received and approved.

I understand the ADA/504 Coordinator will not disclose my records to others unless I give permission for them to do so or unless the law authorizes or compels them to do so.

Student Signature ___________________________ Date ___________________________
PLAN FOR REASONABLE ACCOMMODATIONS

Services to Assist Goals

Explain what type of accommodations you feel you need in an academic environment?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Do you need assistance in any of the following areas in order to meet your goals?

☐ Academic          ☐ Career/Work

☐ Financial Aid      ☐ Transfer Assistance

☐ Training on rights and responsibilities

☐ Other, please explain ____________________________

If any of the above are marked, please explain assistance needed in greater detail bellow.
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

For the ADA Coordinator:

Reasonable accommodations requested:

Reasonable accommodations approved:

Referrals to other departments (i.e. Student Support Services, Counseling Center, etc.):

_____________________________________________________________________________________

_____________________________________________________________________________________

Student Signature              Date

ADA Coordinator                Date
August 17, 2006

To: PRCC Faculty Member

From: ADA/504 Coordinator

Re: Accommodations for PRCC Student

**Class: ENG 1103-03**

________________ is enrolled in your course for the Spring 2006 semester. He/She has documentation of a qualifying disability under the Americans with Disabilities Act (ADA) on file with the Office of ADA/504 Coordinator. He/She has been approved for the following accommodations:

**Preferential seating in the classroom:** Please permit the student to sit in the front of the class.

**Reader:** An approved person to read aloud any material to be graded. This includes in-class reading assignments and on tests. Recorded audio files of tests may also be used.

**Scribe:** An approved person to write down answers that are provided by the student on any material to be graded. Test may also be given orally in lieu of the use of a scribe/reader if agreed upon between the instructor and the student. Spelling Devices/Aids are also approved for this student.

**Notetaker:** A person who is chosen, with instructor’s input, to take quality notes for the student. (Please note enclosed brochures).

**Extended test time:** The student will be allowed time and a half up to double time, on test. The student may also require a different testing time and/or location.

These accommodations are intended as tools to assist the student in the classroom setting as well as assist the instructor in understanding the specific needs of the student. In addition to this letter, it is important that the instructor and the student have a dialog about how the accommodations will be arranged.

For your records, please file this letter in a place that will ensure the confidentiality of the student. If you have any questions or concerns, please feel free to contact Tonia Moody at 403-1060. Thank you for your time and assistance

Sincerely,

ADA/Civil Rights Coordinator

cc: Student

Student file
CONSENT FORM

Name ____________________________________________  Date ______________________

SS# ____________________________________  Date of Birth __________________________

I hereby authorize Pearl River Community College designated ADA/504 Coordinator for the ___ Academic Division ___ Career/Technical Division ___ Forrest County Center ___ Other communicate with the following: (please check all that apply)

_____ Parents

Parent Name_______________________________________________________
Address/ PO Box ___________________________________________________
City/State/Zip ______________________________________________________
Telephone # Home_________________________ Work____________________

List exclusions: (if any)____________________________________________________

_____ PRCC Faculty/Staff, On-Campus Services (Nurse, Student Housing Director, etc.)

List exclusions: (if any)____________________________________________________

_____ Off-Campus Services (Professionals, Schools, Vocational Rehab, etc.)

List exclusions: (if any)____________________________________________________

Specific Agency/Organization/School to Contact

Specific Agency/Organization/School ___________________________________
Address/ PO Box ______________________________________________________
City/State/Zip ______________________________________________________
Contact Person __________________________ Phone # ___________________

Communication as denoted above may include obtaining and/or releasing student’s historical and/or current information regarding assessment, diagnosis, needs, recommendations, treatment, prior services, academic records, performance or information that may relate to accommodating student’s needs on the campus of Pearl River Community College. Consent form is valid for the duration of enrollment by the student at Pearl River Community College.

Signature ________________________________________ Date ______________________

ADA/504 Coordinator _________________________________________ Date _____________
AUTHORIZATION FOR REQUEST AND/OR
RELEASE OF INFORMATION

Name ____________________________________________ Date _______________________

SS# ____________________________________ Date of Birth __________________________

I, ____________________________________, hereby authorize

☐ the release of information to Pearl River Community College from
☐ the release of information from Pearl River Community College to

<table>
<thead>
<tr>
<th>Name</th>
<th>Capacity (Physicians, Schools, Vocational Rehab, etc.)</th>
<th>Phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Address     City    State    Zip

Specific information to be requested:

☐ 504/IEP
☐ Records from file (______________________________________________)
☐ Assessment and diagnosis for documentation purposes
☐ Other ________________________________________________________

Communication as denoted above may include obtaining and/or releasing student’s historical and/or current information regarding assessment, diagnosis, needs, recommendations, treatment, prior services, academic records, performance or information that may relate to accommodating student’s needs on the campus of Pearl River Community College. Release is valid for the duration of enrollment by the student at Pearl River Community College.

________________________________________________          ________________________
Signature of Student/Parent/Legal Guardian    Date

________________________________________________          ________________________
ADA/504 Coordinator      Date
Confidentiality and Information Statement Form

Pearl River Community College is committed to ensuring all information regarding a student is maintained as confidential, as required or permitted by law. Any information collected is used for the benefit of the student. This information may include test data, grades, biographical history, disability information, educational services performed, financial aid and case notes. Procedures about the treatment of such information are rigorously followed and shared with students.

1. FERPA: The Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment) provides faculty with access to educational information files regarding students with whom they are working. Disability-related records provided by a physician, psychiatrist, psychologist or other recognized professionals are not subject to free access under FERPA. The act exempts such disability-related records that are used for the support of the student and are available only to service providers and other professionals chosen by the student.

2. No one has immediate access to student files except the appropriate, designated ADA/504 Coordinator. Any information regarding disability gained from medical examinations shall be considered confidential and shared with others within the college on a need-to-know basis only. Disability-related information is to be treated as medical information. For example, college, faculty and staff members do not have a right or need to access diagnostic or other information regarding a student's disability (except the ADA/504 Coordinator and disability counselor responsible for documenting that a certain disability exists and that reasonable accommodations are implemented in an effective and timely manner, if accommodations are requested by the student); they need only to know what accommodations (if any, and only if a student has requested accommodations according to current PRCC policy) and/or instructional modifications and adaptations used in tutorial sessions are necessary or appropriate to meet the student's academic needs (only if requested by the student to release such information and the student will be informed as to what information is being provided to the faculty or staff). The appropriate ADA/504 Coordinator verifies eligibility for accommodations and works with eligible students to develop and coordinate plans for the precision of accommodations.

3. Information in files will not be released except in the following circumstances:
   • The student states intent to harm himself/herself or others
   • A student file may be released pursuant to a court order or subpoena
   • A student may give written authorization for the release of information when she/he wishes to share it with others. Before giving such authorization, the student should understand the information being released, the purpose of the release and to whom the information is being released. Information will not be released without consent unless it is required by federal or state law.
   • The ADA/504 Coordinator office will retain a copy of all information provided. If a student wishes to have a record expunged, she/he must make a written request to the ADA/504 Coordinator.
   • A student has the right to review his or her own file.

Student's Signature____________________________________ Date ______________________

ADA/504 Coordinator__________________________________ Date ______________________
Possible Academic Accommodations

Low Vision
Accommodations for Low Vision may include the following:
- Seating near front of class; good lighting
- Large print books, handouts, signs and equipment labels
- TV monitor connected to microscope to enlarge images
- Assignments in electronic format
- Software to enlarge screen images
- Software to adjust screen colors

Blindness
Accommodations for Blindness may include the following:
- Printed materials on computer disk, and/or on a Web page, and e-mail
- Describe visual aids
- Audio taped, Braille, or electronic notes, handouts and texts
- Raised-line drawings and tactile models of graphic materials
- Braille lab signs, equipment labels; auditory lab warning signals
- Adaptive equipment (e.g., talking thermometers and calculators; tactile timers)
- Computer with optical character reader, voice output, Braille screen display printer output
- Increased time on tests

Specific Learning Disabilities
Accommodations for Specific Learning Disabilities may include the following:
- Note Taker and/or audio taped class sessions
- Captioned videos
- Textbooks on tape
- Visual, aural and tactile instructional demonstrations
- Course and lecture outlines
- Assignments given in advance
- Computer with speech output, spell checker, and grammar checker
- Extra exam time, quiet testing arrangements

Hearing Impairments
Accommodations for Hearing Impairments may include the following:
- Interpreter, real-time captioning, FM system, Note Taker
- Captioned videos
- Electronic mail
- Visual aids, visual warning system for lab emergencies
- Written assignments, lab instructions, demonstration summaries
- Repeat questions and statements from other students during class
Mobility Impairments
Accommodations for Mobility Impairments may include the following:
- Note Taker/Lab Assistant; group lab assignments
- Classrooms, labs and fieldtrips in accessible locations
- Adjustable table, equipment located within reach
- Extra exam time, alternative-testing arrangements
- Access to online research resources
- Class assignments and materials in electronic format
- Computer with special input device (e.g., speech input, Morse code, alternative keyboards)

Speech Impairments
Accommodations for Speech Impairments may include the following:
- Take as much time as necessary to communicate
- Ask questions that require short answers or a nod of the head when appropriate
- Written communication
- Electronic mail

Psychiatric Disabilities
Accommodations for Psychiatric Disabilities may include the following:
- Tape recorder, Note Taker
- Preferential seating near door
- Tests, assignments in alternate formats
- Extended time for taking tests
- Separate, quiet room for testing
- Review academic and behavioral expectations in regular meetings with student

General Suggestions for Making Classes Accessible
- Add a statement to the syllabus inviting students who have disabilities to discuss their accommodation needs
- Select materials early
- Talk with the student about accommodation needs
- Have policies and procedures in place
- Provide materials in electronic formats
- Provide clear signage in large print
- Use alternative methods of administering tests and testing comprehension of a subject
- Use campus (ADA/504 staff, Student Support Services, Academic Counseling Center, Learning Center/Library) services as a resource
- Make sure facility is accessible
Guidelines for Disability Documentation

The following documentation guidelines describe information that is required to validate: (1) the existence of a disability, (2) the impact of the disability on the individual’s educational performance, and (3) the need for accommodations for candidates seeking to register with the appropriate ADA/504 Coordinator.

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights to equal access to programs and services. To establish that the individual is covered under the ADA, the documentation must indicate that the disability substantially limits some major life activity, including learning. The following documentation requirements are provided in the interest of assuring that the documentation is appropriate to verify eligibility and to support requests for accommodations, academic adjustments and/or auxiliary aids.

Documentation must be complete and current (within five years for learning disabilities and three years for all other disabilities) in order for reasonable accommodations to be established at the postsecondary level of education.

Pearl River Community College may make a reasonable request that a person verify or provide additional information and documentation of an impairment or disability for the purpose of providing reasonable accommodations. In addition, each student’s documentation is reviewed on an individual basis. Exceptions to guidelines and procedures for documentation may be granted on an individual basis, according to the age and amount of documentation, accommodations requested, etc. In some circumstances, reasonable accommodations may be granted on a provisional basis with the understanding that additional documentation will be presented within the same semester.
Guidelines for Documentation of Attention-Deficit/Hyperactivity Disorder in Adolescents and Adults

All documentation is confidential and should be submitted to the designated Pearl River Community College ADA/504 Coordinator:

For PRCC Students at the Poplarville Campus:

_____ Tonia L. Moody, ADA/Civil Rights Coordinator
101 Highway 11 North
P. O. Box 5118
Poplarville, MS  39470
(601) 403-1060

For PRCC Students at the Forrest County Center in Hattiesburg, MS:

_____ Deborah Hewitt, Special Populations Coordinator
5448 Highway 49 South
Hattiesburg, MS  39402
(601) 554-5503

For PRCC Students at the Hancock County Center:

_____ Maggie Smith, Coordinator of Hancock County Center
454 Hwy 90, Suite D
Waveland, MS   39576
Tel: (228) 467-2761

These documentation guidelines describe information that is required to validate (1) the existence of Attention-Deficit/ Hyperactivity Disorder, (2) the impact of the disability on the individual’s educational performance, and (3) the need for accommodations for candidates seeking to register with the appropriate ADA/504 Coordinator.

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights to equal access to programs and services. To establish that the individual is covered under the ADA, the documentation must indicate that the disability substantially limits some major life activity, including learning. The following documentation requirements are provided in the interest of assuring that the documentation is appropriate to verify eligibility and to support requests for accommodations, academic adjustments and/or auxiliary aids.
Part I

A practitioner who has been trained in the assessment of ADHD and is experienced in assessing the needs of adult learners should render a diagnosis. Recommended practitioners may include developmental pediatricians, neurologists, psychiatrists, licensed clinical or educational psychologists, family physicians or a combination of such professionals. The diagnostician must be an impartial individual who is not a family member of the student.

The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student’s appropriate accommodations. Recommended documentation includes the following:

1. Name, title and professional credentials of qualified professional evaluator clearly stated in documentation.

2. Documentation on letterhead, typed, dated, signed and otherwise legible.

3. Documentation for eligibility should be current, preferably within the last three years and reflect the current impact the disability has on the student’s functioning. (The age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student’s request for accommodations.)

4. A clear statement of ADD or ADHD with the DSM-IV diagnosis and a description of supporting past and present symptoms.

5. A summary of assessment procedures and evaluation instruments used to make the diagnosis.

6. A narrative summary, including all scores, which supports the diagnosis.

7. A statement of the functional impact or limitations of the disability or disorder on learning or other major life activities and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

8. Medical information relating to the student’s needs, including the impact of medication on the student’s ability to meet the demands of the postsecondary environment.

Further assessment by an appropriate professional may be required if coexisting learning disabilities or other disabling conditions are indicated. The student and the ADA/504 Coordinator collaboratively determine appropriate accommodations.
IMPAIRMENT AND DISABILITY ASSESSMENT

Return to Appropriate ADA/504 Coordinator as listed on cover page.

In order for the ADA/504 Coordinator at Pearl River Community College to assist students in accessing and determining disability-related services (reasonable accommodations, auxiliary aids and services), we need to establish and document that this student, __________________________________________, has a disability.

To help us make this determination, we need the following by a “qualified health professional”:

- A written detailed assessment of the above-named student’s disability (See Part I) that documents and legitimizes a student’s request for accommodations and disability-related services that include the information and documentation requested in the attached Guidelines for Documentation of Attention-Deficit/Hyperactivity Disorder.

- Completion of the following form.

Please respond to the following items:

**Impairment Assessment**

A. What is the diagnosis/impairment? ________________________________

B. When was the diagnosis originally made? ____________________________

C. Is the patient/student currently under your care? _______________________

D. When did you last see the patient/student? ____________________________

E. Is the impairment temporary (<6 months) or persistent? _________________
Major Life Activities Assessment

Please check any of the major life activities listed below that are affected as a result of the impairment. Please indicate level of limitation.

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<tr>
<th>1- Negligible</th>
<th>2-Moderate</th>
<th>3-Substantial</th>
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<td>Caring for oneself</td>
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<td>Seeing</td>
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**Writing**

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<tr>
<th>1- Negligible</th>
<th>2-Moderate</th>
<th>3-Substantial</th>
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<tbody>
<tr>
<td>Performing manual tasks</td>
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<td>Other:</td>
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</table>

What are the functional limitations resulting from the impairment’s impact on major life activities identified in #2 above?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Based on the major life activities affected by the impairment, are there any specific accommodations and/or instructional strategies within the context of the college environment that you can recommend for this student?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

(please continue on back if necessary)
The college reserves the right to determine the appropriateness of submitted documentation and requests for accommodations on a case-by-case basis using the professional judgment of the Disabilities Services Staff.

Please provide the appropriate information in the box below, including the signature of the qualified health professional.

Date:_________________________
Phone:________________________
Health Professional’s Name: __________________________________________
Clinic name and address: ____________________________________________
____________________________________________________________________
____________________________________________________________________
Health Professional’s Signature: ______________________________________
Student’s Name: ____________________________________________________
Guidelines for Documentation of Blindness/Low Vision

All documentation is confidential and should be submitted to the designated Pearl River Community College ADA/504 Coordinator:

For PRCC Students at the Poplarville Campus:

_____ Tonia L. Moody, ADA/Civil Rights Coordinator
101 Highway 11 North
P. O. Box 5118
Poplarville, MS  39470
(601) 403-1060

For PRCC Students at the Forrest County Center in Hattiesburg, MS:

_____ Deborah Hewitt, Special Populations Coordinator
5448 Highway 49 South
Hattiesburg, MS  39402
(601) 554-5503

For PRCC Students at the Hancock County Center:

_____ Maggie Smith, Coordinator of Hancock County Center
454 Hwy 90, Suite D
Waveland, MS   39576
Tel: (228) 467-2761

These documentation guidelines describe information that is required to validate (1) the existence of low vision or blindness, (2) the impact of the disorder on the individual’s educational performance, and (3) the need for accommodations for candidates seeking to register with the appropriate ADA/504 Coordinator.

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights to equal access to programs and services. To establish that the individual is covered under the ADA, the documentation must indicate that the disability substantially limits some major life activity, including learning. The following documentation requirements are provided in the interest of assuring that the documentation is appropriate to verify eligibility and to support requests for accommodations, academic adjustments and/or auxiliary aids.
Ophthalmologists are the primary professionals involved in diagnosis and medical treatment of individuals who are blind or experience low vision. Optometrists provide information regarding the measurement of visual acuity as well as tracking and fusion difficulties including, but not limited to, eye movement disorders, inefficiency in using both eyes together, misalignment of the eyes, lazy eye, focusing problems, visual sensory disorders and motor integration. The diagnostician must be an impartial individual who is not a family member of the student.

The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student’s request for appropriate accommodations. Recommended documentation includes the following:

__1. Name, title and professional credentials of qualified professional evaluator clearly stated in documentation.

__2. Documentation on letterhead, typed, dated, signed and otherwise legible.

__3. A clear statement of vision-related disability with supporting numerical description (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student’s request for accommodations).

__4. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results, including standardized scores.

__5. Present symptoms which meet the criteria for diagnosis.

__6. Medical information relating to the student’s needs and the status of the individual’s vision (static or changing) and its impact on the demands of the academic program.

__7. Narrative or descriptive text providing both quantitative and qualitative information about the student’s abilities which might be helpful in understanding the student’s profile, including the use of corrective lenses and ongoing visual therapy.

__8. A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

__9. Specific recommendations for accommodations and rationale for each accommodation. Also, if applicable, must include any record of prior accommodations and an indication of how beneficial the accommodations were.

Further assessment by an appropriate professional may be required if coexisting learning disabilities or other disabling conditions are indicated. The student and the ADA/504 Coordinator collaboratively determine appropriate accommodations.
PART II

IMPAIRMENT AND DISABILITY ASSESSMENT

Return to Appropriate ADA/504 Coordinator as listed on cover page.

In order for the ADA/504 Coordinator at Pearl River Community College to assist students in accessing and determining disability-related services (reasonable accommodations, auxiliary aids and services), we need to establish and document that this student, __________________________________, has a disability.

To help us make this determination, we need the following by a “qualified health professional”:

- A written detailed assessment of the above-named student’s disability (See Part I) that documents and legitimizes a student’s request for accommodations and disability-related services that include the information and documentation requested in the attached Guidelines for Documentation of Blindness/Low Vision.

- Completion of the following form.

Please respond to the following items:

Impairment Assessment

A. What is the diagnosis/impairment? ________________________________

B. When was the diagnosis originally made? ________________________________

C. Is the patient/student currently under your care? ________________________________

D. When did you last see the patient/student? ________________________________

F. Is the impairment temporary (<6 months) or persistent? ________________________________
Major Life Activities Assessment

Please check any of the major life activities listed below that are affected as a result of the impairment. Please indicate level of limitation.

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<tr>
<th>Activity</th>
<th>1- Negligible</th>
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What are the functional limitations resulting from the impairment’s impact on major life activities identified in #2 above? ____________________________________________
_______________________________________________________________________
_______________________________________________________________________

Based on the major life activities affected by the impairment, are there any specific accommodations and/or instructional strategies within the context of the college environment that you can recommend for this student? ____________________________________________
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(please continue on back if necessary)
The college reserves the right to determine the appropriateness of submitted documentation and requests for accommodations on a case-by-case basis using the professional judgment of the Disabilities Services Staff.

Please provide the appropriate information in the box below, including the signature of the qualified health professional.

| Date: ____________________________ |
| Phone: __________________________ |
| Health Professional’s Name: ____________________________ |
| Clinic name and address: ____________________________ |
| ____________________________________________ |
| ____________________________________________ |
| Health Professional’s Signature: ____________________________ |
| Student’s Name: ____________________________ |
Guidelines for Documentation of Deafness/Hard of Hearing

All documentation is confidential and should be submitted to the designated Pearl River Community College ADA/504 Coordinator:

For PRCC Students at the Poplarville Campus:

_____ Tonia L. Moody, ADA/Civil Rights Coordinator
101 Highway 11 North
P. O. Box 5118
Poplarville, MS 39470
(601) 403-1060

For PRCC Students at the Forrest County Center in Hattiesburg, MS:

_____ Deborah Hewitt, Special Populations Coordinator
5448 Highway 49 South
Hattiesburg, MS 39402
(601) 554-5503

For PRCC Students at the Hancock County Center:

_____ Maggie Smith, Coordinator of Hancock County Center
454 Hwy 90, Suite D
Waveland, MS 39576
Tel: (228) 467-2761

These documentation guidelines describe information that is required to validate (1) the existence of deafness or hearing impairment, (2) the impact of the disorder on the individual’s educational performance, and (3) the need for accommodations for candidates seeking to register with the appropriate ADA/504 Coordinator.

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights to equal access to programs and services. To establish that the individual is covered under the ADA, the documentation must indicate that the disability substantially limits some major life activity, including learning. The following documentation requirements are provided in the interest of assuring that the documentation is appropriate to verify eligibility and to support requests for accommodations, academic adjustments and/or auxiliary aids.
Physicians, including otorhinolaryngologists and otologists, are qualified to provide diagnosis and treatment of hearing disorders. Audiologists may also provide current audiograms. The diagnostician must be an impartial individual who is not a family member of the student.

The following guidelines are provided to assist the professional in collaborating with each student to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student’s request for appropriate accommodations. Recommended documentation includes the following:

___1. Name, title and professional credentials of qualified professional evaluator clearly stated in documentation.

___2. Documentation on letterhead, typed, dated, signed and otherwise legible.

___3. A clear statement of deafness or hearing loss, with a current audiogram (the age of acceptable documentation is dependent upon the condition, the current status of the student and the student’s request for accommodations).

___4. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results (if appropriate).

___5. Medical information relating to the student’s needs and the status of the individual’s hearing (static or changing) and its impact upon the demands of the academic program.

___6. A statement regarding the use of hearing aids (if appropriate).

___7. A statement of the functional impact or limitations of the hearing loss on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

___8. Specific recommendations for accommodations in the learning environment and rationale for each accommodation. Also, if applicable, must include any record of prior accommodations and an indication of how beneficial the accommodations were.

Further assessment by an appropriate professional may be required if coexisting learning disabilities or other disabling conditions are indicated. The student and the ADA/504 Coordinator collaboratively determine appropriate accommodations.
PART II

IMPAIRMENT AND DISABILITY ASSESSMENT

Return to Appropriate ADA/504 Coordinator as listed on cover page.

In order for the ADA/504 Coordinator at Pearl River Community College to assist students in accessing and determining disability-related services (reasonable accommodations, auxiliary aids and services), we need to establish and document that this student, __________________________________, has a disability.

To help us make this determination, we need the following by a “qualified health professional”:

- A written detailed assessment of the above-named student’s disability (See Part I) that documents and legitimizes a student’s request for accommodations and disability-related services that include the information and documentation requested in the attached Guidelines for Documentation of Deafness/Hard of Hearing.
- Completion of the following form.

Please respond to the following items:

**Impairment Assessment**

A. What is the diagnosis/impairment? ____________________________________________

B. When was the diagnosis originally made? _______________________________________

C. Is the patient/student currently under your care? ______________________________

D. When did you last see the patient/student? _____________________________________

A. Is the impairment temporary (<6 months) or persistent? _________________________
**Major Life Activities Assessment**

Please check any of the major life activities listed below that are affected as a result of the impairment. Please indicate level of limitation.

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<th>1- Negligible</th>
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What are the functional limitations resulting from the impairment’s impact on major life activities identified in #2 above? __________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Based on the major life activities affected by the impairment, are there any specific accommodations and/or instructional strategies within the context of the college environment that you can recommend for this student? __________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

(please continue on back if necessary)
The college reserves the right to determine the appropriateness of submitted documentation and requests for accommodations on a case-by-case basis using the professional judgment of the Disabilities Services Staff.

Please provide the appropriate information in the box below, including the signature of the qualified health professional.

Date:_________________________
Phone:________________________
Health Professional’s Name: ________________________________
Clinic name and address: __________________________________________
____________________________________________
____________________________________________
Health Professional’s Signature: ______________________________________
Student’s Name: ________________________________________________
Guidelines for Documentation of Rehabilitated Drug Addiction/Alcoholism

All documentation is confidential and should be submitted to the designated Pearl River Community College ADA/504 Coordinator:

For PRCC Students at the Poplarville Campus:

_____ Tonia L. Moody, ADA/Civil Rights Coordinator
101 Highway 11 North
P. O. Box 5118
Poplarville, MS  39470
(601) 403-1060

For PRCC Students at the Forrest County Center in Hattiesburg, MS:

_____ Deborah Hewitt, Special Populations Coordinator
5448 Highway 49 South
Hattiesburg, MS  39402
(601) 554-5503

For PRCC Students at the Hancock County Center:

_____ Maggie Smith, Coordinator of Hancock County Center
454 Hwy 90, Suite D
Waveland, MS  39576
Tel: (228) 467-2761

These documentation guidelines describe information that is required to validate (1) the existence of rehabilitation for drug addiction or alcoholism, (2) the impact of the condition on the individual’s educational performance, and (3) the need for accommodations for candidates seeking to register with the appropriate ADA/504 Coordinator.

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights to equal access to programs and services. To establish that the individual is covered under the ADA, the documentation must indicate that the disability substantially limits some major life activity, including learning. The following documentation requirements are provided in the interest of assuring that the documentation is appropriate to verify eligibility and to support requests for accommodations, academic adjustments and/or auxiliary aids.
Professionals who are qualified for diagnosing, treating and providing documentation for individuals who have been rehabilitated for drug addiction or alcoholism include physicians with a specialty in addiction, clinical psychologists, psychiatrists, and licensed mental health professionals or State Health Department certified addiction counselors who are supervised by psychologists or psychiatrists. The diagnostician must be an impartial individual who is not a family member of the student.

The term “qualified individual with a disability” shall not include any student who is currently engaging in the illegal use of drugs or alcohol.

The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student’s request for appropriate accommodations. Recommended documentation includes the following:

___1. Name, title and professional credentials of qualified professional evaluator clearly stated in documentation.

___2. Documentation on letterhead, typed, dated, signed and otherwise legible.

___3. A clear statement of successful completion of a supervised drug/alcohol rehabilitation program with the DSM-IV diagnosis. A dated statement attesting to the compliance with appropriate post-rehabilitation treatment (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student’s request for accommodations).

___4. A summary of assessment procedures and evaluation instruments used to make the diagnosis.

___5. A summary of qualitative and quantitative information which supports the diagnosis.

___6. Medical information relating to the student’s needs to include the impact of medication on the student’s ability to meet the demands of the postsecondary environment.

___7. A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

___8. Specific recommendations for accommodations in the learning environment and rationale for each accommodation. Also, if applicable, must include any record of prior accommodations and an indication of how beneficial the accommodations were.

Further assessment by an appropriate professional may be required if coexisting learning disabilities or other disabling conditions are indicated. The student and the ADA/504 Coordinator collaboratively determine appropriate accommodations.
IMPAIRMENT AND DISABILITY ASSESSMENT

Return to Appropriate ADA/504 Coordinator as listed on cover page.

In order for the ADA/504 Coordinator at Pearl River Community College to assist students in accessing and determining disability-related services (reasonable accommodations, auxiliary aids and services), we need to establish and document that this student, ______________________________________, has a disability.

To help us make this determination, we need the following by a “qualified health professional”:

- A written detailed assessment of the above-named student’s disability (See Part I) that documents and legitimizes a student’s request for accommodations and disability-related services that include the information and documentation requested in the attached Guidelines for Documentation of Rehabilitated Drug Addiction/Alcoholism.
- Completion of the following form.

Please respond to the following items:

Impairment Assessment

A. What is the diagnosis/impairment? ________________________________

B. When was the diagnosis originally made? __________________________

C. Is the patient/student currently under your care? _____________________

D. When did you last see the patient/student? __________________________

E. Is the impairment temporary (<6 months) or persistent? ________________
Major Life Activities Assessment

Please check any of the major life activities listed below that are affected as a result of the impairment. Please indicate level of limitation.

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What are the functional limitations resulting from the impairment’s impact on major life activities identified in #2 above? __________________________________________
_____________________________________________________________________
_____________________________________________________________________

Based on the major life activities affected by the impairment, are there any specific accommodations and/or instructional strategies within the context of the college environment that you can recommend for this student? __________________________________________
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_____________________________________________________________________

(please continue on back if necessary)
The college reserves the right to determine the appropriateness of submitted documentation and requests for accommodations on a case-by-case basis using the professional judgment of the Disabilities Services Staff.

Please provide the appropriate information in the box below, including the signature of the qualified health professional.

Date: ______________________
Phone: ______________________
Health Professional’s Name: __________________________________________
Clinic name and address: ____________________________________________
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____________________________________________
Health Professional’s Signature: ______________________________________
Student’s Name: ____________________________________________________
Guidelines for Documentation of 
Head Injury/Traumatic Brain Injury

All documentation is confidential and should be submitted to the designated Pearl River 
Community College ADA/504 Coordinator:

For PRCC Students at the Poplarville Campus:

_____ Tonia L. Moody, ADA/Civil Rights Coordinator
   101 Highway 11 North
   P. O. Box 5118
   Poplarville, MS  39470
   (601) 403-1060

For PRCC Students at the Forrest County Center in Hattiesburg, MS:

_____ Deborah Hewitt, Special Populations Coordinator
   5448 Highway 49 South
   Hattiesburg, MS  39402
   (601) 554-5503

For PRCC Students at the Hancock County Center:

_____ Maggie Smith, Coordinator of Hancock County Center
   454 Hwy 90, Suite D
   Waveland, MS  39576
   Tel: (228) 467-2761

These documentation guidelines describe information that is required to validate (1) the 
existence of a head injury or Traumatic Brain Injury, (2) the impact of the disorder on the 
individual’s educational performance, and (3) the need for accommodations for candidates 
seeking to register with appropriate ADA/504 Coordinator.

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 
1973, individuals with disabilities are guaranteed certain protections and rights to equal access to 
programs and services. To establish that the individual is covered under the ADA, the 
documentation must indicate that the disability substantially limits some major life activity, 
including learning. The following documentation requirements are provided in the interest of 
assuring that the documentation is appropriate to verify eligibility and to support requests for 
accommodations, academic adjustments and/or auxiliary aids.
Head injuries or traumatic brain injuries are considered medical or clinical diagnoses. Individuals qualified to render a diagnosis for these disorders are practitioners who have been trained in the assessment of head injuries or traumatic brain injuries. Recommended practitioners may include physicians; neurologists; licensed clinical, rehabilitation and school psychologists; neuropsychologists; and psychiatrists. The diagnostician must be an impartial individual who is not a family member of the student.

The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation serves as a foundation that legitimates a student’s request for appropriate accommodations. Recommended documentation includes the following:

____1. Name, title and professional credentials of qualified professional evaluator clearly stated in documentation.

____2. Documentation on letterhead, typed, dated, signed and otherwise legible.

____3. A clear statement of the head injury or traumatic brain injury and the probable site of the lesion.

____4. Documentation for eligibility should be current, preferably within the last three years (the age of the acceptable documentation is dependent upon the disabling condition, the current status of the student and the student’s request for accommodations).

____5. A summary of cognitive and achievement measures used and evaluation results, including standardized scores or percentile used to make the diagnosis.

____6. A summary of present residual symptoms which meet the criteria for diagnosis.

____7. Medical information relating to the student’s needs to include the impact of medication on the student’s ability to meet the demands of the postsecondary environment.

____8. A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

____9. Specific recommendations for accommodations in the learning environment and rationale for each accommodation. Also, if applicable, must include any record of prior accommodations and an indication of how beneficial the accommodations were.

Further assessment by an appropriate professional may be required if coexisting learning disabilities or other disabling conditions are indicated. The student and the ADA/504 Coordinator collaboratively determine appropriate accommodations.
IMPAIRMENT AND DISABILITY ASSESSMENT

Return to Appropriate ADA/504 Coordinator as listed on cover page.

In order for the ADA/504 Coordinator at Pearl River Community College to assist students in accessing and determining disability-related services (reasonable accommodations, auxiliary aids and services), we need to establish and document that this student, ____________________________________________, has a disability.

To help us make this determination, we need the following by a “qualified health professional”:

- A written detailed assessment of the above-named student’s disability (See Part I) that documents and legitimizes a student’s request for accommodations and disability-related services that include the information and documentation requested in the attached Guidelines for Documentation of Head Injury/Traumatic Brain Injury.

- Completion of the following form.

Please respond to the following items:

Impairment Assessment

A. What is the diagnosis/impairment? ________________________________

B. When was the diagnosis originally made? ________________________________

C. Is the patient/student currently under your care? ________________________________

D. When did you last see the patient/student? ________________________________

E. Is the impairment temporary (<6 months) or persistent? ________________________________
## Major Life Activities Assessment

Please check any of the major life activities listed below that are affected as a result of the impairment. Please indicate level of limitation.

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<tr>
<th>Activity</th>
<th>1 - Negligible</th>
<th>2 - Moderate</th>
<th>3 - Substantial</th>
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<td>Other:</td>
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</tbody>
</table>

What are the functional limitations resulting from the impairment’s impact on major life activities identified in #2 above? ____________________________________________________________

____________________________________________________________________

____________________________________________________________________

Based on the major life activities affected by the impairment, are there any specific accommodations and/or instructional strategies within the context of the college environment that you can recommend for this student? ____________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

(please continue on back if necessary)
The college reserves the right to determine the appropriateness of submitted documentation and requests for accommodations on a case-by-case basis using the professional judgment of the Disabilities Services Staff.

Please provide the appropriate information in the box below, including the signature of the qualified health professional.

| Date: __________________________ |
| Phone: _________________________ |
| Health Professional’s Name: ____________________________ |
| Clinic name and address: ____________________________ |
| Health Professional’s Signature: ______________________ |
| Student’s Name: ____________________________ |
Guidelines for Documentation of a Learning Disability in Adolescents and Adults

All documentation is confidential and should be submitted to the designated Pearl River Community College ADA/504 Coordinator:

For PRCC Students at the Poplarville Campus:

_____ Tonia L. Moody, ADA/Civil Rights Coordinator
101 Highway 11 North
P. O. Box 5118
Poplarville, MS  39470
(601) 403-1060

For PRCC Students at the Forrest County Center in Hattiesburg, MS:

_____ Deborah Hewitt, Special Populations Coordinator
5448 Highway 49 South
Hattiesburg, MS  39402
(601) 554-5503

For PRCC Students at the Hancock County Center:

_____ Maggie Smith, Coordinator of Hancock County Center
454 Hwy 90, Suite D
Waveland, MS  39576
Tel: (228) 467-2761

These documentation guidelines describe information that is required to validate (1) the existence of a specific learning disability, (2) the impact of the disability on the individual’s educational performance, and (3) the need for accommodations for candidates seeking to register with the appropriate ADA/504 Coordinator.

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights to equal access to programs and services. To establish that the individual is covered under the ADA, the documentation must indicate that the disability substantially limits some major life activity, including learning. The following documentation requirements are provided in the interest of assuring that the documentation is appropriate to verify eligibility and to support requests for accommodations, academic adjustments and/or auxiliary aids.
A diagnosis by a certified and/or licensed psychologist, learning disabilities specialist, educational therapist, diagnostician in public school or colleges and rehabilitation services and/or private practitioners is required and must include the professional’s license number. The diagnostician must be an impartial individual who is not a family member of the student.

The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student’s appropriate accommodations. Recommended documentation includes the following:

___1. Name, title and professional credentials of qualified professional evaluator clearly stated in documentation.

___2. Documentation on letterhead, typed, dated, signed and otherwise legible.

___3. Documentation for eligibility should be current, preferably within the last five years, and reflect the current impact the learning disability has on the student’s functioning. (The age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student’s request for accommodations.)

___4. A testing summary, which includes a measure of both aptitude and academic achievement in the areas of reading, mathematics, and written language.

___5. A clear statement that a learning disability is present along with the rationale for this diagnosis.

___6. A narrative summary, including all scores (standard and percentile), which supports the diagnosis.

___7. A statement of strengths and needs that will impact the student’s ability to meet the demands of the postsecondary environment.

___8. A statement of the functional impact of limitations of the disability on learning or other major life activities and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

___9. Specific recommendations for accommodations in the learning environment and rationale for each accommodation. Also, if applicable, must include any record of prior accommodations and an indication of how beneficial the accommodations were.

Further assessment by an appropriate professional may be required if coexisting learning disabilities or other disabling conditions are indicated. The student and the ADA/504 Coordinator collaboratively determine appropriate accommodations.
IMPAIRMENT AND DISABILITY ASSESSMENT

Return to Appropriate ADA/504 Coordinator as listed on cover page.

In order for the ADA/504 Coordinator at Pearl River Community College to assist students in accessing and determining disability-related services (reasonable accommodations, auxiliary aids and services), we need to establish and document that this student, ________________________________, has a disability.

To help us make this determination, we need the following by a “qualified health professional”:

1. A written detailed assessment of the above-named student’s disability (See Part I) that documents and legitimizes a student’s request for accommodations and disability-related services that include the information and documentation requested in the attached Guidelines for Documentation of a Learning Disability.

2. Completion of the following form.

Please respond to the following items:

1. Impairment Assessment

A. What is the diagnosis/impairment? ________________________________

B. When was the diagnosis originally made? __________________________

C. Is the patient/student currently under your care? _____________________

D. When did you last see the patient/student? _________________________

E. Is the impairment temporary (<6 months) or persistent? ________________
Major Life Activities Assessment

Please check any of the major life activities listed below that are affected as a result of the impairment. Please indicate level of limitation.

<table>
<thead>
<tr>
<th>Major Life Activity</th>
<th>1- Negligible</th>
<th>2-Moderate</th>
<th>3-Substantial</th>
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<tr>
<td>Caring for oneself</td>
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<td>Other:</td>
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</table>

What are the functional limitations resulting from the impairment’s impact on major life activities identified in #2 above? __________________________________________
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_____________________________________________________________________

Based on the major life activities affected by the impairment, are there any specific accommodations and/or instructional strategies within the context of the college environment that you can recommend for this student? ___________________________________
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_____________________________________________________________________  

(please continue on back if necessary)
The college reserves the right to determine the appropriateness of submitted documentation and requests for accommodations on a case-by-case basis using the professional judgment of the Disabilities Services Staff.

Please provide the appropriate information in the box below, including the signature of the qualified health professional.

Date:_________________________
Phone:________________________
Health Professional’s Name: __________________________________________
Clinic name and address: ____________________________________________
Health Professional’s Signature: ______________________________________
Student’s Name: ____________________________________________________
Guidelines for Documentation of Physical Disabilities and Systemic Illnesses

Includes, but is not limited to, Mobility Impairments, Multiple Sclerosis, Cerebral Palsy, Chemical Sensitivities, Spinal Cord Injuries, Cancer, AIDS, Muscular Dystrophy and Spina Bifida.

All documentation is confidential and should be submitted to the designated Pearl River Community College ADA/504 Coordinator:

For PRCC Students at the Poplarville Campus:

_____ Tonia L. Moody, ADA/Civil Rights Coordinator
101 Highway 11 North
P. O. Box 5118
Poplarville, MS  39470
(601) 403-1060

For PRCC Students at the Forrest County Center in Hattiesburg, MS:

_____ Deborah Hewitt, Special Populations Coordinator
5448 Highway 49 South
Hattiesburg, MS  39402
(601) 554-5503

For PRCC Students at the Hancock County Center:

_____ Maggie Smith, Coordinator of Hancock County Center
454 Hwy 90, Suite D
Waveland, MS   39576
Tel: (228) 467-2761

These documentation guidelines describe information that is required to validate (1) the existence of a physical disability or systemic illness, (2) the impact of the disorder on the individual’s educational performance, and (3) the need for accommodations for candidates seeking to register with the appropriate ADA/504 Coordinator.

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights to equal access to programs and services. To establish that the individual is covered under the ADA, the documentation must indicate that the disability substantially limits some major life activity, including learning. The following documentation requirements are provided in the interest of assuring that the documentation is appropriate to verify eligibility and to support requests for accommodations, academic adjustments and/or auxiliary aids.
Any physical disability or systemic illness is considered to be in the medical domain and requires the expertise of a physician, including a neurologist or other medical specialist with experience and expertise in the area for which accommodations are being requested. The diagnostician must be an impartial individual who is not a family member of the student.

The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student’s request for appropriate accommodations. Recommended documentation includes the following:

___1. Name, title and professional credentials of qualified professional evaluator clearly stated in documentation.

___2. Documentation on letterhead, typed, dated, signed and otherwise legible.

___3. A clear statement of the medical diagnosis of the physical disability and/or systemic illness.

___4. Documentation for eligibility should be current, preferably within the last three years (the age of the acceptable documentation is dependent upon the disabling condition, the current status of the student and the student’s request for accommodations).

___5. A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores, if applicable.

___6. A description of present symptoms which meet the criteria for diagnosis.

___7. Medical information relating to the student’s needs to include the impact of medication on the student’s ability to meet the demands of the postsecondary environment.

___8. A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

___9. Specific recommendations for accommodations in the learning environment and rationale for each accommodation. Also, if applicable, must include any record of prior accommodations and an indication of how beneficial the accommodations were.

Further assessment by an appropriate professional may be required if coexisting learning disabilities or other disabling conditions are indicated. The student and the ADA/504 Coordinator collaboratively determine appropriate accommodations.
IMPAIRMENT AND DISABILITY ASSESSMENT

Return to Appropriate ADA/504 Coordinator as listed on cover page.

In order for the ADA/504 Coordinator at Pearl River Community College to assist students in accessing and determining disability-related services (reasonable accommodations, auxiliary aids and services), we need to establish and document that this student, ________________________________, has a disability.

To help us make this determination, we need the following by a “qualified health professional”:

- A written detailed assessment of the above-named student’s disability (See Part I) that documents and legitimizes a student’s request for accommodations and disability-related services that include the information and documentation requested in the attached Guidelines for Documentation of Physical Disabilities and Systemic Illness.

- Completion of the following form.

Please respond to the following items:

**Impairment Assessment**

A. What is the diagnosis/impairment? ________________________________________________

B. When was the diagnosis originally made? ________________________________

C. Is the patient/student currently under your care? ________________________________

D. When did you last see the patient/student? ________________________________

E. Is the impairment temporary (<6 months) or persistent? _________________________
**Major Life Activities Assessment**

Please check any of the major life activities listed below that are affected as a result of the impairment. Please indicate level of limitation.

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</table>

What are the functional limitations resulting from the impairment’s impact on major life activities identified in #2 above?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Based on the major life activities affected by the impairment, are there any specific accommodations and/or instructional strategies within the context of the college environment that you can recommend for this student?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

(please continue on back if necessary)
The college reserves the right to determine the appropriateness of submitted documentation and requests for accommodations on a case-by-case basis using the professional judgment of the Disabilities Services Staff.

Please provide the appropriate information in the box below, including the signature of the qualified health professional.

| Date: __________________________ |
| Phone: __________________________ |
| Health Professional’s Name: __________________________________________ |
| Clinic name and address: ____________________________________________ |
| Health Professional’s Signature: ______________________________________ |
| Student’s Name: ____________________________________________________ |
Guidelines for Documentation of Psychiatric/Psychological Disorders

Includes, but is not limited to, Depressive Disorders, Post-Traumatic Stress Disorder, Bipolar Disorder, and Dissociative Disorder.

All documentation is confidential and should be submitted to the designated Pearl River Community College ADA/504 Coordinator:

For PRCC Students at the Poplarville Campus:

_____ Tonia L. Moody, ADA/Civil Rights Coordinator
101 Highway 11 North
P. O. Box 5118
Poplarville, MS 39470
(601) 403-1060

For PRCC Students at the Forrest County Center in Hattiesburg, MS:

_____ Deborah Hewitt, Special Populations Coordinator
5448 Highway 49 South
Hattiesburg, MS 39402
(601) 554-5503

For PRCC Students at the Hancock County Center:

_____ Maggie Smith, Coordinator of Hancock County Center
454 Hwy 90, Suite D
Waveland, MS 39576
Tel: (228) 467-2761

These documentation guidelines describe information that is required to validate (1) the existence of psychiatric/psychological disorders, (2) the impact of the disorder on the individual’s educational performance, and (3) the need for accommodations for candidates seeking to register with the appropriate ADA/504 Coordinator.

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights to equal access to programs and services. To establish that the individual is covered under the ADA, the documentation must indicate that the disability substantially limits some major life activity, including learning. The following documentation requirements are provided in the interest of assuring that the documentation is appropriate to verify eligibility and to support requests for accommodations, academic adjustments and/or auxiliary aids.
Part I

A diagnosis by a licensed mental health professional, a psychologist, psychiatrist or neurologist is required and must include the professional’s license number. The diagnostician must be an impartial individual who is not a family member of the student.

The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student’s appropriate accommodations. Recommended documentation includes the following:

___1. Name, title and professional credentials of qualified professional evaluator clearly stated in documentation.

___2. Documentation on letterhead, typed, dated, signed and otherwise legible.

___3. Documentation for eligibility should be current, preferably within the last three years. (The age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student’s request for accommodations.)

___4. A clear statement of the disability, including the DSM-IV diagnosis with a summary of present symptoms supporting the diagnosis.

___5. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results, including standardized or percentile scores.

___6. Medical information relating to the student’s needs to include the impact of medication on the student’s ability to meet the demands of the postsecondary environment.

___7. A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

___8. Specific recommendations for accommodations in the learning environment and rationale for each accommodation. Also, if applicable, must include any record of prior accommodations and an indication of how beneficial the accommodations were.

Further assessment by an appropriate professional may be required if coexisting learning disabilities or other disabling conditions are indicated. The student and the ADA/504 Coordinator collaboratively determine appropriate accommodations.
IMPAIRMENT AND DISABILITY ASSESSMENT

Return to Appropriate ADA/504 Coordinator as listed on cover page.

In order for the ADA/504 Coordinator at Pearl River Community College to assist students in accessing and determining disability-related services (reasonable accommodations, auxiliary aids and services), we need to establish and document that this student, ________________________________________, has a disability.

To help us make this determination, we need the following by a “qualified health professional”:

- A written detailed assessment of the above-named student’s disability (See Part I) that documents and legitimizes a student’s request for accommodations and disability-related services that include the information and documentation requested in the attached Guidelines for Documentation of Psychiatric/Psychological Disorders.

- Completion of the following form.

Please respond to the following items:

Impairment Assessment

A. What is the diagnosis/impairment? ________________________________

B. When was the diagnosis originally made? _________________________

C. Is the patient/student currently under your care? ______________________

D. When did you last see the patient/student? _________________________

E. Is the impairment temporary (<6 months) or persistent? ______________
Major Life Activities Assessment

Please check any of the major life activities listed below that are affected as a result of the impairment. Please indicate level of limitation.

<table>
<thead>
<tr>
<th>Major Life Activity</th>
<th>1</th>
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<tbody>
<tr>
<td>Caring for oneself</td>
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<td>Sleeping</td>
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<td>Taking exams</td>
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<td>Interacting with others</td>
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<tr>
<td>Other:</td>
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</tbody>
</table>

What are the functional limitations resulting from the impairment’s impact on major life activities identified in #2 above?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Based on the major life activities affected by the impairment, are there any specific accommodations and/or instructional strategies within the context of the college environment that you can recommend for this student?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

(please continue on back if necessary)
The college reserves the right to determine the appropriateness of submitted documentation and requests for accommodations on a case-by-case basis using the professional judgment of the Disabilities Services Staff.

Please provide the appropriate information in the box below, including the signature of the qualified health professional.

Date: __________________________
Phone: _________________________
Health Professional’s Name: ________________________________
Clinic name and address: ________________________________________

____________________________________________
____________________________________________

Health Professional’s Signature: ________________________________
Student’s Name: ____________________________________________
Communicating with Individuals with Disabilities

**Person First Terminology**

Language Matters

**PEOPLE WITH DISABILITIES ARE PEOPLE FIRST!**

People First language promotes understanding, respect, dignity and a positive outlook for people with disabilities.

People First language eliminates generalizations, assumptions and stereotypes by focusing on the person rather than the disability.

People First language emphasizes abilities, not limitations.

People First language is an objective way of acknowledging, communicating and reporting on disabilities.

People First language is not a fad or politically correct jargon.

People with disabilities want to be thought of as regular and ordinary people just like everyone else.

Recognize that a disability is not a challenge to be overcome, it is only part of who the person is and their unique characteristics.

Be sensitive and respectful when choosing the words you use to address a person with a disability.

Do not use “special” as a euphemism.

Don’t use labels; they do not reflect the individuality, equality, dignity or talent of a person with a disability.

**REMEMBER – LANGUAGE MATTERS!**
When writing or speaking about people with disabilities or developmental disabilities one should put emphasis on the person first and not their disability. This is referred to as “Person First Language” or “Person First Terminology.” Labels should not be used, nor should one use language that is antiquated as demeaning to persons with disabilities. The following are examples of what to say and what not to say.

Say or Write This…

♦ one of the people I support…
♦ she is a person with a disability…
♦ he is a student with a learning disability…
♦ she is a person with a cognitive disability…
♦ he is an individual with autism…
♦ the program supports adults with autism living in the community…
♦ she is a person with mental retardation…
♦ she is an adult who is blind…
♦ people who are blind…
♦ he is a person who is deaf…
♦ he is a person with deaf blindness…
♦ people who are deaf…
♦ he is hard of hearing…
♦ she is a person with cerebral palsy…
♦ he is a person with quadriplegia…
♦ he uses a wheelchair or he is a wheelchair user…
♦ she is a person with a learning disability…
♦ she is an individual with epilepsy…
♦ he has multiple sclerosis or muscular dystrophy…
♦ he is a person who uses an assistive device to speak…
♦ she is a person with a psychiatric disability…
♦ he uses a cane or device for mobility…
♦ she is paralyzed…
♦ he has a physical disability…
♦ accessible parking…
♦ condition…
♦ cleft lip…
♦ congenital disability…
♦ without speech, nonverbal…
♦ developmental delay…
♦ Downs Syndrome…
♦ seizures…
♦ of short stature…
♦ has hemoplegia (has paralysis on one side of the body)…
♦ person who has…
♦ emotional disorder or mental illness…

Instead of This…

♦ my client(s)
♦ she is handicapped or disabled
♦ he is a SPED kid
♦ she is retarded
♦ he is autistic
♦ the autistic group home/alternative living service
♦ she is retarded/mentally defective
♦ she is a blind person
♦ the blind community
♦ he is a deaf mute
♦ he is afflicted with deaf blindness
♦ the deaf
♦ he suffers from a hearing loss
♦ she is a victim of cerebral palsy
♦ he is a quad or the quads
♦ his is confined to a wheelchair
♦ she is learning disabled
♦ she is an epileptic
♦ he is afflicted with multiple sclerosis or muscular dystrophy
♦ he is deaf mute
♦ she is psycho or crazy
♦ blind people need a cane to get around
♦ she is an invalid
♦ he is crippled
♦ handicapped parking
♦ disease (unless it is a disease)
♦ hare lip
♦ birth defect
♦ mute or dumb
♦ slow
♦ mongoloid or retard
♦ fits or spells
♦ dwarf or midget
♦ hemiplegic
♦ afflicted, suffers from or victim
♦ crazy, insane or the mentally ill
Person First Training Activity

When you speak to or write about a person with a disability, how do you refer to the individual? Take a few minutes and evaluate the statements below. Do they show respect for others? Or do they focus on a diagnosis and do not accurately describe the person? Rewrite these sentences using person first terminology.

1. My little brother is handicapped.

   Example: My little brother is a person with a condition called cerebral palsy.

2. I heard of this great new hearing aid for deaf people.

3. She is bedridden.

4. He is a victim of multiple sclerosis.

5. We ate lunch with a little blind girl.

6. Mentally retarded people work in that workshop down the street.

7. We have two handicapped parking spaces at our building.

8. I volunteer at the deaf school every Tuesday.

9. John has been wheelchair bound since birth.

10. Jane was born with a birth defect.

11. He is a quad as a result of a car wreck last year.

12. Tom fell out in a fit because he is an epileptic.

13. He is an invalid and can't turn over without help.

14. Sam will have surgery next week to fix his hare lip cheek.

15. He is a deaf-mute.

16. The blind typically use a cane to get around.

17. Because he is insane, he takes medication to be as normal as possible.

18. “The Wizard of Oz” has many dwarfs in it.

19. Her baby is a little slow.

20. That mongoloid child is in a regular class with normal students.

Note: You are welcomed and encouraged to run copies of this material to use for training/staff development purposes.
Testing Accommodations

About the Guidelines for Testing:

- The Guidelines for Testing Accommodations form is to be read by, read to and/or explained to any student with a disability who will be receiving accommodation.

- This form clarifies the testing accommodation procedure for students as well as the responsibilities of the student to follow proper procedures for accommodation.

- This form is used in conjunction with the Testing Schedule, Exam Administration Form and the Impairment and Disability Assessment.
Guidelines for Testing Accommodations

1. The appropriate designated ADA Coordinator must approve the student’s request for specific testing accommodations.
2. To schedule a test with accommodations, the ADA Coordinator and your instructor must complete a Testing Accommodation Form.
3. Reasonable accommodations for testing that may be scheduled include extended time, reduced distraction area, reader, scribe, etc.
4. The Testing Accommodation Form must be returned to the test site/location no later than one week prior to the first test date.
5. To cancel a test or exam, contact the scheduled test site, your disability accommodations counselor and your instructor. To reschedule a test or exam after canceling or being a no-show, you must reschedule through your disability accommodations counselor.
6. Arrive at the testing site at least ten minutes prior to the time of the test and begin testing at the scheduled time. Students arriving early will not be permitted to start their test until the scheduled time, nor will students be permitted to study during their scheduled time. Your instructor and Disability Counselor will be notified of late arrivals and no-shows.
7. During the test, you will be allowed to bring and use only the materials that have been indicated by the instructor on the Testing Accommodation Form. Leave all unauthorized materials, including jackets and book bags, in an area designated at the test site.
8. Should you encounter any difficulty or other concern during your test, please inform the proctor at the test site immediately, and the proctor will follow “Exam Clarification” procedures.
9. The proctor/staff, when acting as a reader/scribe, will go by the following guidelines:
   - A reader reads test materials to a student verbatim. Clarification and elaboration are not permitted.
   - A scribe writes only what the student dictates to him/her.
   - Neither readers nor scribes are permitted to answer questions regarding the exam. No reader or scribe should paraphrase sentences or answers given by the student.
   - If a reader or scribe feels the student is asking that he/she perform tasks not in accordance with the guidelines, then the student should be reported to both the scheduling disability counselor and the student’s instructor. The reader or scribe may leave when the student completes the exam or is asked to leave by the student.
10. Students accommodated with testing services are expected to adhere to the academic honesty principles stated by the PRCC Academic Misconduct Policy in the PRCC Student Handbook.
11. Noncompliance on the part of the student with the above-stated guidelines and with the PRCC procedures for testing accommodations may result in delays or denial of the provision of testing accommodations.

I have read and understand the above outlined policies, and I agree to follow them.

__________________________________  _____________________  ___________
Student Name (print)  Student Signature  Date
About the Testing Schedule:

- The Testing Schedule is used for students and instructors to complete in order to schedule testing that requires reasonable accommodations such as extended time, reader, scribe, etc.

- The student and the teacher should complete this form at least one week prior to regularly scheduled testing date.

- A separate form should be completed for each course in which the student requires testing accommodations.

- This form is used in conjunction with the Guidelines for Testing Accommodations, Exam Administration Form and the Impairment and Disability Assessment.
Testing Accommodations Schedule

PART 1
TO BE FILLED OUT BY STUDENT

Course Name/Number ______________________

Semester, Year ______ Course Meeting Time/Days: __________________

Student Name: ___________________________ Phone Number: ________________

Instructor Name: ________________________

SCHEDULE OF TESTS TO BE TAKEN

*Dates and times must be approved by instructor
*Any changes must also be approved by instructor

<table>
<thead>
<tr>
<th>Test #</th>
<th>Test Date</th>
<th>Time Class is allotted for test</th>
<th>Start Time</th>
<th>Extended Time Accommodations (none, time &amp; ½, double)</th>
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</thead>
<tbody>
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FINAL (two-week notice prior to last day of class)

_________________________ ____________   ___________

Special Accommodation for Test (i.e., extended time, reader, scribe, reduced distraction space, etc.)
_________________________________________________________________________________

PART II (TO BE FILLED OUT BY INSTRUCTOR)

*Instructor and student must choose a mutually agreeable time for the test. Please deliver/fax the test, or leave it with your department secretary at least three hours prior to the scheduled test time.

How will the test be received? (Please circle)

Test Site Staff to Pick Up  Instructor Will Hand Deliver  Fax

Contact Name and pickup location (include room #) ________________________________

How will the test be returned? (Please circle)

Test Site Staff to Hand Deliver  Instructor Will Pick Up  Fax

Test return location (if different) ________________________________________________

Class-related material student can use during test (if any): __________________________

Scantron? _____________

Instructor’s Signature ___________________________ Date: ___________________

Instructor’s Phone: _________________________  Dept. Phone: ___________________

If you have any questions, please contact the Disability Accommodation Coordinator.
MUST RETURN FORM DIRECTLY TO TEST SITE ONE WEEK PRIOR TO 1ST TEST
Exam Administration

Methods of exam delivery

- Student delivers exam in a sealed envelope
  - Instructor indicates on the Testing Form that the student will be delivering the exam.
  - It is the student’s responsibility to know where and when to pick up exam from the instructor.

- Instructor or department designee delivers exam
  - Instructor indicates on the Testing Form that he/she will be delivering the exam.
  - Instructor delivers exam prior to scheduled exam administration time.

- Instructor faxes examination
  - Instructor indicates on the Testing Form that exam will be faxed (fax number should be indicated on the Testing Form).
  - Instructor faxes an exam for a student(s). He/she should list the name(s) of the student(s), the name of the class and any special instructions for the proctors (make copy of exam for additional students, include Scantron sheet, etc.).

- Instructor emails exam to exam-specific email
  - Instructor indicates on Testing Form that exam will be sent by email.
  - Instructor emails an exam for a student(s). He/she should list the name(s) of the student(s), the name of the class and any special instructions for the proctors (make copy of exam for additional students, include Scantron sheet, etc.).

- Other staff picks up exams
  - Instructor indicates on the Training Form that exam should be picked up by staff.

Logging in/out exams

- Recording exam arrival and departure are necessary for exam security and also to aid in avoiding exam misplacement
  - Log exams upon arrival. Include the following information:
    - Name of student, course, instructor
    - Date and time the exam was received
    - Date of exam administration
  - Log exams returned. Include the following information:
    - Signature of person returning exam (student, instructor, staff)
    - Date and time exam leaves test site
    - Where the exam is to be delivered
Starting an exam

- Check the Testing Form to identify authorized materials for use during the exam.
- Ask students to leave book bags and all other unauthorized materials in appropriate location.
- Ensure students receive approved accommodations (reader, scribe, reduced distraction, extended time, etc.).
- Lead students to test site. Inform students of the following:
  - Time allowed
  - Start time
  - Projected end time
  - Return location upon exam completion

Exam proctoring

- Exam proctors may be any of the following:
  - Staff
  - Work-study student employee monitored by staff member
- Proctor responsibilities are as follows:
  - Maintain exam confidentiality and security
  - Receive, administer and return exams
  - Monitor students during exams
- Inappropriate proctor responsibilities are as follows:
  - Answering exam-related questions
  - Reading/scribing an exam without having a general knowledge of the subject matter (above the level of the student taking the examination)

Exam breaks

- As in the regular classroom, students may take restroom or water breaks during their exams. However, as with regular class, students with disabilities will lose the time that they take for their break from the total exam time. If a student’s disability is such that his/her documentation supports extended break times, an exception to the rule will be made. To maintain exam security, break policies should be established.
  - Staff will review documentation to determine break accommodations (if any).
  - Staff should inform students that extended time includes breaks and it should be written on the Testing Form.
  - Students must inform proctors of extended break time before exam begins.
  - Students may not leave the test site during their break, and students should be escorted to and from the facilities.
  - If leaving the testing room, students must turn in their exam materials to the proctors. They may obtain their material when returning to the exam.
  - All books, book bags, coats, etc., must remain in the designated area undisturbed.
  - Break periods, unless otherwise noted, will be no longer than ten minutes.

Exam Clarification

- Students completing exams at the test site will likely have questions regarding their exam. Unlike the regular class, students taking exams at the test site do not have ready access to
the instructor. Test site staff are not permitted to answer any exam-related questions.
Students’ questions may be answered in the following ways:
   o Students may call the instructor or department staff with permission from the test site staff.
   o Students may write a note to the instructor on the “Exam Comment Form” and include it in the exam packet if the instructor is unreachable.
   o The “Exam Comment Form” may also be used to document any unusual exam situations.

Ending an exam

- To end an exam, proctors do the following:
  o Require the student to complete exam by designated time
  o Collect ALL exam materials
  o Record end time on the Testing Form and the exam envelope
  o Place exams in a sealed envelope
  o Log out exam (see log in/out procedures)
  o Return exam to instructor/department

Exam return

- On the Testing Accommodations Form, the instructor should indicate the preferred exam return method
  o Student returns exam in a sealed envelope
  o Instructor/department designee picks up exam at the Test Site
  Staff returns exam to instructor/department by hand delivery—A return sheet (companion to the log sheet) should be established that notes the following:
    ▪ Date and time the exam is returned
    ▪ Building and room number
    ▪ Signature of person who is accepting the exam
  o Fax back exam to instructor or main department
  o Campus Mail
# Exam Log Sheet

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Date of exam</th>
<th>Course</th>
<th>Inst. Name</th>
<th>Received By</th>
<th>Returned/ Picked Up by</th>
<th>Date/Time Returned</th>
<th>Where</th>
<th>Page # of Return Sheet</th>
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Semester: ____________________________ Year: __________________ Page #: _______________
# Return Sheet
(Companion to Exam Log Sheet)

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Course</th>
<th>Date/Time</th>
<th>Room #/Building</th>
<th>Printed Name</th>
<th>Signature</th>
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Semester: ___________________________  Year: _________________  Page #: _______________
Exam Comment Form

STUDENT’S NAME:  
____________________________________________________________________________

COURSE:  
____________________________________________________________________________

INSTRUCTOR:  
____________________________________________________________________________

DATE: ___________  PROCTOR’S NAME:  
____________________________________________________________________________

TEST SITE LOCATION:  
____________________________________________________________________________

PHONE:  
____________________________________________________________________________

FAX:  
____________________________________________________________________________

E-MAIL:  
____________________________________________________________________________

COMMENTS FOR THE INSTRUCTOR:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Attention-Deficit/Hyperactivity Disorder (ADHD)

Formerly referred to as attention-deficit disorder (ADD) with or without hyperactivity (H). This disorder is a neurobehavioral syndrome characterized by short attention span, distractibility, impulsivity and hyperactivity. Diagnosis is by interview, observation and behavioral questionnaires. The child or adult should, over a prolonged period of time, demonstrate a behavioral pattern that includes the following: fidgeting, difficulty remaining seated, distractibility, difficulty waiting turns, blurtting out answers, failure to complete assignments, poorly sustained attention, excessive shifting, noisiness, excessive talking (“motor mouth”), intrusiveness, failure to listen, frequently losing things and physically dangerous behavior. Motor clumsiness and visual perceptual motor disorders are also common in this condition. Current prevalence estimates suggest that 5%-10% of all children exhibit some form of ADHD, with 20% of these exhibiting a severe form. Although familial in occurrence, transmission patterns are not yet fully delineated. Frequently, this disorder (either ADHD or ADD) co-occurs with learning disabilities.

Blindness

A person is termed blind when corrected visual acuity is worse than 20/200 in the better eye. It has been recommended that the definition of the term blind be restricted to the absence of light perception and that visual impairment and low vision be extended to describe people with vision worse than 20/200 but who retain light perception.

Central Blindness

Blindness caused by damage to the visual cortex in the occipital lobe. Visual perception is often more affected than actual vision. People with central blindness are not blind in the sense that they have no vision but have visual impairments because their perception of light images is inaccurate and inconsistent.

Color Blindness

A sex-linked inability to discriminate colors (either red, green or all colors), occurring in 8% of boys and 0.5% of girls. The presence of color blindness does not relate to the occurrence of learning disabilities.

Cortical Blindness (central blindness)

Visual impairment secondary to damage to the occipital cortex in the presence of an intact visual system including an eyeball, lens, retina and optic nerve pathway. Cortical blindness following head trauma may be transient.

Low Vision

Generally refers to a severe visual impairment, not necessarily limited to distance vision. Low vision applies to all individuals who are unable to read the newspaper at a typical viewing distance, even with the aid of corrective lenses.
Traumatic Brain Injury (TBI)

A closed head injury with damage to the brain occurring in an infant, child or adult. May be accidental or caused by child abuse. Long-term outcome is variable and related to location and severity of trauma.

Physical Disabilities

A broad category of disabilities that typically involve the motor system and place some limitation on the person's ability to move about. However, such disabilities can include diseases of any organ system that have significant impact on functional ability. Although they are distinguished from mental or emotional disabilities, physical disabilities may overlap or coexist with mental disabilities.

Mobility

The ability to move with appropriate ease, flexibility and range. A person with physical or motor disabilities may have impairments in one or more of these respects, requiring assistive devices and environmental modifications to facilitate mobility. Thus, an amputee may require a prosthesis; a person with orthopedic disabilities may require special shoes, braces, canes or crutches; and a person with cerebral palsy or a stroke may require a wheelchair. In addition, ramps, elevators, widened doors, and car and bus lifts may be necessary environmental modifications to ensure complete mobility. For many people, personal mobility may be compromised by a lack of accessible public transportation to allow linkage with needed health and welfare services. The Americans with Disabilities Act of 1990 (ADA) (PL 101-336) mandates the removal of architectural barriers from all public buildings and the alteration of facilities and their amenities to ensure physical accessibility to individuals with disabilities as one aspect of widening the experiences of and opportunities for Americans with disabilities.

Psychiatric Disorders

Disorders of five separate classes: behavior, affect, cognitive, interpersonal, and somatic. Current diagnostic schemas (e.g., Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision [DSM-IV-TR; American Psychiatric Association, 2000]) approach diagnosis by classifying disorders on the dimension most symptomatically affected. Current classification schemas by symptom groups avoid the issue of etiology (cause), thus giving little guidance to appropriate treatment.

Learning Disability (LD)

A disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written; the disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. Learning disabilities include such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia (loss of language skills). According to the Education for All Handicapped Children Act of 1975 (PL 94-142), the Individuals with Disabilities Education Act (IDEA) of 1990 (PL 101-476), and the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 (PL 105-17), the term does not include children who have learning problems that are primarily the result of visual, hearing or motor disabilities; mental retardation; emotional disturbance; or environmental, cultural, or economic disadvantage. Because many different tests, standards and criteria have been used to operationalize these definitions, a student may be classified as having a learning disability in one geographic area but not in another. According to a definition of learning disabilities developed by the National Joint Council on Learning Disabilities in
1981, these disorders are intrinsic to the individual and are presumed to be due to central nervous system (CNS) dysfunction. Even though a learning disability may occur concomitantly with other disabling conditions (e.g., sensory impairment, mental retardation, social and emotional disturbance) or environmental influences (e.g., cultural differences, insufficient/inappropriate instruction, psychogenic factors), it is not the direct result of those conditions or influences.

The definition of **learning disability** subscribed by the Learning Disabilities Association of America (LDA) includes the effect of the disability on self-esteem, education, vocation and activities of daily living (ADLs). The concept of learning disabilities, as it has evolved, reflects a range of neurological dysfunctions that may be manifested in various aspects of life, are innate in the individual, and are lifelong. People with learning disabilities, however, can learn to compensate, attend college and have successful careers.

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**Substance Abuse**

The use of a substance (either legal or illegal) that deviates from accepted social, medical or legal patterns. A rehabilitated substance abuser’s performance is dependent upon the length of time the substance was used, the age of onset and the type of substance being abused. Characteristics and accommodations are often similar to ADHD and there may be coexisting psychological disabilities.
The Rights of Persons with Disabilities

Currently there are two federal legislative mandates that protect the rights of persons with disabilities. These mandates provide for equal opportunity of employment and education and reasonable accommodation in the workplace, classroom, and public and private sector. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 provide the following information:

"No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity receiving federal financial assistance" (Public Law 93- 112). This nondiscrimination statute and the regulations issued under it, especially Subpart E, guarantee specific rights to students. The Americans with Disabilities Act, 1990, expands the mandates for reasonable accommodations put forth in Section 504 of the Rehabilitation Act. This new law reinforces previous state and federal statutes, preserving the rights of persons with disabilities but does not supersede them. ADA extends to the private sector and allows for greater access to employment, transportation, and public accommodations. Their statutes assure the rights of qualified students with disabilities to be accepted into a college or university and to be full participants in various programs. ix

Students with Disabilities Preparing for Postsecondary Education

The U.S. Department of Education has published a list of questions and answers proven to be helpful for students transitioning into the postsecondary environment. Postsecondary education is not governed by IDEA, and thus students need to familiarize themselves with the rights and responsibilities of students in postsecondary education under Section 504 and ADA.

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

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

Yes. Section 504 and Title II protect elementary, secondary and postsecondary students from discrimination. Nevertheless, several of the requirements that apply through high school are different from the requirements that apply beyond high school. For instance, Section 504 requires a school district to provide a free appropriate public education (FAPE) to each child with a disability in the district's jurisdiction. Whatever the disability, a school district must identify an individual's education needs and provide any regular or special education and related aids and services necessary to meet those needs as well as meet the needs of students without disabilities.

Unlike your high school, your postsecondary school is not required to provide FAPE. Rather, your postsecondary school is required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability. In addition, if your
postsecondary school provides housing to non-disabled students, it must provide comparable, convenient and accessible housing to students with disabilities at the same cost. Other important differences you need to know, even before you arrive at your postsecondary school, are addressed in the remaining questions.

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

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

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

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

**What academic adjustments must a postsecondary school provide?**

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

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

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

You must inform the school that you have a disability and need an academic adjustment. Unlike your school district, your postsecondary school is not required to identify you as having a disability or assess your needs.

Your postsecondary school may require you to follow reasonable procedures to request an academic adjustment. You are responsible for knowing and following these procedures. Postsecondary schools usually include, in their publications providing general information, information on the procedures and contacts for requesting an academic adjustment. Such publications include recruitment materials, catalogs and student handbooks, which are often available on school Web sites. Many schools also have staff whose purpose is to assist students
with disabilities. If you are unable to locate the procedures, ask a school official, such as an admissions officer or counselor.

**When should I request an academic adjustment?**

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

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

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

**What documentation should I provide?**

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

Although an Individualized Education Program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you, it generally is not sufficient documentation. This is because postsecondary education presents different demands than high school education, and what you need to meet these new demands may be different. Also in some cases, the nature of a disability may change.

If the documentation that you have does not meet the postsecondary school's requirements, a school official must tell you in a timely manner what additional documentation you need to provide. You may need a new evaluation in order to provide the required documentation.

**Who has to pay for a new evaluation?**

Neither your high school nor your postsecondary school is required to conduct or pay for a new evaluation to document your disability and need for an academic adjustment. This may mean that you have to pay or find funding to pay an appropriate professional to do it. If you are eligible for services through your state vocational rehabilitation agency, you may qualify for an evaluation at no cost to you. You may locate your state vocational rehabilitation agency through this Department of Education Web page: [http://wdcrobcolp01.ed.gov/Programs/EROD/org_list.cfm?category_cd=SVR](http://wdcrobcolp01.ed.gov/Programs/EROD/org_list.cfm?category_cd=SVR).

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

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

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

**What if the academic adjustment we identified is not working?**

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

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

No. Furthermore, it may not charge students with disabilities more for participating in its programs or activities than it charges students who do not have disabilities.

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

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

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

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

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

If you would like more information about the responsibilities of postsecondary schools to students with disabilities, read the OCR brochure “Auxiliary Aids and Services for
Students with disabilities who know their rights and responsibilities are much better equipped to succeed in postsecondary school. We encourage you to work with the staff at your school because they, too, want you to succeed. Seek the support of family, friends and fellow students, including those with disabilities. Know your talents and capitalize on them, and believe in yourself as you embrace new challenges in your education.

**Helpful Communication Hints**

Treat people with disabilities with the same respect and consideration with which you treat others. There are no strict rules when it comes to relating to people with disabilities. However, here are some helpful hints.

**General Guidelines**

- Ask a person with a disability if he/she needs help before providing assistance.
- Talk directly to the person with a disability, not through the person's companion or interpreter.
- Refer to a person's disability only if it is relevant to the conversation. If so, refer to the person first and then the disability. "A man who is blind" is better than "a blind man" because it emphasizes the person first.
- Avoid negative descriptions of a person's disability. For example, "a person who uses a wheelchair" is more appropriate than "a person confined to a wheelchair." A wheelchair is not confining- it's liberating!
- Always ask permission before you interact with a person's guide dog or service dog.

**Visual Impairments**

- Be descriptive for people with visual impairments. Say, "The computer is about three feet to your left," rather than "The computer is over there."
- When guiding people with visual impairments, offer them your arm rather than grabbing or pushing them.

**Learning Disabilities**

- If asked, read instructions to individuals who have specific learning disabilities.

**Mobility Impairments**

- Try sitting or positioning yourself at the approximate height of people sitting in wheelchairs when you interact.
Speech Impairments

- Listen carefully. Repeat what you think you understand for confirmation, and then ask the person with a speech impairment to repeat the portion of what was said that you did not understand.

Deaf or Hard of Hearing

- Face people with hearing impairments so they can see your lips. Speak clearly.
- Consider the use of transparencies or slides rather than writing on a whiteboard or flipchart so that participants with hearing impairments can always read your lips.

Psychological Disabilities

- Provide information in clear, calm, respectful tones.
- Allow opportunities for addressing specific questions.
We agree that these principles are the Code of Ethics for postsecondary disability service providers. As professionals, we are responsible for upholding, supporting and advancing these ideas whenever possible. Members of AHEAD agree to monitor themselves and their peers in accordance with the spirit and provisions of this code, as delineated by the following principles:

1. Postsecondary disability service providers are committed to facilitating the highest levels of educational excellence and potential quality of life for postsecondary students with disabilities.

2. Postsecondary disability service providers strive to achieve and maintain the highest levels of competence and integrity in all areas of assistance to adult students with disabilities. This support is guided by the consistent use of objective, professional judgment in all areas, especially when addressing the confidential nature of the student's disability.

3. Postsecondary disability service providers continually participate in professional activities and educational opportunities designed to strengthen the personal, educational and vocational quality of life for students with disabilities. This includes the ongoing development of strategies, skills, research and knowledge pertinent to the highest quality of disability service delivery whenever and wherever it occurs.

4. Postsecondary disability service providers carry out their responsibilities in accordance with AHEAD professional standards and policy guidelines for adult students with disabilities. When certified, licensed or affiliated with other professionals or organizations, they comply with those professional guidelines as well.

5. Postsecondary service providers are actively engaged in supporting and clarifying institutional, state, provincial, and federal laws, policies, and procedures applicable to the service delivery to students with disabilities. Compliance implies that professionals will not condone or participate in any unethical or illegal acts discussed within these guidelines.

July 1996
Appendix B - Glossary of Terms

Accessible: In the case of a facility, readily usable by a particular individual; in the case of a program or activity, presented or provided in such a way that a particular individual can participate, with or without auxiliary aids(s); in the case of electronic resources, accessible with or without the use of adaptive computer technology.

Access barrier: Any obstruction that prevents people with disabilities from using standard facilities, equipment and resources.

Accessible Web design: Creating World Wide Web pages according to universal design principles to eliminate or reduce barriers, including those that affect people with disabilities.

Accommodation: An adjustment to make a workstation, job, program, facility or resource accessible to a person with a disability.

Adaptive technology: Hardware or software products that provide access to a computer that is otherwise inaccessible to an individual with a disability.

ALT attribute: HTML code that works in combination with graphical tags to provide alternative text for graphical elements.

Americans with Disabilities Act of 1990 (ADA): A comprehensive Federal law that prohibits discrimination on the basis of disability in employment, telecommunications, public services, public accommodations and services.

American Standard Code for Information Interchange (ASCII): Standard for unformatted text, which enables transfer of data between platforms and computer systems.

Assistive technology: Technology used to assist a person with a disability (e.g., a handsplint or computer-related equipment).

Auxiliary aids and services: May include qualified interpreters or other effective methods of making aurally delivered materials available to individuals with hearing impairments; qualified readers, taped texts or other effective methods of making visually delivered materials available to individuals with visual impairments; acquisition or modification of equipment or devices; and other similar services and actions.

Braille: A system of embossed characters formed by using a Braille cell, a combination of six dots consisting of two vertical columns of three dots each. Each simple Braille character is formed by one or more of these dots and occupies a full cell or space.

Browser: A program that runs on an Internet-connected computer and provides access to the World Wide Web. Web browsers may be text-only, such as Lynx, or graphical, such as Internet Explorer and Netscape Navigator.
**Captioned film or videos:** Transcription of the verbal portion of films or videos is displayed to make them accessible to people who have hearing impairments.

**Closed Circuit TV Magnifier (CCTV):** A camera used to magnify books or other materials on a monitor.

**Cooperative education:** Programs that work with students, faculty, staff and employers to help students clarify career and academic goals and to expand classroom study by allowing students to participate in paid, practical work experiences.

**Compensatory tools:** Adaptive computing systems that allow people with disabilities to use computers to complete tasks that would be difficult without a computer (e.g., reading, writing, communicating, accessing information).

**Disability:** A physical or mental impairment that substantially limits one or more major life activities; a record of such an impairment; or being regarded as having such an impairment (Americans with Disabilities Act of 1990).

**Discrimination:** The act of treating a person differently in a negative manner based on factors other than individual merit.

**Dymo Labeller:** A device used to create raised print or Braille labels.

**Electronic information:** Any digital data for use with computers or computer networks, including disks, CD-ROMs and World Wide Web resources.

**Essential job functions:** Those functions of a job or task, which must be completed with or without an accommodation.

**Facility:** All or any portion of a physical complex, including buildings, structures, equipment, grounds, roads and parking lots.

**FM sound amplification system:** An electronic amplification system consisting of three components: a microphone/transmitter, monaural FM receiver and a combination charger/carrying case. It provides wireless FM broadcasts from a speaker to a listener who has a hearing impairment.

**Frame tags:** A means of displaying Web pages. The browser reads the frame tags and produces an output that subdivides output within a browser into discrete windows.

**Graphical user interface (GUI):** Program interface that presents digital information and software programs in an image-based format as compared to a character-based format.

**Hardware:** Physical equipment related to computers.
**Hearing impairment:** Complete or partial loss of the ability to hear, caused by a variety of injuries or diseases, including congenital causes. Limitations, including difficulties in understanding language or other auditory messages and/or in production of understandable speech, are possible.

**Independent study:** A student works one-on-one with individual faculty members to develop projects for credit.

**Informational interview:** An activity where students meet with people working in careers to ask questions about their jobs and companies, allowing students to gain personal perspectives on career interests.

**Input:** Any method by which information is entered into a computer.

**Internet:** Computer network connecting governmental, educational, commercial, other organizations and individual computer systems.

**Internship:** A time-limited, intensive learning experience outside of the typical classroom.

**Interpreter:** Professional person who assists a person who is deaf in communicating with hearing people.

**Job shadowing:** A short work-based learning experience where students visit businesses to observe one or more specific jobs to provide them with a realistic view of occupations in a variety of settings.

**Keyboard emulation:** Uses hardware and/or software in place of a standard keyboard.

**Kinesthetic:** Refers to touch-based feedback.

**Large print:** Most ordinary print is six to ten points in height (about 1/16 to 1/8 of an inch). Large-print type is fourteen to eighteen points (about 1/8 to 1/4 of an inch) and sometimes larger.

**Link:** a connection between two electronic files or data items.

**Lynx:** A text-based World Wide Web browser.

**Macro:** A mini-program that, when run within an application, executes a series of predetermined keystrokes and commands to accomplish a specific task. Macros can automate tedious and often-repeated tasks or create special menus to speed data entry.

**Mainstreaming:** The inclusion of people with disabilities, with or without special accommodations, in programs, activities and facilities with non-disabled people.

**Major life activities:** Functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working and participating in community activities (Americans with Disabilities Act of 1990).
**Multimedia:** A computer-based method of presenting information by using more than one medium of communication, such as text, graphics and sound.

**Optical Character Recognition (OCR):** Machine recognition of printed or typed text. Using OCR software with a scanner, a printed page can be scanned and the characters converted into text in an electronic format.

**Output:** Any method of displaying or presenting electronic information to the user through a computer monitor or other device (e.g., speech synthesizer).

**Portable Document Format (PDF):** The file format for representing documents in a manner that is independent of the original application software, hardware and operating system used to create the documents.

**Physical or mental impairment:** Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more, but not necessarily limited to, the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities (Americans with Disabilities Act of 1990).

**Plug-ins:** Programs that work within a browser to alter, enhance or extend the browser’s operation. They are often used for viewing video, animation or listening to audio files. Proprietary software: Privately owned software based on trade secrets, privately developed technology or specifications that the owner refuses to divulge, thus preventing others from duplicating a product or program unless an explicit license is purchased. The opposite of proprietary is open (publicly published and available for emulation by others).

**Qualified individual with a disability:** An individual with a disability who--with or without reasonable modification to rules, policies or practices; the removal of architectural, communication or transportation barriers; or the provision of auxiliary aids and services--meets the essential eligibility requirements for the receipt of services or participation in programs or activities provided by a public entity (Americans with Disabilities Act of 1990).

**Reader:** Volunteer or employee of a blind or partially sighted individual who reads printed material in person or records to audiotape.

**Relay service:** A third-party service (usually free) that allows a hearing person without a TTY/TDD device to communicate over the telephone with a person who has a hearing impairment. The system also allows a person with a hearing impairment who has a TTY/TDD to communicate in voice through a third party, with a hearing person or business.
**Screen reader:** A text-to-speech system intended for use by computer users who are blind or have low vision that speaks the text content of a computer display using a speech synthesizer.

**Service learning:** A structured, volunteer work experience where students provide community service in non-paid, volunteer positions to give them opportunities to apply knowledge and skills learned in school while making a contribution to local communities.

**Sign language:** Manual communication commonly used by people who are deaf. Sign language is not universal; deaf people from different countries speak different sign languages. The gestures or symbols in sign language are organized in a linguistic way. Each individual gesture is called a sign. Each sign has three distinct parts: the hand shape, the position of the hands, and the movement of the hands. American Sign Language (ASL) is the most commonly used sign language in the United States.

**Specific learning disability (SLD):** A disorder of one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in difficulty listening, thinking, speaking, reading, writing, spelling or doing mathematical calculations. Limitations may include hyperactivity, distractibility, emotional instability, visual and/or auditory perception difficulties and/or motor limitations, depending on the type(s) of learning disability.

**Speech output system:** A system that provides the user with a voice alternative to the text presented on the computer screen.

**Speech impairment:** A problem in communication and related areas, such as oral motor function, ranging from simple sound substitutions to the inability to understand or use language or use the oral-motor mechanism for functional speech and feeding. Some causes of speech and language disorders include hearing loss; neurological disorders; brain injury; mental retardation; drug abuse; physical impairments, such as cleft lip or palate; and vocal abuse or misuse.

**Speech input system:** A computer-based system that allows the operator to control the system using his/her voice.

**Sticky keys:** Enables a computer user to do multiple key combinations on a keyboard using only one finger at a time. The sticky keys function is usually used with the Ctrl, Alt, and Shift keys. Simultaneous keystrokes can be entered sequentially.

**Telecommunications Device for the Deaf (TDD) or Teletypewriter (TTY):** A device which enables someone who has a speech or hearing impairment to use a telephone when communicating with someone else who has a TDD/TTY. TDD/TTYs can be used with any telephone, and one needs only a basic typing ability to use them.

**Trackball:** A pointing device consisting of a ball housed in a socket containing sensors to detect the rotation of the ball like an upside-down mouse. The user rolls the ball with his thumb or the palm of his hand to move the pointer.
Traumatic Brain Injury (TBI): An open or closed head injury resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

Undue hardship: An action that requires significant difficulty or expense in relation to the size of the employer, the resources available and the nature of the operation (Americans with Disabilities Act of 1990).

Universal design: Designing programs, services, tools and facilities so that they are usable, without additional modification, by the widest range of users possible, taking into account a variety of abilities and disabilities.

Vocational Rehabilitation Act of 1973: An act prohibiting discrimination on the basis of disability, which applies to any program that receives federal financial assistance. Section 504 of the act is aimed at making educational programs and facilities accessible to all people with disabilities. Section 508 of the act requires that electronic office equipment purchased through federal procurement meet disability access guidelines.

Voice input system: A computer-based system that allows the operator to control the system using his/her voice.

Vision impairments: A complete or partial loss of the ability to see, caused by a variety of injuries or diseases including congenital causes. Legal blindness is defined as visual acuity of 20/200 or less in the better eye with correcting lenses, on the widest diameter of the visual field subtending an angular distance no greater than 20 degrees.

World Wide Web (WWW, W3 or Web): Hypertext and multimedia gateway to the Internet.
Appendix C - Program Application and Plan of Reasonable Accommodations

Date _______________________

Social Security Number _____-_____-_________

Name_______________________________________ Home Phone (______)_____-_________

Address_____________________________________ Cellular Phone (_____)____-_________

City _______________ State/Zip Code____________ Pager Number (_____)_____-_________

E-Mail Address______________________

Birth date _____/_____/_________  Dormitory Number__________________

Disability Information:

Please provide a detailed description of your disability.
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Provide a brief description of the documentation you will provide the Developmental Disabilities Specialist. Include the professional who made the diagnosis and the year the diagnosis was made. You are responsible for providing documentation papers.
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Explain how your disability affects your daily activities. What challenges or functional limitations do you experience as a result of your disability?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Are you currently receiving medical and/or mental health treatment for this disability? If yes, please explain.
_____________________________________________________________________________________
_____________________________________________________________________________________
Are you currently receiving any services and/or support from any agency or service organizations? If yes, list them.

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Are there any academic/learning difficulties because of your disability? If yes, explain.

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Are you currently receiving any accommodations? If yes, explain the nature and type of accommodations.

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Have you disclosed this disability to anyone on your college campus? Who?

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Are you receiving any financial support for your disability? If yes, from whom?

_____________________________________________________________________________________
_____________________________________________________________________________________

Is there any additional information you would like the ADA/504 Coordinator to know about you? If yes, please explain:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

PEARL RIVER COMMUNITY COLLEGE cannot process your application or provide accommodations and services until documentation of disability is received and approved.

I understand the ADA/504 Coordinator will not disclose my records to others unless I give permission for them to do so or unless the law authorizes or compels them to do so.

Student Signature ______________________ Date ______________________
PLAN FOR REASONABLE ACCOMMODATIONS

Services to Assist Goals

Explain what type of accommodations you feel you need in an academic environment?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Do you need assistance in any of the following areas in order to meet your goals?

☐ Academic   ☐ Career/Work

☐ Financial Aid   ☐ Transfer Assistance

☐ Training on rights and responsibilities

☐ Other, please explain ____________________________

If any of the above are marked, please explain assistance needed in greater detail below.
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

For the ADA/504 Coordinator:

Reasonable accommodations requested:

Reasonable accommodations approved:

Referrals to other departments (i.e., Student Support Services, Counseling Center, etc.):
# Appendix D – Campus Access Checklist

## CAMPUS ACCESS CHECKLIST

- **X**- Yes  
- **O**- No  
- **IP**- (In progress with anticipated completion date)  
- **NA**- Not Applicable

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>Date Complete:</th>
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<tr>
<td></td>
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<td><strong>PHYSICAL ACCESS</strong></td>
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<td>Date of most recent Revised Campus Transition Plan</td>
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<td>Emergency Evacuation Procedures</td>
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<td>Parking: Disability Assistance Brochure</td>
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<td>Accessible Parking:</td>
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<td>     Space Ration of Handicapped to Regular</td>
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<td>Signage and Egress information for Disability Access to all buildings</td>
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<tr>
<td>Access Assistance in Bookstore, Food Service Area and Library</td>
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<tr>
<td>Campus Map and Accessibility Guide for all Buildings</td>
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<tr>
<td>Accessible Bathroom and Drinking Fountain in each building</td>
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<td><strong>PROGRAM ACCESS</strong></td>
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<td>Program Accessibility Committee</td>
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<td>Informational Literature available in Alternative Format</td>
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<tr>
<td>Student Services: Disability Accommodations Brochure</td>
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<td>Library: Disability Assistance Information</td>
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<td>Health Center: Disability Information</td>
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<td>Admissions: Assistance to Prospective Student with Disabilities</td>
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<td>Admissions: Recruiting Tapes Closed Captions</td>
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<td>Early Registration</td>
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<td>Registrar: Grades and Transcripts in Alternative Format</td>
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<td>Closed Caption Available on All Academic Videos</td>
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<tr>
<td>Closed Caption/Alternative Formats Available for Distance Learning Classes</td>
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<td>Central Interpreting Fund for Nonacademic Events</td>
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<td>Syllabus Statement for Accommodations</td>
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<td>Handbook for Faculty re: Working with Students with Disabilities</td>
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<td>Handbook for Students with Disabilities</td>
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<td>Faculty Responsibility for Test Accommodations</td>
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<td>Academic Testing Space</td>
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<td>Service</td>
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<td>Specialized Test Accommodations</td>
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<td>(Scribes, Readers, Computers)</td>
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<td>Allow lectures to be tape recorded</td>
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<td>Department Provision of Syllabus,</td>
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<td>Textbooks and Readings one month</td>
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<td>prior to the start of classes</td>
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<td>Alternative Test Formats</td>
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<td>Procedure to ensure that</td>
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<td>communications are as effective</td>
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<td>as those for students without</td>
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<td>disabilities</td>
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<td>Modification of Substitution of</td>
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<td>Courses Policy</td>
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<td>(Math, Foreign Language)</td>
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<td>Service Dog Policy</td>
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<td>Final Exam Schedule Policy</td>
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<td>(when more than two scheduled on</td>
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<td>same day)</td>
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<td>Computer/Technology Access</td>
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<td>Training for Adapted Computer</td>
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<td>Staff Support for Adapted Computer</td>
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<td>maps, graphs)</td>
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<td>Note Takers for students who</td>
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<td>Unlimited</td>
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<td>Computerized</td>
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<td>Computers for Testing Accommodations</td>
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<td>Specialized Career Counseling</td>
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<td>College Sponsored Internship/Work</td>
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<td>Comparable Opportunities in</td>
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<td>Noncredit Sport and Leisure</td>
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<td>Readers for Students who are</td>
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<td>Blind or Dyslexic</td>
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<td>Test Scribes for Students with</td>
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<td>Written Output Difficulties</td>
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<td>Limited Emergency Equipment Loans</td>
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<td>: Computer and Tape Recorders</td>
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<td>Assistive Listening Devices and</td>
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<td>Reconfiguration of Counters in</td>
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<td>Campus ADA Grievance Procedure</td>
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<td>Self-Evaluation of Compliance</td>
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<td>Institutional Membership of RFB&amp;D Fees</td>
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<td>Special Classroom Furniture (Podium, Ergonomic Chairs, etc.)</td>
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<td>DS Professional Staff to DS Student Ratio</td>
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<td>DS Problem Resolution Process</td>
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<td>Advisory Board</td>
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<td>DS Documentation Guidelines</td>
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<td>DS Statement: How to Access Services</td>
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<td>Letters to Instructors (affirming student is eligible for accommodations)</td>
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Appendix E – Student Guidelines for Disability Accommodations

Common Types of Accommodations/Services Available:

- Extended time on tests
- Minimal Distraction testing environment
- Note Taking
- Taped text books
- Interpreter
- Scribe
- Reader
- Assistive Technology
- Extra time on assignments
- Special seating
- Tape-recorded lectures
- Enlarged print
- Faculty liaison
- Library assistance
- Strategy development
- Rehabilitation Agency liaison
- Individual support
- Approved handicap parking permits
- Campus Services liaison

Contact Information:

Students are encouraged to use the Learning Center, Student Support Services and the Academic Counseling Center to interact with faculty and study with classmates.

Services Available:

- Campus Services liaison
- Approved handicap parking permits
- Individual support
- Rehabilitation Agency liaison
- Strategy development
- Library assistance
- Faculty liaison
- Enlarged print
- Tape-recorded lectures
- Special seating
- Extra time on assignments
- Assistive Technology
- Reader
- Scribe
- Interpreter
- Minimal Distraction testing environment
- Extended time on tests
- Scribe
- Interpreter
- Reader
- Assistive Technology
- Extra time on assignments
- Library assistance
- Strategy development
- Rehabilitation Agency liaison
- Individual support
- Approved handicap parking permits
- Campus Services liaison

Purpose of ADA/504

Coordinators:

- Provide services and accommodations to students with disabilities
- Work closely with faculty and staff in an advisory capacity
- Assist in the development of reasonable accommodations for students
- Provide equal access for "otherwise qualified" individuals with disabilities
- Be in compliance with ADA/504

Qualified Individual (Sec 504)

- Have a physical or mental impairment which substantially limits on or more major life activities
- The student must provide updated documentation (within 3-5 years) to the designated ADA/504 Coordinator and it must be sufficient to justify student’s request for accommodations
- Meets academic and technical standards requisite to admissions or participation in the education program or activity

Confidentiality:

- Disability documentation is confidential between the student and Disability Services except in emergencies
- Any explicit or implicit inference to a particular student and the disability is inappropriate

Eligibility and Disability Documentation:

- Depends on the nature of the disability and its impact on learning per the documentation
- Identification of the nature and extent of the disability
- Information on the functional limitation as related to the academic environment
- Description of treatment including side effects of medication
- Recommended reasonable accommodations
- Verification by another institution or organization

Access to Academic Accommodations:

- Reasonable accommodations shall be made for eligible students with disabilities
- Accommodations are provided to allow equal opportunity for students with disabilities
- Requests that would alter the academic standards are not granted
- Each student is given individual consideration
- Accommodations (see back page of brochure) are different that services. Students with disabilities have the right to accommodations if the student qualifies for admission and/or any PRCC program and is eligible for reasonable accommodations as determined by the student’s documentation Services (such as tutoring) are optional and in addition to accommodations.

Student Responsibilities:

- Self-monitor progress with faculty, request assistance, and meet university standards
- Self-disclose or identify themselves to the designated ADA/504 Coordinator as a student with a disability
- Provide documentation of disability
- Provide a minimum of two weeks notice for special requests; i.e., interpreter
- Initiate requests for accommodations by giving the faculty the Disability Verification Letter from the designated ADA/504 Coordinator within the first two weeks of classes
- Notify faculty one week in advance of test and make appointments with the designated ADA/504 Coordinator
- Take test at the same time the class meets unless the instructor provides written permission for another time

ADA/504 Coordinator Responsibilities:

- Prevent discrimination of qualified students
- Reduce or eliminate physical, academic, and attitudinal barriers
- Maintain strict student confidentiality
Appendix F – Faculty Guidelines for Disability Accommodations

### Common Types of Accommodations/Services Available:
- Extended time on tests
- Minimal Distraction testing environment
- Note-taking
- Taped text books
- Interpreter
- Scribe
- Reader
- Assistive Technology
- Extra Time on Assignments
- Special Seating
- Tape-recorded Lectures
- Enlarged Print
- Faculty liaison
- Library assistance
- Strategy development
- Rehabilitation Agency liaison
- Individual support
- Approved handicap parking permits
- Campus Services liaison with Student Support Services, Academic Counseling Center, SUCCESS Program and Campus Security
- Liaison with interpreter
- Spatial awareness for the blind
- Learning style adaptations
- Face the class
- Key terms
- Study guides
- Guided lecture questions
- Visual aides
- Learning style adaptations
- Spatial awareness for the blind
- Liaison with interpreter

### Purpose of Designated ADA/504 Coordinators:
- Provide services and accommodations to students with disabilities
- Work closely with faculty and staff in an advisory capacity
- Assist in the development of reasonable accommodations for students
- Provide “equal access” for “otherwise qualified” individuals with disabilities
- Be in compliance with ADA/504

### Qualified Individual (Sec 504)
- Have a physical or mental impairment which substantially limits on or more major life activities
- The student must provide updated documentation (within 3-5 years) to the designated ADA/405 Coordinator and it must be sufficient to justify student’s request for accommodations
- Accommodations must be approved by the designated ADA/504 Coordinator
- Meets academic and technical requirements necessary for admission or participation in the education program or activity

### Confidentiality:
- Disability documentation is confidential between the student and ADA/504 Coordinator unless the student chooses to reveal it
- Any explicit or implicit inference to a particular student and the disability is inappropriate

### Common Disabilities:
- Attention Deficit/Hyperactivity Disorder (ADHA)
- Blind/Visual Impairment
- Deaf/Hearing Impairment
- Physical Disabilities
- Psychiatric/Psychological Disorders
- Specific Learning Disabilities: Math, Reading, Language, Writing
- Temporary Medical Conditions
- Rehabilitated Drug/Alcohol Abuse

### Instructor Rights:
- Request a signed agreement form students for taping of lectures
- All student must adhere to the PRCC student code of conduct
- Deny testing accommodations if the completed Test Accommodation Form is not provided one week in advance
- Challenge reasonable accommodations that would threaten the academic standards or integrity of the course. Substantive Compliance standards will be applied in such circumstances (Individualized Assessment, nondiscriminatory applications, fundamental fairness, proper balancing, adverse impact, deliberate process)

### Instructor Responsibilities:
- Shared responsibility for student accommodations with ADA/504 Coordinator
- Refer students who are suspected of having a disability to the ADA/504 Coordinator
- Provide reasonable accommodations when student verification letter has been received from the ADA/504 Coordinator only!
- Include a reasonable accommodations statement on course syllabi
- Deliver tests to drop-off points as coordinated with ADA/504 Coordinator

### Crafts Available:
- Extended time on tests
- Minimal Distraction testing environment
- Note-taking
- Taped text books
- Interpreter
- Scribe
- Reader
- Assistive Technology
- Extra Time on Assignments
- Special Seating
- Tape-recorded Lectures
- Enlarged Print
- Faculty liaison
- Library assistance
- Strategy development
- Rehabilitation Agency liaison
- Individual support
- Approved handicap parking permits
- Campus Services liaison with Student Support Services, Academic Counseling Center, SUCCESS Program and Campus Security
- Liaison with interpreter
- Spatial awareness for the blind
- Learning style adaptations
- Face the class
- Key terms
- Study guides
- Guided lecture questions
- Visual aides
- Learning style adaptations
- Spatial awareness for the blind
- Liaison with interpreter

### Teaching Strategies that Facilitate all Student Learning:
- Study guides
- Guided lecture questions
- Visual aides
- Key terms
- Face the class
- Learning style adaptations
- Spatial awareness for the blind
- Liaison with interpreter

### Contact Information:
- Faculty is encouraged to refer to the Disability Services Guidebook and Procedural Standards available in the Office of the Dean of Student Services and the Vice President for Instruction.

### Pearl River Community College
- Tonia L. Moody
- Pearl River Community College
- 101 Highway 11 North
- Poplarville, MS 39470
- Phone: 601-403-1060
- Fax: 601-403-1052
- Email: tmoody@prcc.edu
- Alternative Formats Available Upon Request

### Purpose of Designated ADA/504 Coordinators:
- Provide services and accommodations to students with disabilities
- Work closely with faculty and staff in an advisory capacity
- Assist in the development of reasonable accommodations for students
- Provide “equal access” for “otherwise qualified” individuals with disabilities
- Be in compliance with ADA/504

### Qualified Individual (Sec 504)
- Have a physical or mental impairment which substantially limits on or more major life activities
- The student must provide updated documentation (within 3-5 years) to the designated ADA/405 Coordinator and it must be sufficient to justify student’s request for accommodations
- Accommodations must be approved by the designated ADA/504 Coordinator
- Meets academic and technical requirements necessary for admission or participation in the education program or activity

### Confidentiality:
- Disability documentation is confidential between the student and ADA/504 Coordinator unless the student chooses to reveal it
- Any explicit or implicit inference to a particular student and the disability is inappropriate
Confidentiality

Do not mention the student’s name in reading your request to the class. It is also best not to refer to a person’s disability in front of them or any other students.

Exceptional Situations

In rare situations a student will wish to remain completely anonymous and will not want the volunteer notetaker to know whom the notes are for. Such situations will be identified in the accommodation referral. In those cases, the NCR paper can be collected by the professor and sent to the Student Support Services or the notetaker can take the notes to the Student Support Services where the student will be able to pick the notes up.

Your Recommendations Welcome

Your comments and suggestions regarding the notetaking procedures are welcome. If you would like to know more about accommodating students with disabilities and compliance with ADA/504, the PRCC Disability Committee, upcoming Workshops (Disability and the Law, Disability Awareness, Instructional Strategies, etc.) sponsored by the SUCCESS Program, please call Lisa Besnoy at ext. 1060.

This pamphlet is based on a pamphlet produced by the Oklahoma City Community College Services to Students with Disabilities.
How to Assist Students Using Notetakers

NCR Paper Available for Notetakers

NCR Paper is available from Student Support Services and the SUCCESS Program for students needing notetakers. It is 8.5" x 11" paper which creates an automatic carbon copy. It is similar to the paper common in most checkbooks, which makes the copies of checks as they are written.

NCR paper must be used in sets of two, and a person must be careful that it is right side up (easily done as the paper provided has lines already printed on the top sheet). The practice of using NCR paper for this purpose has become common across the nation. Frequently, the student with the disability and the volunteer notetaker become good friends. It is also common for the volunteer notetaker to comment after the semester that knowing that someone was going to read their notes encouraged them to take better notes. They may attribute their own higher grades to their notetaking efforts.

Students eligible for this accommodation in compliance with ADA/504 will need to meet with the appropriate ADA/504 Coordinator

For Academic students, contact Lisa Besnoy, SUCCESS Program, Room 109 Jeff Davis Hall, 403-1060. Career Technical students, should contact Barbara R. Mathis in the Counseling Center at 403-1242. Students at the Forrest County Center should contact Deborah Hewitt, 554-5503, or Dr. Joe Wesley, 554-5529.

Students requesting notetakers will need to meet with their ADA/504 Coordinator/Counselor prior to activating the accommodation. After they meet with the coordinator, the coordinator will notify the instructor that there is a student requesting a notetaker in the section. The instructor can assist the students in selecting a notetaker by suggesting someone you know to be a good student. The student may have a friend whom they trust to take notes and may suggest this person at that meeting.

Statement to read to class

After you have been notified by the appropriate ADA/504 Coordinator that a notetaker is needed as a "reasonable accommodation" for a student, you may read the following statement to the class:

The ADA/504 Coordinator has requested a volunteer in this class to take their class notes on special paper which will create a carbon copy automatically for a fellow student who needs assistance. If anyone would like to volunteer, please contact me after class. You will receive a brochure helping you understand this process and paper to take the notes on from the counselors. If you have any questions, the ADA/504 Coordinator or the SUCCESS Program will be happy to help you.

Any follow-up needed by the student with a disability or the volunteer notetaker will need to take place with the appropriate coordinator and/or the SUCCESS Program. You will not need to monitor the volunteer notetaking activity any further, minimizing a potential concern that volunteers might feel that their performance in their volunteer activity could adversely affect their grades.
SUCCESS is what it's all about.

Disabilities
Students with
Note Taking For

Helping Others Open

she has learned:
- to listen, grades and understanding what he/ she perceives for that student when it comes to learning and can make all the difference.
- This means getting it down on paper. Thus, the emphasis back is to what is to be learned and can make all the difference.
- In class instead of on the mechanics of the information presented, the student has a chance to concentrate on the
- Do not underestimate your importance.

SUCCESS Program
Phone: 601-103-1060
P.O. Box 34940
101 North 11th Street, Box 34940
Bellevue Community College
Notes More Useful For Some-
Some Tips For Making Your

1. Label each set of notes with the lecture number and date.
2. Listen intently from the beginning of the lecture.
3. Write as many meaningful notes and details as you can.
4. Circle or underline important terms and concepts.
5. Note important points of comparison.
6. Use a dark ball point pen (necessary with NC/R paper).
7. Leave blanks when you are unsure.
8. Leave blanks when you are unsure.
9. Leave blanks when you are unsure.
10. Leave blanks when you are unsure.

More useful to you:
Your notes will be better, clearer and more organized if you:
- Notes the instructor's definitions and examples.
- Define each new term as the teacher explains it.
- When something is important, the instructor gives emphasis.
- Note clues the instructor gives emphasis.
- Read all technical terms, names, dates, equations, definitions and examples.
- Take Cornell notes on both sides of the paper. Reserve the margins for notes on the right side and leave the left side empty for notes. The instructor.
- You may be asked to take notes.
Appendix H - Resources


v DOIT, Presentation on Reasonable Accommodations, Presented January 2004, Jackson, Mississippi.

vi Utah Governor’s Council for People with Disabilities, 155 South 300 West #100, Salt Lake City, Utah 84101, www.gcpd.org, 801-533-3965, Toll free 1-800-333-8824.

vii Compiled by Ed Butler, Grenaye Sullivan, Shirley Miller and Linda Terry using various sources and articles about Person First Language.

Contact Arkansas Government’s Developmental Disabilities Council and ask for pamphlet “Watch Your Words They Affect Others” at 800-482-5400, ext. 2589.


By Pasquale J. Accardo, M.D., & Barbara Y. Whitman, Ph.D., with Shirley K. Behr, Ph.D., Anne Farrell, Ph.D., Ellen Magenis, M.D., and Jill Morrow-Gorton, M.D.

ix A Guide to Reasonable Accommodations, Florida State University.


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