



Accessibility Services Student Handbook

Accessibility Services Office
Louisburg College
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Louisburg College's Vision, Mission, and Values

Vision

Louisburg College will be the model church-related college that prepares students for life and service.

Mission Statement

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

Values

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

Accessibility Services

Accessibility Services is a free service to all individuals with documented physical, mental, psychological, or learning disabilities. The mission of Accessibility Services is to focus on the abilities of all individuals while providing an accessible and welcoming academic community.

Accessibility Services provides and coordinates accommodations and services that enable individuals with disabilities to have equal access to all Louisburg College programs and activities. Not only is this a responsibility in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990 (ADA), but it is also a part of our central purpose as a small college committed to offering an individualized approach to higher education.

Louisburg College is committed to the equal opportunity of education and does not discriminate on the basis of race, color, sex, sexual orientation or sexual preference, national origin, age or disability. [Louisburg College Catalog](#)

AS maintains disability-related documents, certifies eligibility for services, determines reasonable accommodations and develops plans for the provision of such accommodations for students with disabilities. AS assists all college departments in providing appropriate accommodations for students in courses, programs, services, activities and facilities.

AS Location and Hours of Operation

Accessibility Services is located on the first floor of the Taft classroom building, rooms 107 and 111. The AS offices are open Monday through Friday, 8:30am – 5:00pm. Students, parents, and prospective student families are served on a walk-in basis when possible, but are encouraged to make an appointment with the Director in order to ensure a meeting time is available.

Phone: (919) 497-3236

Fax: (919) 496-6733

Email: accessibilityservices@louisburg.edu

Confidentiality and Release of Information

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

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

- If AS staff learns about child abuse or elder abuse, they are required by law to report it to the Department of Social Services.

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

Rights and Responsibilities of Students with Disabilities

Students with disabilities have the right to:

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

Students with disabilities have the responsibility to:

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

Self-Advocacy

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

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

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

Rights and Responsibilities of Louisburg College

Louisburg College has the right to:

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

Louisburg College has the responsibility to:

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

Eligibility for Accessibility Services

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

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

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

Disability Certification Process

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

- **Submit documentation of the disability from an appropriate licensed/certified professional.** A current, complete evaluation is important. Submit documentation as early as possible so that the College can begin preparing for your needs even before you arrive on campus. To receive accommodations for summer placement testing, submit documentation two weeks prior to the date of the exam.
- **Meet with the Director of AS.** An individual meeting takes about one hour and allows for an interactive process, providing time for the student to share how the disability impacts his/her life functioning and for the student to become acquainted with the support services. Documentation should be submitted at least one week prior. Students may make an appointment by calling (919) 497-3236.

- **Parents** may contact AS to request that the Director contact students, receive an explanation of the services, and meet with the Director. However, students are responsible for further pursuing eligibility with AS. From elementary to high school, parents play an active role in advocating for their children's educational needs. However, in college, parents shift from being the primary advocate to being coaches of their young adult students as those students become independent self-advocates. AS seeks to support families as they experience this transition and to help students develop the skills they need to advocate effectively for themselves in academic life and beyond.
- At the college level, the law requires that the **student** take on the responsibility of self-identifying to AS, submitting proper documentation of a disability, requesting accommodations from the Director, discussing accommodations with faculty members, and alerting faculty and/or the Director if accommodations are not satisfactory.

Provisional Certification

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

Determination of Reasonable Accommodations

A reasonable accommodation is a modification or adjustment to a course, program, service, activity or facility that enables a qualified student with a disability to have equal access. The college is obligated to provide accommodation only to the known limitations of an otherwise qualified disabled student. To determine reasonable accommodation, staff may seek information from appropriate college personnel regarding essential standards for courses, programs, services, activities, and facilities.

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

Reasonable accommodations are determined by examining:

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

- Whether or not essential elements of the course, program, service, activity, or facility are compromised by the accommodations.

Accommodation Request Analysis

In reviewing accommodation requests, the following analysis is used:

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

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

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

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

How to Receive Accommodations

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

- **Student meets with the Director of AS** for an accommodation review and to update disclosure release forms.
- **Accommodation letters are processed.** The AS office electronically sends letters to each instructor, informing them of the accommodations for which a student is eligible.

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

Test Proctoring

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

- Students must inform instructors verbally or via email **two days prior** to an exam that they will need accommodation. If a student fails to inform instructors two days prior, it is at the discretion of the professor whether or not to offer the accommodations.

This is a free service to any student who qualifies.

Assistive Technology Resources

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

Google Read & Write

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

- Hear words, passages, or whole documents read aloud with easy-to-follow dual color highlighting
- See the meaning of words explained with text and picture dictionaries
- Hear text translated into other languages
- Get suggestions for the current or next word as you type
- Turn words into text as you speak
- Highlight text in documents or the web and collect this text for use in other documents
- Create and listen to voice notes directly inside of google docs
- Simplify and summarize text on web pages

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

[Download the toolbar](#)

Electronic Textbooks

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

Digital Recorders

Available for students to check out.

Residence Hall Accommodations

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

- Submit the **Housing Accommodation Request Form** and **documentation** of your disability directly to the AS Office. Submit documentation at least one week prior to appointment so that the Director has time to review it before meeting with student.
- Submit **Verification Form completed by an appropriate medical professional** who is licensed / certified in the area for which the diagnosis is made, has an office in the same state as the student's residence, and is not a relative or a person with a close personal relationship with the student. The Verification Form provides for the following information:
 1. Specification of diagnosis
 2. Date of diagnosis
 3. Identification of the instruments and procedures used to make the diagnosis
 4. Accounting of the "major life activities" impacted by the student's impairment and level of severity

5. Description of the student's functional limitations in a college residential setting (i.e. how does the impairment significantly limit a major life activity in a residential setting)
 6. Recommendations regarding effective accommodations to equalize the student's educational opportunities at the postsecondary level
 7. Signature of qualified evaluator, who is trained to make the diagnosis and recommendations
 8. In addition to the Verification Form, the medical professional should provide on a professional letterhead the date of the student's most recent office visit, professional credentials, and his/her signature.
- **Meet with the Director of AS.** Call (919) 497-3236 to schedule an appointment.

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

Grievance Procedure

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

Filing a Grievance

Informal Process

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

Formal Process

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

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

The grievance should be formatted as follows:

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

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

Learning Partners

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

Learning Partners is a unique, **fee-based** program designed to enhance the academic achievement, learning strategies, and self-advocacy of Louisburg College students with learning differences.

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

Through the Learning Partners program, students are given assistance to enhance academic success; however, **academic outcome depends on student motivation, participation, attendance, and output.** Learning Partners fosters empowerment by encouraging personal and academic responsibility through self-advocacy. Parents are notified by monthly letters of student attendance to scheduled coaching sessions, and summary letters at the end of each semester provide an evaluation of student performance and offer suggestions for the next semester.

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

Learning Partners Test Center

Students in the Learning Partners program may utilize their test accommodations in the Test Center located in the LP Learning Lab.

Learning Partners Test Center Expectations and Procedures:

- Learning Partners faculty and staff reserve the right to refuse proctoring services to students who do not follow the proctoring guidelines.
- The student completes the electronic proctoring form in the administrative assistant's office (Taft 107).
- The proctoring process must be initiated by the student **at least two business days** prior to the exam/quiz, which allows time for Learning Partners and the instructor to coordinate test materials. If the student fails to do so, the student may request the accommodations be provided by the instructor.
- The administrative assistant will assign a proctoring time and indicate the accommodations to which the student is entitled.
- The student forwards the electronic form to his/her instructor, who indicates approval of the time and date requested, any special instructions, the method of delivery, and the method of the test return.
- All proctoring times must be scheduled at the time of the class for which the student is taking the exam, with only two exceptions:
 - The test proctor is unavailable to proctor the exam at that time.
 - The student has another class immediately prior to or following the exam that would not allow the student to use the appropriate accommodations (e.g., extended time for testing).
- On the exam day, the student should arrive promptly at the designated time to Taft 107. If the student does not arrive within 15 minutes of the scheduled test time, the test will be promptly returned to the professor.
- When testing, the student will take only permitted materials into the testing room. Items *not allowed* are cell phones, notebooks, book bags, purses, and oversized jackets, etc. These items may be placed in the office of the learning specialist or administrative assistant.
- Students will not be provided "as much time as needed" for tests/exams unless all the students in the class are provided this option. The student is provided extended time as noted on the accommodations letter.
- When the test is completed or the time has ended, the student will turn in all materials to the test proctor.

- The administrative assistant will return the test to the instructor according to the preferred method of return as indicated by the instructor.

Learning Partners Mission: to provide students the individualized support and coaching they need to develop their learning skills, realize their academic goals, and work towards becoming successful independent learners.

Learning Outcomes:

- Realize Educational or Career Objectives
- Become Proactive Self-advocates
- Achieve Personal Learning Goals
- Develop Personally and Engage Socially

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Portions of this handbook were adapted from the handbooks of the following colleges and universities:

Duke University – Durham, NC

Florence-Darlington Technical College – Florence, SC

Florida State University – Tallahassee, FL

Georgia Southern University – Statesboro, GA

Illinois State University – Normal, IL

Meredith College – Raleigh, NC

Pennsylvania State University – University Park, PA

University of Minnesota – Minneapolis, MA

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