Disability Services for Students Handbook

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Americans with Disabilities Act

New River Community and Technical College is committed to the principle that every individual should have an equal opportunity to enroll in a New River CTC degree program, to register for courses or examinations to demonstrate their knowledge and skills under appropriate conditions, and to complete a degree. The College seeks to assure access by providing accommodations to individuals with a disability as defined under the Americans with Disabilities Act of 1990 (ADA) and the ADA Amendments Act of 2008 (ADAAA). Accommodation is the provision of aids, or modification to testing, services or a program of study, that allows access by individuals with disabilities.

The ADA defines a disability as "any mental or physical condition that substantially limits an individual's ability to perform one or more major life activities" as compared with the average person in the general population. Major life activities include, but are not limited to, walking, seeing, hearing, speaking, breathing, performing manual tasks, concentrating, caring for one's self, working, learning, and the operation of a major bodily function such as those of the immune system, respiratory system, etc.

The ADA requires an institution of higher education to provide accommodation for a qualified individual with a disability, provided that the accommodation does not create undue hardship. An undue hardship refers to any accommodation that would be unduly costly, substantially disruptive, or that would fundamentally alter the nature of the program.

Additionally, the College is required to abide by the provisions of Section 504 of the Rehabilitation Act of 1973 which protects otherwise qualified individuals from discrimination based on their disability. In order to be considered otherwise qualified, a student with a disability must be capable, either with or without accommodation, of fulfilling the essential requirements of the educational program.

Students with disabilities are protected under two United States mandates, the Americans with Disabilities Act of 1990, as amended in 2008 (ADAAA) and Section 504 of the Rehabilitation Act of 1973 (Section 504).

ADA

The Americans with Disabilities Act of 1990 (ADA) requires all public entities to make "reasonable modifications" to rules, policies, procedures, and services to ensure that individuals with disabilities are not discriminated against. The ADA was amended in 2008 (ADA Amendments Act) to broaden the definition of disability and to provide greater deference for disability experts.

Section 504

Like the ADAAA, Section 504 of the Rehabilitation Act of 1973 provides protections for individuals with disabilities, but it more narrowly applies to institutions that receive federal financial aid.

Under the 504 standards, colleges are required to utilize accommodation when the classroom or virtual spaces are not accessible to students with disabilities.

Section 508

Section 508 of the Rehabilitation Act requires equal access to information procured, maintained, and presented by the federal government. It broadly applies to electronic and information technology and is used as a milestone for content accessibility on the web or other electronic spaces, regardless of use-cases.

Common Misconceptions

The following list corrects commonly held erroneous beliefs about students with disabilities and disability law.

1) ***I have the right to tell a student with disabilities that s/he cannot record my class lectures.***

   If the student has been approved by the ADA Coordinator at New River CTC to record classroom lectures, which will be mentioned in the Instructor Memo s/he gives you, then that student may record your class lecture via a recording device. The Student Success Center will provide the recording device, and the student is not allowed to use their phone. It is also understood by the students that the recorded information is not to be shared with any other source.

2) ***Allowing extra time on tests gives students with disabilities an unfair advantage over other students taking your tests.***

   Legally mandated accommodation such as extended time on tests are intended to provide students with documented disabilities with the opportunity to have their abilities, not their disabilities, evaluated. If the speed at which a student can produce this information is not part of what is being measured on the test, the time frame should not be an issue. Once the accommodation has been approved, the students' work should be graded as you would all other students. You should not 'go easy' on them nor should their work be graded harshly due to the 'advantage' of extra time or other accommodation.

3) ***There is a student who needs a note taker, so the instructor should announce this to the class.***

Yes and no. The instructor may announce that volunteer note takers are needed but the name of the students needing this accommodation should not be announced. This information must be kept confidential. Once a note taker has been identified, faculty should arrange with the student how to disseminate their set of notes. The ADA students should also take notes, and no notes should be taken on behalf of this student if s/he is absent. This accommodation is meant to allow the ADA student a second set of notes with which to compare their notes and **not** a replacement for non-attendance in the class. An identified note-taker may be compensated as a work study if the individual is financial aid eligible.

4) ***I must accommodate students with disabilities, regardless of whether they have given me notification of their accommodation needs.***

An accommodation will only be provided if the student has engaged in the interactive process with the Disability Service Advisor. The Disability Service Advisor works with the instructor to determine reasonable accommodation. The Disability Service Advisor will provide the student and the instructor(s) with an approved letter stating the accommodation. If a member of faculty suspects a student is not utilizing services and may qualify for and benefit from them, please encourage the student to speak with the Disability Service Advisor.

5) ***Terms such as 'wheelchair bound', 'handicapped' or 'special needs' are acceptable when referring to the student served by ADA accommodations.***

These words are disrespectful and can make a person feel excluded and cause a barrier to full academic participation. Suggested terms include 'wheelchair user' and 'physically challenged."

6) ***I can pet service dogs while they are working.***

Regardless of how adorable Fido may be, when a service dog is working s/he must focus on her master or mistress. Even when the dog is 'on break' do not touch her without the owner's permission. Please be advised that the family pet, unless trained to provide a specific service pertaining to the ADA student's disability, is not considered to be a service animal under ADAAA law.

7) ***If there is a student who qualifies for test accommodation, who is responsible for making testing arrangements on his or her behalf?***

In college, ADAAA law is followed. It is the student's responsibility to access and arrange his or her testing accommodation. It is the instructor's responsibility to provide the Disability Services Advisor with clear instructions concerning how the exam is to be proctored. The exam and instructions should be provided in a timely fashion.

8) ***Parents can contact faculty to find out how their son or daughter is progressing in classes and make suggestions regarding how their child should be taught.***

FERPA- Family Educational Rights and Privacy Act- prevents this. Per the U.S. Department of Education, "Once a student reaches 18 years of age or attends a postsecondary institution, he or she becomes an "eligible student," and all rights formerly given to parents under FERPA transfer to the student." We suggest parents and students speak with the Disability Service Advisor and ask that the student sign a release form. The release form will then allow conversations without the student present if needed.

9) ***If a student misses a large portion of class time due to a disability related issue—such as hospitalization or being bedridden, the faculty member shall refer the student to the Disability Service Advisor to make a determination of whether an Incomplete or Withdrawal is warranted***.

It is not within the domain of the Student Navigator, Student Success Coach or the Disability Service Advisor to decide of this nature. If the student misses' class due to a medical issue, the student should be referred to the Registrar's Office to see if a withdrawal due to medical reasons is feasible. A Withdrawal or Incomplete is decided by the instructor or based upon college policy. The Registrar will likely ask for medical documentation.

10) ***The instructor can use their classroom to accommodate students who require a quiet room and/or extended time because he/she allows plenty of time for tests during class and the other students are usually very quiet.***

Unless the student feels this situation would result in a good outcome for the exam, the faculty person is required to follow the accommodation as it is outlined in the faculty memo.

How Do Students Request ADA Services?

Students requesting accommodation are required to disclose to a college official that they feel comfortable (instructor, student navigator, success coach) who will reference them to the Disability Services Advisor or suggest they submit an ADA Accommodation Request Form to start the process for ADA Services process. The Disability Services Advisor will provide the student with an application and instructions. The application should be accompanied by documentation of the disability including information from the diagnosing licensed professional, which should address the current functional limitation(s), their prognosis, and recommendation(s) of appropriate accommodation. Once eligibility has been established, accommodation is requested on a semester-by-semester basis.

Initial Contact to Self-Identify

There is an established procedure for arranging disability-related accommodations and services at New River CTC. Close adherence to this process will ensure a timely response to the

student's request. Students are asked to abide by these requests to ensure services are in place by the time classes start. Students needing classroom accommodation and services need to "self-identify" to the College as a student with a disability. To self-identify the student should contact the Disability Services Advisor or submit a ADA Accommodation Request to get the application paperwork and arrange an in-take appointment with the Disability Services Advisor to discuss needs. Students will need the completed application and supporting documentation to schedule an intake appointment with the Disability Services Advisor. If the student self-identifies with another faculty or staff person, that person should refer them to the Disability Services Advisor.

Primary Documentation

Students applying for classroom accommodation must provide the Disability Services Advisor with a physician report stating the diagnosis, academic recommendations, limitations and medications currently being taken. This information assists with the interview between the student and the disability services advisor. This interview allows the student to discuss his/her experience of disability, barriers faced and effective/ineffective accommodations. It presumes honesty, self-awareness and accuracy on the part of the student. The College may also consider observation and interactions with the student when helpful to identify what he/she has experienced in terms of barriers to education (secondary documentation).

Appropriate documentation is required by a written report prepared by an appropriate licensed professional that clearly diagnoses a disability and/or records showing the history of the disability. Medical doctors, psychiatrists, psychologists, and school psychologists are among the professionals who routinely evaluate, diagnose, and treat disabilities. This list is not intended to be exhaustive or to restrict assessment in other pertinent areas. The following guidelines are provided to ensure that evaluation reports are appropriate to document eligibility:

- **Hearing and speech disabilities**. Qualified personnel may include ear, nose, and throat specialist, audiologist, speech therapist, psychologist, family physician, or another qualified medical specialist.
- **Learning Disability and Attention Deficit Disorder**. Qualified personnel may include licensed psychologist, psychiatrist, family physician, or other qualified licensed personnel.

- **Mental or Psychological Disabilities**. Qualified personnel include psychologist, psychiatrist, licensed counselor, family physician, or other mental health professionals.
- **Mobility, Coordination, Traumatic Brain Injury, HIV and AIDS, and Physical Health Disabilities**. Qualified personnel may include family physicians, orthopedist, neurologist, cardiologist, rehabilitation specialist, or other medical professionals. Medical records must clearly document, diagnose, and discuss the condition.
- **Visual Disabilities**. Qualified personnel may include ophthalmologists, optometrists, family physician, or other medical specialist.

When to Apply for Accommodations

Students are encouraged to request accommodation at the time they enroll in New River CTC but are not required to do so. Accommodation is requested on a semester-by-semester basis. The time frame for requesting accommodation is determined according to the method used by the students to earn credit through New River CTC. Ideally, students should have their application approved for classroom accommodation before the start of the semester. If not, accommodation is to be granted at the time the student presents their letter to the faculty member and discusses with that faculty member the accommodation. Services are not retroactive to an earlier date, especially if the student has struggled in classes academically up to the time of notification of the faculty member.

For Alternate Format of Required Texts for New River CTC Courses

Students with print-based disabilities (or those who are otherwise unable to use textbooks in traditional printed format) who are requesting alternate format of required textbooks are *strongly* encouraged to apply 6-8 weeks prior to the start of the term since this request must be sent to individual publishers. Publishers may take at least 30 days to respond to a request for alternate format. Production of actual alternative format may take another 30 days. If an electronic version of the textbook is available, students should purchase or rent that version as publishers will not assist if an e-version is commercially available.

Examples of Accommodations

Accommodation is provided to individuals on a semester-by-semester basis. Everyone is unique and each semester's course load of the student may impose different barriers to equal access. Although not all inclusive, the following list contains examples of some of the most frequently requested accommodations. This list of accommodations is in no way all-inclusive or exhaustive.

Temporary Medical Conditions

Some medical conditions or disabilities are temporary, for example, a broken hand, foot, or other temporary injury. These temporary conditions will only require accommodation for a limited time. Each case is considered individually.

Acquired Brain Injuries

Academic accommodation that may be reasonable for students with an Acquired Brain Injury may include:

- Note-taking services—provided through notes of the instructor or sharing of other students' notes.
- Additional time on class assignments and on tests, unless speed is the essential element being tested. The additional time allowed is typically 1.5 times up to twice the time that would otherwise be allotted for that in class work or test.
- Alternative test location which provides a quiet environment that reduces distractions, typically in the Student Success Center by arrangement.
- Specified exam or assignment schedule for the course.
- Allowance of assistive devices such as a tape recorder for class notes or laptop computer to be used in the classroom.
- Other reasonable accommodations as determined on an individual basis.

Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder

Academic accommodation that may be reasonable for students with ADD or ADHD may include:

- Note-taking services—provided through the notes of the instructor or sharing notes of another student.
- Additional time to complete class assignments and on tests, unless speed is the essential element being tested. The additional time allowed is typically time and one half but up to twice the time that would otherwise be allotted for that in class work or test.
- Alternative test location which provides a quiet environment that reduces distractions typically in the Student Success Center by prior arrangement.
- Priority seating to allow the student to sit in a section of the classroom which minimizes distractions.
- Allowance of assistive devices such as a tape recorder for class notes to be used in the classroom.
- Other reasonable accommodations as determined on an individual basis.

Chronic Illness

- Note-taking services—provided through notes of the instructor or sharing from other students.
- Additional time to complete class assignments and on tests, unless speed is the essential element being tested. The additional time allowed is typically 1.5 times but can be up to twice the time that would otherwise be allotted for that in class work or test.
- Accessibility of the campus and all its facilities; including classroom accommodation and parking.
- Other reasonable accommodations as determined on an individual basis.

Deaf and Hard of Hearing

- Note-taking services—provided through notes from the instructor or sharing from other students.
- Priority seating to allow the student to sit in a section of the classroom which minimizes distractions.
- Sign language interpreter providing services for classes, academic meetings, and other academic events.
- Other reasonable accommodations as determined on an individual basis.

Learning Disabilities

- Note-taking services—provided through the notes of the instructor or sharing from other students.
- Additional time on class assignments or on tests, unless speed is the essential element being tested. The additional time allowed is typically 1.5 times but can be up to twice the time that would otherwise be allotted for that in class work or test.
- Alternative test location which provides a quiet environment that reduces distractions, typically in the Student Success Center.
- Test readers by arrangement in the Student Success Center.
- Priority seating to allow the student to sit in a section of the classroom which minimizes distractions.
- Allowance of assistive devices such as a tape recorder, spell checker, laptop computers, or non-programmable calculators to be used in the classroom for accessing lecture material or for use on assignments and/or exams.
- Other reasonable accommodations as determined on an individual basis.

Mobility Impairment

- Additional time on class assignments and on tests, unless speed is the essential element being tested. The additional time allowed is typically 1.5 times but can be up to twice the time that would otherwise be allotted for that in-class work or test.
- Allowance of assistive devices such as a tape recorder, laptop, etc. for class notes to be used in the classroom.
- Accessibility of the campus and all its facilities; including classroom accommodation and parking.
- Most elevators and lifts on campus are not locked. Contact student services for information regarding problems with access to elevators on campus.
- Other reasonable accommodations as determined on an individual basis.

Psychological Disorders

- Note-taking services—provided through the notes of the instructor or sharing from another student.
- Additional time on class assignments and on tests, unless speed is the essential element being tested. The additional time allowed is typically 1.5 times but can be up to twice the time that would otherwise be allotted for that in-class work or test.
- Alternative test location which provides a quiet environment that reduces distractions, typically in the Student Success Center by arrangement.
- Other reasonable accommodations as determined on an individual basis.
- Allowance for extended absences due to hospitalization.

Visual Impairment

- Note-taking services—provided through the notes of the instructor or the sharing of notes from another student.

- Additional time on class assignments and on tests, unless speed is the essential element being tested. The additional time allowed is typically 1.5 times but can be up to twice the time that would otherwise be allotted for that in class work or test.
- Test reader by arrangement in the Student Success Center.
- Allowance of assistive devices such as a tape recorder for class notes to be used in the classroom.
- Written material such as overheads or handouts may need to be read aloud or put into an accessible format (enlarged, put on disk/compact disks, etc).
- Other reasonable accommodations as determined on an individual basis.

Accommodations for an Educational Program

The appropriate Dean will consider requests for substitution or waiver of specific degree requirements, if substitution or waiver does not alter the academic integrity of the degree. The College is not required to substitute courses or examinations considered fundamental to the academic program, but it will consider possible courses or examination substitutions (if disability proves to be a barrier to fulfillment of the course or examination in question). The feasibility for available alternatives will be considered, and the Dean and faculty will determine whether a course or examination substitution is possible without lowering academic standards or requiring substantial program alteration. To the extent possible, the College will maintain a barrier-free web site.

Accommodation for New River CTC Courses

Students with disabilities who are taking New River CTC courses may request accommodation providing that they do not fundamentally alter the validity, interactivity or content of the course. New River CTC seeks to develop courses which are ADA compliant and accessible to all students. Examples of modifications for courses include:

- Extended time for testing and assessments (time-and-one-half or double time).
- When an electronic format of the text is available for public purchase or rental, it is expected that the student will purchase this alternate format.
- If a student submits a request for an extension of the due date for a project or other assignment and the documentation specifically addresses the *functional limitations* which create barriers to access, the Disability Services Coordinator will review the essential elements and requirements of the course with the appropriate faculty member or Dean to determine if an extension is reasonable or whether it would fundamentally alter the validity of the course.

Management of Student Information

The Disability Services Advisor receives and retains in a secure manner all inquiries and requests for accommodation and the required documentation. Access to information regarding student requests for accommodation is on a "need to know" basis consistent with the requirements of Family Educational Rights and Privacy Act (FERPA). To preserve students

confidentiality, all information regarding requests for or delivery of accommodation is housed in a secure area.

Student Rights and Responsibilities

Individuals with disabilities at New River Community and Technical College have the **right** to:

- Equal access to courses, programs, services, jobs, activities, and facilities offered through the College.
- An equal opportunity to learn, and to receive reasonable accommodation, academic adjustments, and/or auxiliary aids and services (as necessary).
- Appropriate confidentiality of all information regarding the disability, except as disclosures are required or permitted by law.
- Information in accessible formats.

Students with disabilities have similar responsibilities as the rest of their peers. It is each student's **responsibility** to comply with all College standards and codes (e.g., academic integrity and code of conduct) and to monitor his or her own academic progress. Students should meet with their academic advisors for important information about academic progress towards graduation. In addition, students with disabilities who wish to receive accommodation must:

- Provide comprehensive disability documentation to the Disability Services Advisor.
- Be an active participant with the Disability Services Advisor in the accommodation dialogue.
- Check in with the Disability Services Advisor to renew accommodation each semester.
- At the start of each semester, confirm with the Disability Services Advisor to receive a Letter of Accommodation approval and that each faculty member has received the approval letter.
- Follow disability services processes for specific accommodation (e.g., test accommodation or e-text).
- Alert the Disability Services Advisor if there is a problem with their accommodation.

Faculty Responsibilities

It is the responsibility of faculty to work in conjunction with the disabilities services advisor to provide approved accommodation, in a fair and timely manner, to students with disabilities. Encourage students with disabilities to approach you early in the semester by placing a statement on your syllabus and being available for conversation with students during office hours or scheduled appointments.

Students with disabilities have the right to privacy and are not required to disclose the nature of their disability to faculty. Following individual students leads in discussing their disabilities. Some students may be very open about the nature of their difficulties, while others may be less comfortable. A student's disability should always be treated as confidential and

not shared or disclosed to others. Focus your conversation and questions on how to best provide the accommodation within the context of your course.

The knowledge of a disability should be treated in a confidential manner by the instructor. Identifying a student to peers or making comments about a student's disability in class violates the student's right to privacy.

Please note:

- Accommodation may be requested at any point in the semester.
- Accommodation is not retroactive, rather, they begin on the day the Letter of Accommodation is provided to the faculty members.
- Grade performance of a student with disabilities as you would all other students.

The disabilities services advisor identifies appropriate accommodations in the Letter of Accommodation that the student presents to a faculty member. A student's medical information is private and is not included in the Letter of Accommodation. The advisor maintains this information in secure files. If the student chooses, they will discuss this information with the faculty member.

If a student requests accommodation (such as additional time on exams) and faculty/staff have not received notification from the Disability Services Advisor, then faculty/staff should refer the student to the Disability Services Advisor. Further, if the disability is visible and the accommodation appears appropriate, faculty/staff should provide the accommodation while awaiting verification from the advisor.

Confidentiality

It is both inappropriate and illegal to discuss a student's disability in front of other students or staff. All matters pertaining to a student's disability are confidential. Do not discuss a student's disability in class or in front of other students unless the student has made it explicitly clear that it is okay to do so.

The Disability Services Advisor welcomes faculty and staff to contact our office with any disability-related questions or concerns.

Important Contact Information

Students are encouraged to speak with college personnel (faculty, student navigators, success student coach, disability services advisor) at any time it is recognized they may qualify for ADA services.

Student Navigators
Raleigh County Campus; 304-929-5473
Greenbrier County Campus; 304-929-6710
ATC/Mercer County Campus; 304-929-3306

Disability Services Advisor; 304-929-6717

How Do I Request ADA Services?

Initial Contact to Self-Identify

There is an established procedure for arranging disability-related accommodations and services at New River CTC. Close adherence to this process will ensure a timely response to your request. Students are asked to abide by these requests to ensure services are in place by the time classes start.

Students needing classroom accommodations and services need to "self-identify" to the College as a student with a disability. To self-identify you simply contact the Educational Counselor in the Student Success Center to get the application paperwork and arrange an in-take appointment with the ADA Coordinator to discuss your needs. You will need the completed form and supporting documentation to schedule an intake appointment with the ADA Coordinator.

Intake Appointment

You will be expected to present official documentation of your disability at this meeting. The ADA Coordinator and Educational Counselor will share information about ADA services, answer your questions, and go over your application. In addition, the College needs details about the following:

- How your disability impacts one, or more, "Major Life Activities." Major Life Activities include: walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.
- How your disability impacts you in the educational setting.
- The types of accommodations/services you have received in the past and how those accommodations/services enabled you to overcome barriers to access.

The ADA coordinator will review and collect any additional information needed about you during the intake appointment. In cases where documentation is **found to be insufficient,** the student will be required to seek additional evaluation and/or clarifying information from the evaluator/medical provider. The **student** is **responsible** for **all costs** associated with obtaining the reports, examinations, tests, etc.

Note: *Some accommodations/services require more time to arrange than others. Therefore, the ADA Coordinator requests that you submit your request for services as soon as you can (30 days prior to the beginning of the semester, if possible). While failure to submit your request in a timely manner will not impact eligibility decisions, it may result in a delay in services.*

General Documentation Guidelines

In most cases, in order to be determined eligible for ADA accommodations, an enrolled student with a disability or chronic medical condition should present documentation in the form of a letter containing information describing the student's current level of functioning within and outside of the academic setting.

This **documentation** should be submitted by a professional who is licensed/certified in the area for which the diagnosis is made and who is not related to the student. The report must be presented on official letterhead and signed by the examiner. Examples of qualified professionals for different disability areas include:

- For deaf or hard of hearing, a licensed audiologist;
- For blind or low vision, a licensed ophthalmologist;
- For cognitive disabilities, a licensed psychologist; and
- For physical disabilities, a licensed medical doctor that specializes in that particular physical disability.

Information for the Physician

Although this is not intended to be a template, we request that the following information be included in the letter:

- Diagnostic statement identifying the disability (ICD-DSM classification);
- Description of the diagnostic methodology used, including all data from appropriate instruments of evaluation. Information based on "screening" instruments is not acceptable. Copies of these tests/reports **are not** required;
- The letter should contain a discussion and evidence of impact as it relates to the actual achievement (or lack thereof) for the current time period and during the past year (indicate any accommodations and/or services provided);
- Recommendations for accommodations/services. Please note that any recommendations should be directly linked to the impact of the disability and associated issues (ex: medication) and not simply to the diagnosis;
- Expected progression or stability of the medical condition/disability;
- Medication - mitigation of impact and/or (expected) side effects; and,
- Co-morbid conditions - if multiple diagnoses are present, please indicate the primary and secondary conditions and how each affects learning. Submit the letter to: ***ADA Coordinator, New River Community and Technical College, 280 University Drive, Beaver WV 25813***

Temporary Medical Conditions

Some medical conditions or disabilities are temporary (ex: a broken hand) and may only require accommodations for a limited time. Each case is considered individually.

Insufficient Documentation

In cases where documentation is **incomplete or out of date**, the student will be required to seek additional evaluation and/or clarifying information from the evaluator/medical provider regarding the documentation. The documentation should be no older than three years. The **student** is **responsible** for **all costs** associated with obtaining any and all required documentation.

Since the requirements for access in higher education are different than those for high school, the **Individual Educational Plans (IEP's), 504 Plans,** and **Summary of Performance (SOP) are not sufficient** documentation to establish that the student is eligible for services and accommodations.

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

If a student leaves New River CTC for ***any reason***, upon being readmitted, he or she will be asked to submit updated documentation prior to receiving accommodations and/or services. In addition, since the students class schedule changes each semester, it is the student's responsibility to contact the Educational Counselor to start the process of new faculty notification memos.

Application for Classroom Accommodations

Federal Law prohibits New River CTC disability services from making inquiries about disabilities. In order to provide these services, it is required by Federal Law for students with documented disabilities to identify themselves to the College. The ADA Coordinator requests you make your request for classroom accommodations in a timely manner. Please be advised that any information you provide is strictly voluntary and will be confidential unless you specifically ask that we share your information with other parties.

In order to expedite your request for classroom accommodations at New River CTC, we ask that you complete the following information and return this form along with the proper disability documentation to the Educational Counselor in the Student Success Center.

Name:_____
(Last Name, First Name, Middle Initial)

Student ID#:_____ **Date of Birth:**_____

Gender: ☐ Male ☐ Female

Mailing Address:
Street/P.O. Box:_____
City, State, Zip Code:_____

Home Phone:_____ **Cell Phone**:_____
College Email Address:_____

Program of Study:_____

Please answer the questions below and on the next page by checking the appropriate response:

Have you requested Disability Services in the past? ____Yes ____No
If yes, when?_____

Please read carefully the following statement:

All requests for classroom accommodations/services must be supported by official documentation that includes a diagnosis of a disabling condition. An individual is considered to have a disability if she/he has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment. Major life activities include: seeing, hearing, speaking, walking, breathing, performing manual tasks, learning, caring for one's self, and working.

Based on the definition on the previous page, do you have a disability that substantially limits one or more major life activities? ____yes ____no

What is the nature of the disability? (*Check all that apply.*)

o Physical/Mobility	o Deaf/Hard of Hearing	o Blindness/Visual Impairment
o Psychiatric	o Learning Disability	o ADD/ADHD
o Speech/Language	o Traumatic Brain Injury	o Other _____

What major life activity is involved? (*Check all that apply.*)

o Cognitive Ability	o Physical Activities
o Math	o Walking
o Reading	o Talking/Speaking
o Writing	o Other:

How will the disability affect you in the classroom? (*Please be specific and provide examples.)*

_____

_____

Please read and sign below:

- ❖ It is the student's responsibility to "self-identify" by making the disability known and to provide proper documentation from the appropriate professional describing a diagnosis, functional limitations, and reasonable recommended academic accommodations.
- ❖ It is the student's responsibility to request these accommodations in advance before **each semester** he/she attends New River Community and Technical College.
- ❖ The student understands that academic accommodation aids are not automatically granted.

My signature certifies that the information provided to New River Community and Technical College is accurate and acknowledges that I am fully aware of my responsibilities as it relates to my request for ADA services. My failure to follow these guidelines may result in a delay or interruption of ADA services.

_____ _____

Student's Signature Date

_____ _____

Parent/Guardian Signature for students under 18 years of age Date

Please return this completed form along with supportive documentation to the Educational Counselor on your campus. A meeting will be established with you, the Educational Counselor and the ADA Coordinator to establish your accommodations, if any.

Please be advised that your classroom accommodations become effective only after all materials are submitted and approved and a letter outlining accommodations has been received by your instructors.

New River Community and Technical College
ADA Services
Audio Recording Agreement

Students registered with the Student Success Center ADA Services with a documented disability and who require assistance taking or reading notes have the right to audio-record lectures and/or instructional material for personal study use only.

**** Material recorded for this purpose may not be shared with other people without the consent of the lecturer. Information contained in the audio-recorded lecture is protected under federal copyright laws and may not be published or quoted without the express consent of the lecturer and without giving proper identity and credit to the lecturer. Information contained in the audio-recorded lecture may not be published on social media for any purpose.***

I have read and understand the above policy on audio-recorded lectures at New River Community and Technical College, and I agree to abide by the above policy with regard to any material I recorded while enrolled as a student at New River Community and Technical College while I receive accommodations through the Student Success Center. I understand that failure to abide by this policy may result in a referral to the office Vice President for Academic Affairs for disciplinary action.

_____ _____

Student Signature Date

_____ _____

ADA Coordinator Date

AUDIO RECORDER REQUEST FORM

Check-Out Date: _____Return Date: _____
Name: _____
Student ID: _____Phone #: _____
Email Address: _____

I, _____, will be borrowing an Audio Recorder from New River Community and Technical College's Student Success Center. I understand that I am responsible for the recorder and will be held responsible for any lost or damaged equipment. If the recorder is damaged or lost, I understand that I will be financially responsible for its replacement. I also understand that I am requesting this Audio Recorder for **one semester**. At the end of the semester, I will return the recorder to the ADA Coordinator or designee. I further understand that failure to return the recorder in a timely manner may result in a hold being placed on my New River CTC student account.

Checkout Information:
Student Signature: _____
Student Services Signature: _____
Date: _____

Return Information:
Student Signature: _____
Student ADA Coordinator Signature: _____
Date: _____
Recorder Returned with - No Damage: _____Damage: _____

Value of Recorder: $50.00