



North Carolina
Community College System

Accessing Services at the Community College

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Contact Disability Services

- <https://www.nccommunitycolleges.edu/student-services/student-support/disability-services>





WHAT IS A DISABILITY?

- A disability is described as a mental or physical impairment that substantially limits one or more major life activities, including:
 - Walking
 - Seeing
 - Hearing
 - Speaking
 - Breathing
 - Learning
 - Working
 - Caring for oneself
 - Performing manual tasks
- Other medical conditions- spinal cord injury, traumatic brain injury, Tourette's syndrome, epilepsy, cerebral palsy, autism spectrum disorders, AIDS, diabetes, cancer, psychiatric disorders, multiple sclerosis, etc.



STATISTICS

- Data collected by Labor & Economic Analysis Division (LEAD) cohort of 181,460 students who graduated from public H.S. in NC during 2003 – 2005.
 - 8.6% (15,619) reported by DPI as being disabled.
 - Students with disabilities were less likely to enroll in public university in NC within 2 years after H.S. graduation, but were slightly more likely to enroll in community college.
 - 44% of students with disabilities (6,859) enrolled in higher ed. program compared to 64% on non-disabled students.
- 31% of students with disabilities (2,155) obtained a postsecondary credential within 6 years, compared to 50% of non-disabled students.



More Stats

- 79% adults with disability had at least a H.S. diploma, while 90% adults without a disability had H.S. education or more.
- 17% adults with disability held bachelor's degree compared to 35% of adults without a disability. (2016 U.S. Census Bureau).



ACCESS & ACCOMMODATIONS

- Colleges and universities have an obligation to provide access to students with disabilities in all institutional programs and activities.
- This obligation is articulated in the following laws:



THE LAW!

Section 504 of the Rehabilitation Act of 1973

Americans with Disabilities Act of 1990

ADA Amendment Act of 2008

Higher Education Opportunities Act
Persons with Disabilities Protection Act (NCGS Ch. 168A)

U.S. Department of Education: Dear Colleague Letter, June 29, 2010
& FAQs





DOCUMENTATION

- Purpose:
 - Establish the disability
 - Provide understanding on the impact of the disability
 - Assist in making informed decisions about accommodations





DOCUMENTATION CONT.

As suggested by:

the Association of Higher Education and Disabilities (AHEAD), April 2012

Acceptable sources of documentation for substantiating a student's disability and request for particular accommodations can take a variety of forms:

- *Student's Self-Report* – interview, questionnaire
- *Observation and Interpretation* – impressions and conclusions formed by disability services personnel
- *Information from External and Third Parties* – educational, medical records/reports



DOCUMENTATION CONT. 2

- The amount and type of documentation will depend on *the individual situation*
- Colleges should apply a *consistent process* for documentation instead of requiring identical information
- Documentation should be *relevant and show current functional impact* of the disability
- Should illustrate a *connection* between the impact of the disability, the described barrier, and the requested accommodation.



RTI Documentation

- Often incomplete
- Does not provide diagnosis
- Does not provide information on functional impact of the disability
- Does not provide information regarding impact on learning
- Use many acronyms for the assessments used – some of our staff may not know what the acronyms stand for.
- Seems this process typically occurs in elementary school as a precursor to official evaluation for EC services. So by the time a student gets to college – it's not valid.



ACCOMMODATIONS

Purpose...

- is not to improve chances of being successful, but rather to assure equal access to the opportunity, allowing the student to show whether he/she can be successful
- *Guarantees access, not success.*





ACCESS

- Colleges must look at each individual disability and the functional impact of the disability for each student (case-by-case and class-by-class).
- Colleges must provide reasonable accommodations to ensure equal access.





ACCOMMODATIONS CONT.

The process of making accommodations should...

- Follow institutional policies and procedures
- Involve personnel from the Disability Services Office
- Give primary consideration to the student's request
- Include communication with faculty
- Assure the accommodation is reasonable



ACCOMMODATIONS CONT. 2

Examples of reasonable accommodations...

- Extended time for tests
- Smart pens/laptop computers/tablets
- Visual aids/handouts
- Concise oral instructions
- Reading list in advance
- Seating in front row
- Clear black print on white or pale yellow paper



MORE ACCOMMODATIONS

- Advance notice of class scheduling change
- Computer software to enlarge print
- Notetakers
- Closed circuit TV
- Interpreters
- **Flexible attendance** (*If attendance is an essential requirement of a course or program, a college is under no obligation to waive it as an accommodation*)
- Instructions and demonstrations presented in more than one way



FACULTY & STAFF RESPONSIBILITIES AND RIGHTS

- Provide reasonable accommodations for students with documented disabilities.
- Do *not* provide accommodations without communication from Disability Services Office.
- Students with disabilities are covered under FERPA and civil rights laws. College employees should not make any statement or implications that the student is any different from the general student population.



FACULTY RIGHTS



- Faculty has a right to request a written agreement before allowing a student to tape record a class.
- Faculty/staff can assume that all students must adhere to the behavior/conduct policy of the college.
- Faculty has the right to challenge an accommodation if he/she feels the student is not qualified.



Survey Results from NC AHEAD

- 1. How to recruit in H.S.?
 - Collaborate with Outreach
 - Career Coaches
 - College and Career Promise
 - Transition Fairs
- 2. Who are your main contacts in the school system?
 - 504 Coordinator
 - Early college staff
 - Transition Coordinator



Staff Results Cont.

- 3. How do you determine who is the right person to contact?
 - School websites
 - Counselors
 - Work with VR
 - Work with CCP Director
- 4. How are you involved in the students' ITP?
 - Not at all
 - Varies with each school
 - Leave brochures with school counselor
 - Attend orientation for CCP



Survey Results 2

- 5. How do you involve parents into discussion of post-secondary education?
 - Offer orientation to students and parents
 - Focus on differences of laws, expectations, and reasonable accommodations
 - Have tables at local transition fairs
 - Parent's night for CCP
 - Brochures
 - Transition Fairs



Your Input

- What are some missing pieces for seamless transition from H.S. to college?
- What are some suggestions for training needs?
- What are some suggestions for working together?



Questions



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