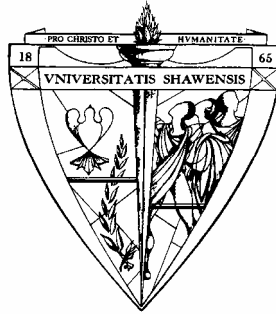


SHAW UNIVERSITY COUNSELING CENTER



STUDENT DISABILITY SERVICES

This manual has been structured, compiled and prepared for implementation according to the Disabilities Act of 1990, the Disabilities Education Act and the Rehabilitation Act of 1973.

Shaw University takes pride as an academic and moral social agent in its facilitation of the practical and ethical elements of this accommodation effort.

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MISSION STATEMENT

Shaw University, founded in 1865, is the oldest historically black college of the south. Shaw is a private, coeducational, liberal arts university affiliated with the Baptist Church. The University awards degrees at the undergraduate and graduate level.

Shaw University is committed to providing educational opportunities for a diverse population who otherwise might not have the opportunity for education.

The primary mission of the University is teaching with the commitment to maintain excellence in research and academic programs that foster intellectual enhancement and technological skills. Additionally, the University stresses character development, which includes religious, cultural, social, and ethical values. Ultimately, Shaw University endeavors to graduate students with demonstrated competencies in their chosen fields of study.

Disability Services Statement

Shaw University is a private institution of higher education. The University prohibits discrimination in the recruitment, admissions, and educational processes of students with disabilities. Our mission is to create an accessible community where students are judged by their abilities, not their disabilities. Students with documented disabilities are entitled to receive approved modifications, appropriate academic adjustments or auxiliary aids that will enable them to participate and have the opportunity to benefit from all educational programs and activities at Shaw University.

Each year increasing numbers of students with disabilities are attending colleges and Universities. Shaw University is proud to be a part of this trend and we welcome exceptional people to the challenges of higher education. Our administration, faculty, and staff work together to ensure that all of our students strive for excellence and are provided with an equal opportunity to participate in all of the benefits- learning, laughing, and living experience of campus life.

The Counseling Center, houses Student Disabilities Services (SDS) at Shaw University. Student Disabilities Services works with various departments throughout the University to assure that the programs and facilities of the University are accessible to every student in the University community.

Additionally, SDS provides reasonable accommodations so that the students with disabilities, who are otherwise qualified, may as independently as possible, meet the demands of University life. SDS works as liaison between students and University departments and Services while encouraging self-advocacy.

SHAW UNIVERSITY COUNSELING CENTER

The Counseling Center is proud to provide as one of our on-going student services, a comprehensive program for Students with disabilities. The rising trend of students with disabilities attending colleges and Universities has precipitated the establishment of Student Disability Services (SDS) as an addition to services currently provided by the Counseling Center.

The Counseling Center is as committed as Shaw University, to working with faculty, staff, and students to ensure equal opportunity for students with disabilities. We endeavor to provide reasonable and appropriate accommodations for all students who are otherwise eligible to participate as a university student.

Your support of students with disabilities is greatly appreciated.

Best Regards,

Reggie Lowery, M.Ed., M.Div.
Director, Counseling Center

SHAW UNIVERSITY COUNSELING CENTER

We are committed to providing assistance to enable qualified students to accomplish their educational goals as well as assuring equal opportunity to derive all of the benefits to include, learning, living and the total experiences of campus life. We endeavor to meet the requirements of Section 504, Federal Rehabilitation Act of 1973 and its amendment and the Americans with Disabilities Act (ADA) of 1990. Shaw University is committed to providing reasonable and appropriate accommodations for students with disabilities and to ensuring equal access to Shaw University's educational experiences.

Shaw University is committed to encouraging persons with disabilities to participate in programs and activities of their choice. To do this, there must be equal access. Student Disability Services (SDS) has prepared this Resource Manual to provide information to assure equal opportunity for students with disabilities. As developments and changes occur, information will be added to the Manual. Faculty are encouraged to refer to this manual and visit the SDC link on the Counseling Center web site for information regarding working with students with disabilities.

Thank you for your continued support and work that you do with our students.

Respectfully Submitted,

Jerelene Fullwood Carver, B.A., M.A.
Counselor/Disabilities Services Specialist

Family Educational Rights and Privacy Acts of 1974 (p.l. 93-380)

BUCKLEY AMENDMENT

The University policy for the administration of student educational records is in accordance with the provisions of the Family Educational Rights and Privacy Acts of 1974 (p.l. 93-380). Personally identifiable information contained in student educational records will not be disclosed to persons outside the University without the prior consent of the student. Under this policy, the student also has a right of access to student educational records maintained by the University or any department within the University.

Student's Right Not To Disclose

Students have the right not to disclose any information relating to their disability to a professor or any other person. In order to assist in providing reasonable accommodation, it would be helpful to inform selected faculty of the disability to better assist students in achieving academic success.

Privacy and Confidentiality

Shaw University Counseling and Disability Services Center carefully adheres to professional standards of ethics and confidentiality. Before information concerning a student can be released, he/she must sign a release form of specific written authorization.

In order to provide effective and up-to-date services, we sometimes consult with faculty and staff about the effectiveness of the delivery of our services. Shaw University's Counseling and Disability Services Office cares about and respects the privacy of our students. Any information retained in the Disability Services Office is not released to anyone without the express written authorization of the student or guardian. The exceptions to these practices are:

- When a counselor believes you present danger to yourself or others.
- When the life or safety of a readily identifiable third person is endangered.
- When a counselor believes that a child or vulnerable adult is being subjected to abuse, neglect, or exploitation.
- When disclosure is made necessary by legal proceedings.

In all other cases, what is discussed in counseling will remain confidential.

Requesting a Release of Information from the Counseling Center

No information relating to student's contact with the Counseling Center (aside from the above mentioned legally mandated exceptions) may be released unless the student signs a **Release of Information form** that specifies the name and address of the professional's office to which the information is to be released, description of the specific information authorized released, and the reason(s) for the release of information.

Any information from our records must be released directly to a mental health professional, an attorney or an insurance agency representative. The Counseling and Disability Services Office does not routinely release client information directly to the client, and the client is welcome to schedule an appointment to come in and review their information. Also, the Counseling and Disability Service Office rarely releases the entire contents of a client file; therefore, the specific information requested from the file must be indicated on the release of information form. It is the policy of the Counseling and Disability Service Office to release only specified information that is appropriate and in the best service of our clients. Any request for information from the Counseling and Disability Service Office must be specifically and clearly stated.

E-Mail

Shaw University has established a policy of no e-mail regarding clinical issues with students due to lack of confidentiality of e-mails. It is our position to protect the privacy of our students and e-mails are not confidential. The Counseling/Disability Services Office does not maintain 24-hour access to e-mail accounts and may check e-mail infrequently, therefore, e-mails pertaining to records are not recommended or allowed.

DISABILITY LAWS

... and their implications for universities

THE AMERICANS WITH DISABILITIES ACT (ADA) OF 1990

An individual with a disability is defined as a person who (1) has a physical or mental impairment that substantially, limits one or more life activities, (2) has a record of such impairment or (3) is regarded as having such impairment. ADA prohibits discrimination solely on the basis of disability in employment, public services, and accommodations. The person must be otherwise qualified for the program, service, or job.

The ADA details administrative requirements, complaint procedure, and the consequences for non-compliance related to both services and employment. The ADA requires provision of reasonable accommodations for eligible students across educational activities and settings. Reasonable accommodations may include, but are not limited to the redesigning of equipment, the assigning of aides, the provision of written communication in alternate formats, the modification of tests, the redesigning of services to accessible locations, the altering of existing facilities, and the adherence to accessibility guidelines for new facilities.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in programs, public and private, that receive federal financial assistance. Section 504 covers institutions regardless of whether they have open door, selective, or competitive admission practices.

Any person who has (1) a physical or mental impairment that substantially limits one or more major life activities, (2) a record of such impairment, (3) regarded as having such impairment, can qualify for coverage under this law. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.

Educational Implications of Section 504

No brief overview can substitute for a careful study of the regulations of section 504, hence discussion of the three most substantial implications of this law for higher education is discussed.

Firstly, institutions are required to make all programs and services physically accessible to all students. This requirement means that students with disabilities must be able to participate fully in laboratory work and field study and to benefit from library services, athletic programs, and residence life. Program accessibility may be achieved by relocating classes, offering services in alternative locations, modifying buildings and so on.

Secondly, institutions are responsible for providing auxiliary aids, such as readers, note takers, and appropriate equipment to ensure the participation of students with disabilities in college classes and activities.

Thirdly, institutions must accommodate the academic participation of qualified students with disabilities. Accommodations may include adapting the way a course is taught, allowing the student to substitute certain course requirements, or adapting testing and assessment procedures for students with disabilities where a need is indicated.

Section 504 requires universities to be free from discrimination in their recruitment, admissions and treatment of students. Under the provisions of Section 504, a college or university may not:

- Limit the number of students with disabilities admitted.
- Make pre-admission inquiries as to whether or not an applicant has a disability.
- Use admissions test or criteria that inadequately measure the academic level of visually impaired, hearing impaired or otherwise disabled applicants because special provisions were not made for them.
- Exclude a student with a disability towards a more restrictive career than non-disabled students, unless such counsel is based on strict licensing or certification in a profession.
- Measure a student's achievement using modes that adversely discriminate against students with disabilities.
- Institute prohibitive rules such as barring tape recorders or other auxiliary aids that may adversely affect the performance of student with disabilities.

Based on the provisions of Sections 504, colleges and universities could be required to:

- Extend the time permitted for a student with a disability to earn a degree.
- Modify teaching methods and examinations to meet the needs of students with disabilities.
- Develop course substitutions or waivers for students with disabilities.
- Assure the availability of such learning aids such as tape recorders and word processors for students with disabilities.

**GENERAL
CONSIDERATIONS
FOR STUDENT
WITH DISABILITIES**

General Consideration for Students with Disabilities

A. Responsibilities for the University

It is the responsibility of the University to:

- Provide information to faculty, staff, students, and guests with disabilities in accessible formats upon request.
- Ensure that courses, programs, jobs, activities, and facilities, when viewed in their entirety, are available and usable.
- Provide or arrange reasonable accommodations, academic adjustments, and/or auxiliary aids and services, for faculty, staff, students, and guests with disabilities in courses, programs services activities and facilities, and maintain appropriate confidentiality of records and communications.

B. Responsibilities for Students

It is the responsibility of the student to:

- Identify him/herself by completing the appropriate documentation
- Consult with a counselor to determine specific accommodations based on documentation
- Give written authorization, by completing the Authorization of Release Form
- To notify instructors of these instructions at the beginning of each semester to discuss arrangements for accommodation in each course. At this time the student and instructor must complete a course Accommodation Form.

Students with disabilities must maintain the same responsibility for their education as non-disabled students. This includes maintaining appropriate behavior and providing timely notification of any needs for reasonable accommodations.

Major Life Activities

In most cases, courts have simply stated that an impaired activity is a major life activity. In general, major life activities are those basic activities that the average person in the general population can perform with little or no difficulty.

Commission regulations define the term “major life activities” to mean functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Specific activities that are similar to the listed activities in terms of their impact on an individual’s functioning as compared to the average person, also may be major life activities such as sitting, standing, lifting, reaching, etc.

Substantial Limits

This term frequently requires extensive analysis. It is a comparative term that implies a degree of severity and duration. The focus is on the extent to which impairment restricts one or more of an individual’s major life activity and the duration of that individual’s impairment.

The regulatory definition means:

- Unable to perform a major life activity that the average person in general population can perform; or
- Significantly restricted as to the condition, manner or duration under which an individual can perform a particular major life activity as compared to the condition, manner, or duration under which the average person in the general population can perform the same major life activity.
- The reference to the “average person” does not imply a precise mathematical average.
- The limitation must be substantial rather than minor.
- A careful, case-by-case analysis is necessary to determine whether impairment substantially limits any of a person’s major life activity.
- If there is no evidence that the impairment significantly restricts a major life activity, the impairment is not a disability
- The determination of whether an individual has a disability is not necessary based on the name or diagnosis of the individual. Some impairment may be disabling for others not particularly so for others.
- The length of the time that impairment affects major life activities may help to determine whether impairment is of sufficient duration to be considered substantially limiting. The duration of impairment does not, by itself, determine whether the impairment substantially limits an individual’s major life activities. It is one factor to be considered with all of the other relevant information.

C. Responsibilities of Faculty:

It is the responsibility of the faculty to cooperate with the Counseling Center personnel in providing authorized accommodation and support services in a fair and timely manner.

Meet as quickly as possible with students who request accommodations. Students should initiate this meeting, but faculty may take the initiative when students are reluctant to self-advocate.

Not refuse to provide reasonable accommodations or to question the validity of a documented disability or to request to examine.

Reasonable accommodations should not alter the fundamental nature of the program. If a faculty member has questions about the appropriateness of a reasonable accommodation, he or she should consult with the Counseling Center.

If a student request that an instructor provide an accommodations for a disability and the faculty member has had no official notification about this student's need for accommodation, it is important that the instructor direct the student to the Disability Service office for appropriate support.

D. Frequently asked Questions and Answers (Student Questions)

How do I obtain a reasonable accommodation?

- a. Obtain official documentation from a medical doctor/psychologist including diagnosis, prognosis, and limitations maintenance plan and recommended accommodation(s)
- b. Scheduled an appointment with the Counseling Center (919)-546-8284/8525

What are my responsibilities as a student receiving disability services?

After you begin receiving services from the Counseling Center, you need to:

- a. Meet with the instructor to discuss your concerns and reasonable accommodation(s)
- b. Attend monthly scheduled appointments
- c. Inform the Counseling Center of any concerns about your progress.

Do I notify Student Disability Services prior to attending Shaw University?

Yes, if possible. If you did not receive a Self-Identification form prior to arriving at the University, you may obtain a form from the Counseling Center. If you need accommodations during the placement test, the Counseling Center must have your documentation several weeks before you take the tests. If you need any additional accommodations, please contact the Counseling Center at least ten business days before your arrival.

Are Disability Services confidential?

Your disability service is confidential and you determine to whom and when to disclose it. No one in the Counseling Center will disclose information about you or your disability. All information is confidential and you can be as discreet as you choose regarding your disability.

E. Reasonable Accommodations in an Institution of Higher Learning

Reasonable accommodations as defined by Section 503 of the Rehabilitation Act of 1973 and Title I of the ADA give a definition of reasonable accommodations in the context employment in subpart B of Section 504 (dealing with postsecondary education) the term “appropriate academic adjustment” is used to describe the accommodations that might be required. The ADA does not speak specifically to the: “Academic” nature of accommodations, but rather includes educational entities under the broader description of necessary action. Therefore, accommodation under the ADA, in a secondary education setting, centers on whether the accommodation is “reasonable” in the sense of the adjective, not the legal definition.

An accommodation for services may be considered unreasonable if it meets any of the following criteria:

- Poses a threat to the health or safety of others.
- Making a substantial change in an essential element of the curriculum
- Making a substantial alteration in the manner in which services are provided
- Poses an undue financial or administrative burden on the University

F. Recruitment and Admissions

Shaw University makes no preadmission inquiry about an applicant’s disability. Shaw University recognizes that the decision to Self –Identify any disability is a personal decision. Because of legal prohibition against requiring information about disabilities is part of an admissions decision, college records reflects information about only those students who voluntarily report disabling conditions after they have been accepted.

Once an applicant has been accepted, the applicant will receive a self-Identification form and Authorization for Release of Confidentially Information Form from the Counseling Center. At this point it is the responsibility of the student to advise the Counseling Center that he/she has a disability. In post-secondary settings, it is the student’s responsibility to request accommodations, if desired. Not every student with a disability needs an accommodation. Many students choose to delay disclosure until encountering difficulties. The consequences of delayed Self-Identification, result in a delay in receiving services.

G. Required Documentation

The provision for reasonable academic and residential accommodations and services are based upon assessment of the impact of the student's disabilities on his/her performance. In order to be recognized as eligible for services, several forms must be completed. Students are required to provide the following:

- **Self-Identification Form:** Voluntary procedure to disclose the type of disability and the current medical/psychiatric documentation.
- **Authorization for Release of Information Form:** Allows Shaw University to disclose confidential information to only those persons designated by the student.
- **Disability Verification:** Current documentation that states the disability.
- **Release of Confidential Information Form:** Allows Shaw University to obtain confidential information from relevant and appropriate agencies to assist in providing accommodations for students.
- **Course Accommodation Plan:** An agreement between student and instructor to implement appropriate accommodations for class instructions.
- **Student Consent Form:** Allows Shaw University permission to communicate and correspond to/with parents/guardians regarding adjustment, progress, financial and academic status, accomplishments and achievements while enrolled at Shaw University.

Documentation should be current within three years, but exceptions may be necessary dependent upon the individual circumstances and disability. SDS provides, arranges and coordinates accommodations for students in courses, programs, services, activities, and facilities. SDS is the designated office that obtains and files disability-related documents, certifies eligibility for services, determines reasonable accommodations and develops plans for the provision of such accommodations for students with disabilities. Confidentiality of records is required by law and maintained in the Counseling Center. The Counseling Center can make the disability known only upon the student's written release.

A. **Frequently Asked Questions and Answers**

(General Questions)

1. What kinds of disabilities are served by Student Disability Services?

All disabilities are served including those that are hidden. They may include learning, medical, physical, emotional and psychiatric, etc. Disabilities may be continuous or temporary.

2. Who is eligible for services? Any student who has a documented disability.

The Counseling Center can provide referral for appropriate testing and documentation of disabilities.

3. What does Student Disability Services do for persons with disabilities?

Assist individuals with disabilities to function as independently as possible in the university setting, SDS provides the least restrictive environment possible for student with disabilities.

4. What documentation do I need for a medical disability?

Student Disability Services must receive medical information before you receive accommodations. That information should be from the appropriate medical professionals and should include the diagnosis, prognosis, and any limitation and the impact of the medical condition on the individual in the university setting.

5. What is an accommodation?

Accommodation for disabled students are determined based on special needs as outlined in his/her psychological evaluation. Each student served by the Office of Disability Services is required to submit documentation from a qualified professional, who must clearly state the nature of the disability and the limitations presented by the condition. This information is used in determining which services and accommodations should be provided to the student. Accommodations are determined on an individual bases and may vary, depending on the nature and purpose of the course. Accommodations include, but limited to, readers, scribes, extended testing time, interpreters for the deaf, course modifications, alternatives to print media, etc.

6. What is a reasonable accommodation?

A reasonable accommodation is determined on a case-by-case basis with review of the documentation, situation and impact of that accommodation on the University by the office of Disability Services.

7. What is temporary disability?

A temporary disability is a medical condition that prevents an individual from fully participating for more than three days. Example may include serious illness, surgery or other medical conditions.

B. Frequently asked Questions and Answers

(Faculty Questions)

1. **Why do I have to provide academic accommodation?**

Federal law requires reasonable accommodation(s). Since the passage of the Rehabilitation Act of 1973 and the American with Disabilities Act, individuals with disabilities are attending colleges and universities in increasing numbers. With the passage of the ADA, this mandate was expanded to any public or private institution. Subpart E. of the Rehabilitation Act requires an institution to be prepared to make reasonable academic accommodation(s) to allow students with disabilities full access to the academic programs and activities available to students without disabilities.

2. **What if I cannot implement a requested accommodation?**

If you have a question, or think you will have difficulty providing accommodations requested, the first step is to contact the Counseling Center. The Counseling Center will clarify any information as well as assist you with the resources you need to provide the accommodation(s).

3. **What if a student with a disability is disruptive in class?**

A student with a disability will receive similar punishment as any other student. If the disruptive behavior of a disabled student becomes sufficiently severe, the Counseling Center should be notified immediately.

4. **What do I do if a student approaches me in class requesting accommodations and I have not received notification of their disability from the Counseling Center?**

The first question is to ask the student if he/she is working with the Counseling Center. The student is responsible for providing documentation of their disability in order to receive accommodation(s). If a student is asking for accommodation(s) and is not working with the Counseling Center, you may suggest to the student to call and arrange for an appointment with a counselor in the Counseling Center.

5. **Why is extended time on tests recommended so often?**

Students who attend the university may have a variety of disabilities. Extended test time is most common for students with a disability affecting motor control of their extremities, they may need additional time to write answers. Examinations need to be modified to allow students with disabilities to demonstrate their abilities, not their limitations.

6. What if I suspect a student in my class has a disability and would benefit from accommodations, and I don't think they are working with the Counseling Center?

The Counseling Center accepts referral from faculty members that have noticed a student having difficulty in class, if you see a student struggling and suspect a disability, you are encouraged to contact the Counseling Center as soon as possible. Upon your referral, the Counseling Center/Disability Services Office will complete the necessary form(s) for the student and the student will provide appropriate copies to the faculty responsible for working with the student.

7. As a faculty member will I be aware of a student's disability?

The Counseling Center cannot release information unless the student with the disability signs a release of confidentiality.

LANGUAGE OF DISABILITIES

People with disabilities prefer that you focus on their individuality, not their disability. The term “handicapped” should be avoided. The term “able-bodied” or “physically challenged” are terms of preference. Never use the article “the” with an adjective to scribe people with disabilities. Never use the terms “victim” or “sufferer” to refer to a person who has a disability. The following are some recommendations.

Never use the article “THE” with an adjective to describe people with disabilities.

The preferred usage “people with disabilities” stresses the essential humanity of individuals and avoids objectification. Alternately, the term “disabled people” is acceptable but now that term still defines individuals as disable first and people second.

Not: the deaf

Use: people who are deaf

Not: the visually impaired

Use: people who are visually impaired

Not: the disabled

Use: people with disabilities

Appropriate Terminology

It is appropriate to refer to a person’s disability, choose the correct terminology to the specific disability. The following terms are examples of appropriate terms to describe people with disabilities.

People who are blind

Visually impaired

Hearing Impaired

Mentally retarded

Non- disabled

Physically disabled

People with or who have

Cerebral Palsy

Down’s syndrome

Mental Illness

Paraplegia

Quadriplegia

Partial hearing loss

Seizure disorder

Special learning disability

Speech impairment

Be careful not to imply that people with disabilities are to be pitied, feared, or ignored or that they are somehow more heroic, courageous, patient, or special than others. Never use the term “normal” in contrast.

Not: Trina held her own while swimming with normal children

Use: **Trina qualified for her “swimmer” certificate**

A person in a wheelchair is a “wheelchair user” or uses a wheelchair”. Avoid terms that define the disability and a limitation such as: “confined to a wheelchair” or “wheelchair bound.” A wheelchair liberates: it does not confine.

Never use the terms “victim” or “suffer” to refer to a person who has a disease or disability. This term dehumanizes the people and emphasizes powerlessness.

Not: victim of AIDS or AIDS sufferer

Use: **person with HIV/AIDS**

Not: polio victim

Use: **had polio**

FACULTY SYLLABUS STATEMENT

Faculty are encouraged to make an announcement at the beginning of the semester or put a statement in the syllabus inviting students with disabilities to schedule appointments to discuss accommodations. If you suspect a student has a disability, discuss your concerns with the student and recommend that he/she make an appointment with SDS. If the student brings a disability to the attention of the faculty member, please contact SDS for verification of the disability and to discuss accommodations. Students that have approved documentation will provide the faculty an Accommodation Letter (see appendix) from SDS listing the necessary accommodations.

The following is a sample of a statement for the syllabus, which may be used or modified.

If you are a person with a disability and anticipate needing accommodations of any type in order to participate in this class, you must notify SDS (Counseling Center, 919-546-8525), provide the necessary documentation of the disability and arrange for the appropriate authorized accommodations. Once these accommodations are approved, please identify yourself to me privately in order that we can implement these accommodations.

TEACHING SUGGESTIONS

College students with disabilities come to college for the same reasons all students come to college. The similarities far exceed their differences. While many of these students with disabilities learn in different ways, these differences do not indicate inferior capacities. Accommodations may be necessary but there is no need to reduce course requirements or to adjust academic performance standards.

Faculty are encouraged to draw from the student's own experience to determine the kind of strategies the student may need to be successful in the classroom. In addition, the following general strategies may be helpful.

Learning Disabilities

Provide a course syllabus at the start of the semester.
Outline class presentations and write new terms and key points on the board.
Provide a written copy of major points, models, outlines, etc.
Make required book lists available on the first day of class.
Provide chapter outlines or study guides.
Keep oral instructions concise and reinforce with cue words.
Repeat or reword directions.
Provide copy of your notes and transparencies.
Provide individual orientation to laboratory and equipment.
Make available cue cards and labels designating steps to master sequences.
Avoid overly complicated language in exam questions.
Clearly space and separate test items.
Avoid using computer answer sheets.

Visual Impairments

Provide reading lists or syllabus in advance.
Reserve front seats for low vision students.
Verbalize the content printed on transparencies or chalkboard notations.
Face the class when speaking.
Provide copies of lecture notes.
Provide large-print copies of classroom materials.
Be flexible with assignment deadlines.
Plan field trips and special projects well in advance.
Alert field supervisors that adaptation may be needed.
Provide alternative means of assessment if necessary.

Physical Impairments

Evaluate the physical access of the classroom.
Be prepared to rearrange or change classroom.
Be aware of the building's emergency evacuation plan.
Team the student with a laboratory partner or assistant.
Discuss with the student any out-of-class assignment obstacles.
Off-campus or fieldwork assignments need to be considered in advance.

Hearing Impairments

Front-row seating will be necessary.
Student's view should include interpreter and instructor.
Face the student.
Speak to the student, not the interpreter.
Recognize the processing time required to translate.
Repeat questions and remarks of other people in the room.
Use visual aids to reinforce spoken presentations.
Provide class outline, lecture notes, printed transcripts of audio materials.
Communicate in writing convey important information.
Try to reduce the amount of ambient noise.

ACCOMMODATIONS

For college students with disabilities, academic accommodations may include adaptations in the way specific courses are conducted, the use of auxiliary equipment and support staff, and modifications in academic requirements. A college or university has both the diversity of resources and the flexibility to select the specific aids or services it provides, as long as they are effective. Such aids and services should be selected in consultation with the student who will use them.

Classroom Accommodations

- **Preferential seating**
Seating in front, by door, helps reduce audio/visual distractions.
- **Accompanier**
Having someone (another student, or a counseling staff member) to go with a student to class and sometimes stay in class with the student.
- **Assigned classmate as volunteer assistant**
Similar to an accompanier, an assistant may help take notes or provide informal support.
- **Beverages permitted in class**
Helps alleviate dry mouth or tiredness caused by medications.

Lecture Accommodations

- **Prearranged breaks**
Helps student anticipate and manage anxiety, stress, or extreme restlessness caused by medication.
- **Tape Recorder**
Alleviates pressure of notetaking, freeing student to attend and participate more fully in class.
- **Notetaker**
Similar to above, having someone in class to take notes alleviates anxiety of having to capture all the information; sometimes the anxiety of attending class interferes with effective notetaking.
- **Photocopy of another's notes**
If notetakers are not available, then securing from another student helps free him or her to attend and participate more fully in class.

Examination Accommodations

- **Change in test format**
Altering an exam from a multiple-choice format to an essay format may help students demonstrate their knowledge more effectively and with much less interference from anxiety or a learning disability.
- Permit **use of** computer software programs or other technological assistance. Writing may be difficult due to medication side effects that create muscular or visual problem.
- **Extended Time**
Allowing a specific extra amount of time, to be negotiated before the exam, allows the student to focus on the exam content instead of the clock, and lessens the chance that anxiety or other symptoms will interfere with his or her performance.
- **Segmented**
Dividing an exam up into parts and allowing student to take them in two or three sessions over 1-2 days helps reduce the effect of fatigue and focus on one section at a time.
- **Permit exams to be individually proctored, including in hospital**
A non-distracting, quiet setting helps reduce interference from anxiety or other symptoms or medications side effects.
- **Increase frequency of tests or examinations**
Giving student more opportunities to demonstrate knowledge creates less pressure than just having a midterm or a final.
- **Permit exams to be read orally, dictated, scribed or typed**
Anxiety, other symptoms, medication side effects, or a learning disability may interfere with mental focus, concentration, ability to retrieve information, and/or writing capacity during a typical paper-pencil test. Reducing the amount of external pressure and distractions gives the student an equal opportunity to demonstrate his or her expertise without the disability skewing the results.

Assignment Accommodations

- **Substitute assignments**
Written exercises or other class exercise may be necessary for a student with a psychiatric disability to best demonstrate their grasp of the required knowledge.
- **Advance notice of assignments**
Helps a student anticipate and plan time, energy, and workload, and arrange for any support or academic adjustments.

- **Delay in assignment due dates**
A student may need to go into the hospital for a week for a medication check or a brief emergency; extra time on a due date might be all that is needed for a student to pass the course. The delay should be specified; i.e., a new due date should be negotiated and formalized, not be left open-ended.
- **Handwritten rather than typed papers**
Relieves an additional source of pressure if student does not have typing skills. The time tests and accuracy required in a typing course make them a very high stress experience for students who are just returning to school.
- **Assignment assistance during hospitalization**
Staying connected to a student during a course while he or she is in the hospital may mean the student can finish the course as planned, and not have to take an incomplete or withdrawal grade, lose their money, or repeat the course again. (The exacerbation of psychiatric symptoms does not necessarily preclude the student's ability to complete schoolwork, and in some cases seems to help them leave the hospital sooner because they have academic responsibilities to meet.
- **Use alternative forms for students to demonstrate course mastery**
A student may be better able to demonstrate his or her knowledge in ways that don't require lots of writing (e.g., a narrative tape instead of a written journal) or time pressure (an essay exam rather than only multiple choice, or an extra paper if the student has not performed well on the exam due to his or her disability).
- **Textbooks on tape**
May help a student whose vision or concentration interferes with their reading ability.

Administrative Accommodations

- **Providing modifications, substitutions, or waivers of courses, major fields of study, or degree requirements on a case-by-case basis**
These adjustments should be considered on an individual basis, and if the changes requested would not substantially alter essential elements of the course or program, or if courses are required for licensure.
- **Provide orientation to campus and administrative procedures**
Increasing a student's familiarity with an environment and the system help him or her to feel more and more confident, and allow the student to plan, strategize, anticipate trouble spots, and know where to go for assistance.

- **Provide assistance with registration/financial aid**
Helping a student cut through red tape and coaching them through the intricate but critical process of financial aid eliminates a potentially debilitating amount of stress and hassle.
- **Assistance with selecting classes and courseload**
Early morning classes or high stress classes such as keyboarding could set a student up for failure.
- **Parking passes, elevator key, access to lounge**
Anxiety and other psychiatric symptoms can physically and emotionally prevent a student from crossing the campus or climbing several sets of stairs or sustaining energy for a day of classes, when they would otherwise be capable of attending class. these supports make the environment more accessible and “friendly,” and are usually cheap and easy to obtain.
- **Incompletes rather than failures or withdrawals if relapse occurs**
If a student finished most of the coursework but is unable to complete the remainder before the semester’s end, negotiating an incomplete usually means that a student will not have to repay or retake the entire course in order to finish it.
- **Identified place to meet on campus that feels “safe” before or after class**
Having a place that is safe may help a student attend class more regularly and help lessen the effects of anxiety and “in the bud” stresses that can exacerbate other psychiatric symptoms.

CATEGORIES OF DISABILITIES

Categories of Disabilities and Accommodations

A disability is an impairment (permanent or temporary) that substantially limits one or more major life activities. SDS may or may not be able to provide accommodations for all disabilities. Assessments of impairment regarding direct counseling and recommendations are made at the time of Self-disclosure. The major categories of disabilities include:

A. Physical Impairments

While the degree of physical disability varies, students may have difficulty in getting to and from class, performing in class and managing out of class tests and assignments. In addition to physical accommodations and accessibility, students may require academic adjustments such as notetakers, tape recorders, alternative test arrangements and extension of deadlines. Personal adaptive items must be brought and purchased by the student.

B. Visual Impairments

Visual impairments may include legal blindness (low vision) to no light perception and disorders in the structure and function of the eye. Students with visual impairments may need the following modifications: note takers, tape text, tape recorders, Braille, reserved seating, large print copies, test modifications and extension deadlines. The student must bring and purchase personal adaptive items.

C. Hearing Impairments

Hearing impairments may include the inability to understand spoken language with or without the assistance of a listening device or the uses of manual communication (Sign language). A variety of services are available to students with hearing impairments. Accommodations may include, but not limited to, note takers, test modifications, extension deadlines, reserved seating and interpreters or translators. The student must bring and purchase personal adaptive items. Hearing testing is available.

D. Learning Disabilities

A learning disability is a permanent disorder which affects the manner in which individuals with normal or above average intelligence take in, retain and express information in the areas of listening, speaking, writing, reading, reasoning or math abilities and social skills. Accommodations may include but are not limited to the following: taped textbooks, note takers, tape recorders, test modifications, extension deadlines, tutors, reducing or substituting creation course requirements, allowing access to appropriate tools such as a dictionary, computer, calculator or other device necessary to accommodate disability.

E. Speech Impairments

Speech impairment ranges from problems with articulation or voice strength to complete loss of voice. Speech impairments can be aggravated by the anxiety inherent in oral communication in a group. As a result, course modifications such as one-to-one presentations may be considered. Speech and Language testing is available to students.

F. **Chronic Medical Impairments**

A variety of medical conditions may restrict/inhibit a student from participating in all activities of the university. These conditions include (but are not limited to) seizure disorder, cardiovascular diseases, respiratory disorders, hematological disorders and neurological disorders. The degree of some medical conditions may vary. Some students may be absent from class as a direct result of their medical impairment and may require flexibility in attendance policy.

G. **Psychological Impairments**

Psychological impairments can be mild or moderate in nature or in full remission that may require continual or on-going therapy to be able to meet the daily demands of university life. Accommodations may include: assistance in choosing classes, extension of deadlines, change of location for exams, note takers, arranged seating, and counseling.

CAMPUS AND INTERNET RESOURCES

Campus Resources and Services

The following is a list of campus resources that may be helpful in obtaining information or answering specific questions in relation to students with disabilities:

1. **Counseling Center**: Services that are provided by the Counseling Center include but are not limited to, confidential maintenance of records, individual counseling, initial assessments, assistance with interpretation and implementation of accommodation and advocate for students to have physical and programmatic access to all university programs and activities. (919) 546-8283/8284/8525
2. **Career Development**: The Office of Career Development is designed to provide Career development information and services to students with disabilities. The center provides an individualized approach to assist students with disabilities in exploring career opportunities. (919) 546-8280
3. **Student Health Center**: All full-time Raleigh Regular students who have cleared financially and medically each semester are offered unlimited outpatient visits to the Student Health Center. All injections, lab tests, and stock medications are given to students without charge. Non-stocked prescription drugs may be purchased at a reduced rate. (919) 546-8287
4. **Academic Assessment and Achievement Center**: The AAA Center is designed to help all students achieve their educational goals. The program offers reinforcement, development, and tutorial assistance in English composition, placement examinations and referrals. Other courses for tutorial assistance are added in response to the student's needs and demands. (919) 546-8335
5. **Speech and Hearing Department**: Speech and hearing services are free for students, staff and faculty. Available services are:
 - Adult Speech and Hearing Screening
 - Receptive and Expressive Language Testing
 - Adult Fluency Disorders Therapy
 - Aphasia and Dysarthria Therapy
 - Pure Tone Testing
 - Speech Discrimination Testing
 - Impedance Audiometry(919) 546-8373

6. **Housing**: Early planning is essential for many of the housing accommodations to be provided. Students who have accessibility needs and/or special equipment needs for the residence halls should contact the Associate Vice President for Student Affairs. Private residence hall rooms may be arranged if a student demonstrates that their disability is such that having a roommate would have an unduly negative effect on performance. Private room requests are evaluated on a case-by-case basis. All arrangements for special housing are made through the Associate Vice President for Student Affairs. (919) 546-8295

7. **Security**: Any student with a disability, who has a valid, state issued handicapped plate may park at any marked parking slot, except for fire lanes and reserved parking. (919) 546-8214/8249

INTERNET RESOURCES

Fed World Home Page

<http://www.fedworld.gov/>

JAN Web Page

<http://janweb.icdi.wvu.edu/kinder/>

Many links to related sites including the Job Accommodation Network, which provides technical support and assistance with workplace disability issues.

National Business and Disability Council/Job Seekers

www.business-disability.com

DISABILITY SERVICES FORMS

DISABILITY SERVICES FORMS

Authorization of Release Form
Course Accommodation Confidentiality Form
Course Accommodation Plan
Release of Confidentiality Information Form
Shaw University Self-Identification Form
Student Consent Form
The Complaint Process Form

**SHAW UNIVERSITY
COUNSELING CENTER**

118 East South Street
Raleigh, North Carolina 27601
(919) 546-8283/8284
Fax (919) 546-8486

Authorization for Release Form

You have the right not to disclose any information relating to your disability to a professor or any other person. In order assist in providing you with reasonable accommodation, it would be helpful to inform selected faculty based on your course accommodation to better assist you in achieving academic success.

In accordance with Shaw University's policy and procedures for students with disabilities and your right to confidentiality, you must complete this form to authorize the release of information. The release form authorizes the Counseling Center to disclose your disability and information provided to us, which will be useful to the faculty members who will be assisting you.

I _____ indicate by signing this release form on (day) _____ that I have given to the Shaw University Counseling Center staff to discuss:

_____ A) Information that I have shared about my disability

_____ B) Information provided by my psychological assessment, educational assessment, vocational assessment or physical examination

I hereby release the Counseling Center staff to share the information with the following:

Academic Advisor: _____

Faculty Member(s): _____

Other _____

Student's Signature: _____

Date: _____

Counselor's Signature: _____

Date: _____

**SHAW UNIVERSITY
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Raleigh, North Carolina 27601
(919) 546-8283/8284
Fax (919) 546-8486

Course Accommodation Plan

You have the right not to disclose any information relating to your disability to a professor or any other person. In order assist in providing you with reasonable accommodation, it would be helpful to inform selected faculty based on your course accommodation to better assist you in achieving academic success.

This form is to be completed by the student and instructor at the beginning of each semester. Please state your plans for working together. Call the Counseling Center if you have any questions or concerns as you develop and implement your plan.

Student's Name: _____ Date: _____
print

Instructor's Name: _____ Date: _____
print

Plans for accommodations

1 _____

2 _____

3 _____

4 _____

5 _____

Student's Signature: _____ Date: _____

Instructor's Signature: _____ Date: _____

Office Location: _____ Extension _____

**SHAW UNIVERSITY
COUNSELING CENTER**

118 East South Street
Raleigh, North Carolina 27601
(919) 546-8525/8284
Fax (919) 546-8486

Release of Confidential Information Form

I _____, authorize _____ to disclose
(Student's name) (Designee of disclosure)

to Shaw University Counseling Center/Disabilities Services for the following information:

1 _____

2 _____

3 _____

4 _____

I understand this is confidential information and will only be used to enable me to be eligible for disability services at Shaw University. This consent is valid for_____.

Student's Signature _____ Date _____

Counselor's
Signature _____ Date _____

Designee of disclosure signature _____

Date _____

**SHAW UNIVERSITY
COUNSELING CENTER**

118 East South Street
Raleigh, North Carolina 27601
(919) 546-8283/8284
Fax (919) 546-8486

SHAW UNIVERSITY SELF-IDENTIFICATION FORM FOR STUDENTS WITH DISABILITIES

As an applicant to Shaw University, I request that the Shaw University Counseling Center become aware of my disability. I also request that this information remain Confidential until I have completed the necessary documentation to receive disability services if necessary.

Please note that we will require that you provide current (not older than 3 years) documentation of your disability and clear recommendations for accommodations and services from your professional care provider before you will be able to receive services.

If you have limitations but have not been given a formal diagnosis, please obtain this information before meeting with the Counseling Center. Please return this form to the Counseling Center in a sealed envelope.

Description of Disability: (temporary or permanent)

Type of current documentation of disability:

Name: _____, _____, _____
(last) (first) (middle)

Mailing address:

City/State/Zip _____

Telephone
Number _____

Signature: _____ Date: _____

CONFIDENTIAL

*Date: _____

The purpose of this letter is to advise you that Disability Services has appropriate documentation on file for, and is working with:

Name: _____ ID#: _____

Professor's Name _____

Course _____

Accommodations appropriate for this student are indicated below. This student may need your help in implementing some of these accommodations in order to meet requirements of this class. Thank you in advance for your support to this student.

SPECIAL TEST ADMINISTRATION

- | | |
|---|--|
| <input type="checkbox"/> Extended time on tests (x2); (Other _____) | <input type="checkbox"/> Quiet/low distraction setting |
| <input type="checkbox"/> Word processing (student)/spell check | <input type="checkbox"/> Oral exam |
| <input type="checkbox"/> Scribe | <input type="checkbox"/> Enlarged copy |
| <input type="checkbox"/> Reader | <input type="checkbox"/> Braille |
| <input type="checkbox"/> Other Assistance: | |

OTHER ACCOMMODATIONS

- | | |
|--|---|
| <input type="checkbox"/> Absences due to documented medical disability classroom/location | <input type="checkbox"/> Accessible |
| <input type="checkbox"/> Accessible tables/desks/chairs | <input type="checkbox"/> Books on tape |
| <input type="checkbox"/> Extended time for assignments accessibility/assistance | <input type="checkbox"/> Library |
| <input type="checkbox"/> Enlarged print (syllabi/handouts) | <input type="checkbox"/> Laboratory |
| <input type="checkbox"/> Interpreters | <input type="checkbox"/> Special lectures |
| <input type="checkbox"/> Note Takers | <input type="checkbox"/> Tape lectures |
| <input type="checkbox"/> Taped material (syllabi/handouts) | <input type="checkbox"/> Tutor assistance |
| <input type="checkbox"/> Supplemental instruction | <input type="checkbox"/> Writing place assistance |
| <input type="checkbox"/> Assistive technology _____ | <input type="checkbox"/> Math lab |
| <input type="checkbox"/> Weekly appointments with disability services | <input type="checkbox"/> Braille copy |
| <input type="checkbox"/> Other Assistance | |

If you have any questions regarding these accommodations and/or your responsibility for their implementation, please call Student Disability Services (SDS) at 546-8525/8284. Thank you again for your enthusiasm and effort in providing the best education possible for all of our students at Shaw University.

Signature

***Date on this letter must coincide with current semester or it is invalid.**

STUDENT CONSENT FORM

This is to certify that I give the Counseling Center permission to communicate and correspond to/with my parents/guardians regarding my adjustment, progress, (financial and academic status,) accomplishments, and achievements while enrolled here.

Student Name (Please Print)

Student Signature **Date**

Please provide the contact information below:

Guardian Full name (Please Print) **Parent/**

Address _____

Phone Number _____

Parent/Guardian Full Name (Please Print) **Date**

Address _____

Phone Number _____

COMPLAINT PROCESS

If for any reason you feel that your privacy has been compromised or if you feel your accommodations are not being met, please follow the procedure as outlined below.

Complete the following and submit to the Disability Services office located in the Counseling Center.

Name _____

Address _____

Phone Number _____

Date _____

Professor's Name _____

Describe the concern: _____

The Disability Services office will report back to you within 10 business days from the date your complaint was receive in the Disability Services office.

Special Acknowledgements

The Shaw University Counseling Center would like to thank the following individuals, Departments, Colleges, Universities, and Organizations for their assistance in the development and completion of this handbook.

Shaw University Health Center
Shaw University Office of Career Development
Shaw University Speech and Hearing Clinic
Shaw University Academic Assessment and Achievement Center
University of Chapel Hill Disability Services
Meredith College Disability Services
University of North Carolina at Wilmington Disability Services
University of North Carolina at Charlotte Disability Services
Association of Higher Education and Disabilities
Miami Dade Community College

Local and National Resources and Organizations:

1. North Carolina Developmental Disabilities Council (919) 850 2833
2. North Carolina Department of Health and Human Services (919) 733-4534
3. North Carolina Office of the Americans with Disabilities Act (919) 715-2302
4. North Carolina Vocational Rehabilitation (919) 855-3500
5. North Carolina Governors Advocacy Council for Persons with Disabilities (800) 821-6922
6. Disabilities Hotline (800) 443-9359
(919) 733-4427
(919) 212-3222
7. Advocacy Center for Persons with Disability, Inc. (800) 342-0823
8. Association on Higher Education and Disability (614) 488-4972
9. National Institute of Mental Health (301) 443-4513
10. Clearinghouse on Disability Information (202) 205-5880
11. Deaf and Hard of Hearing Services (919) 773-2963
12. North Carolina Depressive & Manic Depressive Association (919) 821-4343
13. Division of Mental Health, Developmental Disabilities and Substance Abuse Services (919) 733-7011

Contact the Counseling Center for additional resources and information or

Mrs. Jerelene F. Carver, Counselor/Disability Services Specialist at (919) 546-8525.