

**CAROLINAS COLLEGE OF HEALTH SCIENCES
POLICY AND PROCEDURE**

STUDENT AFFAIRS

SUBJECT: ACCOMMODATING SPECIAL NEEDS

REVIEWER(S): Director of Teaching, Learning and Technology*
Student Success Coordinator

POLICY

The Americans with Disabilities Act, as amended (ADA) and Section 504 of the Rehabilitation Act (Section 504) prohibit discrimination against individuals with disabilities. These laws require Carolinas College of Health Sciences (Carolinas College) to provide reasonable accommodations for otherwise qualified students with disabilities. The student success coordinator(s), serving in the role of the ADA/Section 504 coordinator, will consider all requests for special accommodations and will evaluate those requests in order to assist students with disabilities achieve success. Requests cannot be approved if one or more of the following conditions exist:

1. Individual with a disability is not an otherwise qualified individual.
2. An accommodation would not enable the individual to perform the essential functions outlined.
3. An accommodation would cause undue hardship to Carolinas College.
4. Even with the accommodation, the individual would pose a direct threat to the health or safety of himself/herself or others.
5. An accommodation would require a fundamental alteration of the program.

If any of these five conditions is found, Carolinas College will not provide the accommodation nor accept for employment or enrollment or continued enrollment, the disabled individual.

PROCEDURE

A. Reasonable Accommodation

1. Prior to students paying their deposit for their program they will be provided a copy of the essential functions for the program to which they are applying. Students are required to declare at that time (after admission, but prior to enrollment), whether they can meet the essential functions with or without any accommodations. Students are advised that if they require an accommodation, they need to contact the student success coordinator. It is the student's responsibility to follow up and request the necessary accommodations through the process outlined in this policy.
2. Before Carolinas College has any duty to accommodate, the student success coordinator must be informed, in writing, using the request for accommodations form, of the need for accommodation.
 - a) The request for accommodations may be made at any time during enrollment
 - b) For students to be better prepared for success, we suggest submitting completed paperwork 14 business days prior to the first assessment requesting accommodations. The request can take up to two weeks to be reviewed and processed. If extended beyond this time, the student success coordinator will notify the student.
3. Students requesting accommodations under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act of 1973 must provide documentation of the disability which substantially limits a major life activity. Documentation may include but is not limited to the following: student self-report on the request for accommodations form; observation of student performance; diagnostic documentation by a licensed professional; or proof of prior accommodations in an educational setting. All documentation must be relevant to the disability and appropriate to the education setting. Diagnostic documentation will generally follow the guidelines below:
 - a) Psychiatric Disability
 - A complete DSM-V diagnosis will be completed with an accompanying description of the specific symptoms the student experiences. The diagnosis should be based upon a

- comprehensive clinical interview and psychological testing (when testing is clinically appropriate).
- A complete description of the impact on academic functioning of the student's psychiatric symptoms must be provided. Descriptions of impact upon study skills, classroom behavior, test taking and organizing information would be examples of academic functioning.
 - Documentation must be current, reflective of the student's current functioning, by a licensed psychiatrist, psychologist, or other appropriate licensed professional with competencies related to the student's diagnosis(es).
- b) Attention Deficit Hyperactivity Disorder (ADD/ADHD)
- 1) A comprehensive assessment by a qualified professional will be conducted inclusive of the following:
 - Behavior rating scales, questionnaires, intellectual screenings and measures of sustained attention and distractibility (e.g., Brown Adult Attention Deficit Disorder Scale, Wender Utah Rating Scale, etc.).
 - Evidence of clinically significant impairment in social, academic or occupational functioning based upon information from the assessment and utilizing DSM-V criteria.
 - 2) Documentation must be current, reflective of the student's current functioning, by an evaluator who has training and experience in the evaluation of adult psychiatric disorders, specifically ADD/ADHD.
- c) Learning Disability
- 1) A comprehensive assessment of the neuropsychological or psycho-educational evaluation for the diagnosis of a specific learning disability will include evidence that a learning disability does exist. Such assessment should consist of and be based on a comprehensive assessment battery and not rely on one test to determine medical, developmental, psychosocial, family, academic and employment histories. It should include assessments including, but not limited to, the following:
 - Cognitive tests, appropriate for an adult population, with all subtest and standard scores reported (e.g., Wechsler Adult Intelligence Scale, Woodcock-Johnson Psychoeducational Battery-Revised, etc.).
 - Achievement tests relevant to suspected areas of disability, often to include a reading assessment, with all subtest and standard scores reported (e.g., Stanford Test of Academic Skills, Nelson-Denny Reading Skills Test, etc.).
 - Assessment of the student's information processing strengths and weaknesses to include areas such as short and long-term memory, processing speed, metacognition, etc., gathered from the comprehensive assessment, diagnostic interview and examiner's observations of test behavior.
 - 2) Documentation must be current, reflective of the student's current functioning, by an evaluator who has training and experience in rendering diagnoses of learning disabilities and making recommendations for appropriate accommodations.
- d) Physical Disability
- 1) A current medical diagnosis including appropriate medical reports, relevant medical history and clinical summary of disabling condition should be provided.
 - 2) A complete description of the level of impact on the student's functioning in an educational setting must be provided. This description should validate the need for services based on the impact of the disabling condition.
 - 3) Documentation must be current, reflective of the student's current functioning, by a physician who has training and experience in the specialization most associated with the particular medical condition identified.
4. The student success coordinator may require additional documentation or seek additional information prior to approving a request for accommodation. This may include, but is not limited to, requesting the student seek a second assessment from a qualified professional of the college's choosing or consultation with the physician, psychiatrist, psychologist or other appropriate licensed professional.
 5. The student success coordinator will complete an assessment of the essential functions of the

program that the student is capable of performing with or without accommodations. Atrium Health's Teammate Health is consulted as needed. The assessment is based on the request for accommodation and related documentation, the student's related abilities, functional limitations, whether reasonable accommodations would enable the applicant to perform all of the essential functions of the program and whether the needed recommendation would fundamentally alter the program or create an undue hardship on the institution. The student success coordinator will determine whether, and/or what, reasonable accommodation is offered. Should the requested accommodation be unusual or require significant resources or be inconsistent with the mission or goals of the program, the student success coordinator will consult with program chair and/or the dean of student affairs. If additional consultation is necessary, the dean of student affairs will consult with the provost.

6. The student success coordinator or director of teaching, learning and technology may re-evaluate approved accommodations as needed.
 - a) Should the environment of the college change, accommodations will be assessed as needed.
 - b) Students will be notified of any necessary changes to their accommodations to remain in compliance with college policies.
7. The student will be responsible for notifying faculty of approved accommodations. The student should provide the faculty with the letter of approved accommodation during the first week of the term. If accommodations are requested during the term the faculty should be notified as soon as the accommodations are approved with an understanding that accommodations approved after the start of the term are not applicable to previous course activities or applicable course activities occurring without enough notice to make the accommodation.
8. If an otherwise qualified student with a disability rejects a reasonable accommodation, aid, service, opportunity, or benefit that is necessary to enable the student to perform the essential functions of the program, the student is not considered a qualified individual with a disability.
9. Students can appeal an accommodation decision to the dean of student affairs.
10. Students who feel they have been discriminated against or who wish to appeal a decision of accommodation beyond the dean of student affairs should consult the Complaints and Academic Appeals policy to be informed of steps that can be taken to address these concerns.

B. The Accommodating Special Needs policy and procedure will be reviewed bi-annually.

REFERENCES

Related Policies to Consult:

Carolinas College:

STUDENT AFFAIRS – [Complaints and Academic Appeals](#), [Discrimination, Harassment, Assault, Retaliation, and Sexual Misconduct](#)

Related Form:

[Request for Accommodations](#)

Related 2018 SACSCOC Standard:

12.1 Student support services