

CAMPBELL --- LAW SCHOOL ---

Student Guide for Accessing Disability Services

Introduction

Campbell Law School is committed to providing equal educational opportunity for persons with disabilities in accordance with the nondiscrimination policy of the Law School and in compliance with Section 504 of the Rehabilitation Act of 1973 and with Title II of the Americans with Disabilities Act of 1990. This guide is written for students with disabilities with the hope that it will inform you and assist you as you make your way here at Campbell Law School. The guide covers both academic and extra-curricular life and provides contacts for further information on specific topics.

As you may be aware, the law states that a person with a “disability” is:

“Someone with a physical or mental impairment which substantially limits one or more of the major life activities of such individual; or a person with a record of such impairment; or a person who is regarded as having such an impairment.”
(*Section 504 of the Rehabilitation Act of 1973*)

Equal educational opportunity means that a person with a disability who is qualified for admission must have access to the same university programs, services, and activities as all other students. If necessary to provide equal opportunity, Campbell Law will make reasonable modifications to its policies, practices, and procedures, unless doing so would fundamentally alter the nature of the service, program, or activity or pose an undue administrative or financial burden.

Under the provisions of Section 504, law schools may not discriminate in the recruitment, admission, educational process, or treatment of students. Students who have self-identified, provided documentation of disability, and requested reasonable accommodations are entitled to receive approved modifications of programs, appropriate academic adjustments, or auxiliary aids that enable them to participate in and benefit from all educational programs and activities. Section 504 specifies that law schools may not limit the number of students with disabilities admitted, make preadmissions inquiries as to whether or not an applicant has a disability, use admission tests or criteria that inadequately measure the academic qualifications of students with disabilities because special provisions were not made, exclude a qualified student with a disability from any course of study, or establish rules and policies that may adversely affect students with disabilities.

In support of its commitment to provide equal education opportunity, Campbell Law provides a variety of services and accommodations to students with documented disabilities. This guide contains the following information:

- An overview of the services available;
- An introduction to the primary offices and staff persons who serve students with disabilities;
- A description of the procedures that students must follow to receive accommodations and obtain services;
- Documentation guidelines;
- A description of the grievance policy.

Questions or comments about this manual should be directed to Sha Hinds-Glick, Director of Academic Support and Bar Success or Laura Rich, Director of Student Success/ ADA/504 Compliance Officer on the main campus of Campbell University.

Section 1: Disability Services – Who to Contact

The individuals in the positions described below are the primary contacts for students with disabilities at Campbell Law.

Director of Academic Support at Campbell Law School – Sha Hinds-Glick

The Director's responsibilities include the following:

- Collect documentation and paperwork from students and use this information to determine eligibility for services.
- Review requests and notify students of approved accommodations and to assist, where appropriate, in arranging accommodations.
- When appropriate, communicate with faculty regarding the implementation and use of accommodations for approved students.
- When appropriate, provide support for students in accessing law school programs and services, e. g. libraries, dining, course scheduling, emergency services, career services, student activities, counseling services, financial aid, academic affairs, campus recreation, health services, and etc.
- Interact with relevant external agencies, departments, vendors, and groups providing services and information to people with disabilities. These include: the Division of Vocational Rehabilitation, the Commission for the Blind and Visually Impaired, the Division for the Deaf, organizations for particular constituencies, support groups for people with specific disabilities, vendors with product lines that may assist in accommodations, and etc.
- Encourage and assist students to develop self-advocacy skills.
- When necessary, serve as a liaison between students and faculty or staff members and administrators.

- Ensure that services are being provided consistent with university, state, and federal guidelines.

Director of Student Success/ ADA/504 Compliance Officer - Laura Rich

The Director's responsibilities include the following:

- Serve as a primary source of information to students and law school community regarding access to disability services at the law school.
- Ensure that services are being provided consistent with the law school, state, and federal guidelines.

Associate Dean for Academic Affairs – Dan Tilly

The Dean supervises the Director of Academic Support and acts as the initial contact for students with disability-related complaints that have not been resolved with the Director of Academic Support.

Section 2: How Does a Student Obtain Services?

General Procedure for Receiving Accommodations

Step One: The student must contact the Director of Academic Support (Sha Hinds-Glick) to request services during his/her time as a Campbell Law Student. The law school is not responsible for identifying students with disabilities and is not required to provide services unless proper procedures have been followed in making a request. hindsghicks@campbell.edu (919) 865-4662

Step Two: The student must schedule a meeting with the Director to provide documentation of the disability and to complete the appropriate paperwork.

Step Three: The student's documentation is reviewed by the Director. The process of review depends in part on the nature of the student's disability. If the student is found to be eligible for services, the Director will decide which, if any, of the student's requests will be granted. Decisions regarding accommodations are made on a case-by-case basis. There is no standard accommodation for any particular disability.

Step Four: Approval or Denial of Request. If the request for accommodations is approved, the Director will notify the student of approved accommodations.

Accommodations are only in effect from the date of approval and no accommodations will be made retroactively. The student and Director will decide if individual instructors will be notified of an accommodation. **A student must request and authorize such notification in writing each semester.** Any student whose requested accommodations are not approved is encouraged to meet

with the Director to discuss the reasons for the denial. The Director may discuss the grievance procedure with the student at this time.

More Information Regarding Documentation and Accommodations

For any student who has been deemed eligible for special services, Campbell Law School provides accommodations and/or modifications to policies and practices in order to ensure that all students have equal access to all Campbell programs, services, and activities. The purpose of accommodations is not to ensure success, but rather to provide access and equal educational opportunity,

Accommodations will not be provided retroactively. Any student who is approved for accommodations is entitled to services and accommodations only from the date that approval is given. For academic accommodations, this is the date that the Director issues the approval to the student. Even if the student can establish that he or she has a disability at the time of the course in question, Campbell Law will not expunge or re-examine coursework completed before the student request was reviewed and approved for accommodation.

No student is required to disclose his or her disability to the law school. However, as discussed above, any student who discloses and is approved for accommodations after he or she had begun study at Campbell Law will not receive any retroactive accommodations on work completed before the approval for accommodations was made.

Documentation of a student's disability will only be shared with relevant Campbell Law faculty, staff, or administration on a need-to-know basis with a release of information signed by the student.

Standard services for students approved for accommodations include:

- Accessible classrooms
- Academic accommodations

Reasons for denial of an accommodation may include the following:

- The documentation does not meet the law school's guidelines for such documentation
- The requested accommodation is in conflict with the academic policies of the student's college or school
- Providing the accommodations would fundamentally alter the program, course, or activity
- The accommodation is not supported by the documentation
- Providing the accommodation would pose a direct threat to the student or to others

- Providing the accommodation would constitute an undue administrative or financial burden pursuant to the criteria established under the ADA and/or Section 504
- The accommodation is in opposition to the educational philosophy of the law school

Confidentiality of Information

Information received from a student is governed under the provisions of the Family Education Rights and Privacy Act of 1974. Under the provisions of this law, students in post-secondary education have the right to inspect and review their school records as defined by law. Other than for "Directory Information," Campbell Law School will release information only with the student's written consent and will use "Directory Information" in the best interests of the student.

The Department of Academic Support within the law school is committed to ensuring all information compiled concerning a student remains confidential as required by applicable law. Any information monitored or collected will be used for the benefit of the student.

Only those staff members of the Department of Academic Support and the Assistant Dean for Academic Affairs have access to information collected for use in accomplishing necessary tasks for the student. Any information gathered will not be released to third parties except in accordance with state and federal law.

A student must give written authorization to release information when he/she wishes to share it with others. The student must specify the information to be released, the purpose of the release, and to whom the information is to be forwarded.

A student has the right to review his/her own file and as a courtesy to the individual, copies of documents and information obtained will be provided at not cost with limitations.

Section 3: Student Responsibilities

General Student Responsibilities

1. Identify him/herself to The Department of Academic Support to begin the process of requesting accommodations. The law school is not responsible for identifying students with disabilities or for contacting such students to begin the accommodation request process.
2. Provide documentation which conforms to the law school's guidelines. If the student's documentation is insufficient for any reason, the student is responsible for pursuing whatever additional documentation is required and to pay any costs thereof. Campbell Law School reserves the right not to provide services or accommodations until all of the documentation specified in the guidelines is provided.
3. Once approved for accommodations, the student must provide the Director with a list of instructors for each semester that accommodations are desired.

Responsibilities of a Student Approved for Testing Accommodations

Testing accommodations require frequent communication between the student and the Director. It is critically important that testing information is shared with the Director in a timely manner.

A student must request testing accommodations each semester by providing a copy of their exam schedule complete with course name, instructor name, date, and time of exam. It is the student's responsibility to make certain their information has been received. This information is generally requested at the beginning of November, April, and July for exam periods.

Section 4: Documenting a Disability

General Documentation Guidelines

To ensure that reasonable and appropriate services and accommodations are provided to students with disabilities, students requesting such accommodations and services must provide current documentation of their disability. Such documentation generally must include all of the following:

- A clear diagnostic statement of the disability prepared by a licensed professional
- A description of the manner in which the disability limits the student in a specified major life activity and the severity of the limitation
- Test results (if applicable)

It is the responsibility of the student requesting the accommodations and services to document the disability. As such, the cost of evaluations required pursuant to these guidelines is to be borne by the student.

Students requesting accommodations related to attention deficit disorders, traumatic brain injury or psychiatric disability would need to provide further documentation from the diagnosing professional. Forms are available from the Director for this purpose. If there is a change in the student's condition, he/she may request modifications to previously approved accommodations. The student will have to provide current supporting documentation for review at that time.

****Students are advised that the North Carolina Board of Law Examiners and the National Conference of Bar Examiners have documentation requirements for requesting test accommodations that may be more restrictive than those of Campbell Law School. Any student seeking initial testing or diagnosis should inquire as to the types of testing required by these agencies before seeking professional diagnostic help.**

Guidelines for Documenting a Learning Disability

Transcripts from any and all post-secondary education should accompany the report. Every report should be on letterhead, typed, dated, signed and otherwise legible, and be comprised of the following elements:

- **Evaluator Information:** The name, title, and credentials of the qualified professional who conducted the assessment should begin the report. Please note that members of the student's family are not considered appropriate evaluators.
- **Recent Assessment:** The report must provide adequate information about the student's current level of functioning. If such information is

missing, the student may be asked to provide a more recent or complete assessment.

- **Testing:** There should be a discussion of all tests that were administered, observations of the student's behavior during testing, and a listing of all of his/her test scores (i.e. domain, cluster, subtest, index, etc.) represented in standard scores and/or percentile ranks.

Informal assessment, and Individualized Education Plan (IEP), and/or a 504 plan may help to supplement a more comprehensive test battery but are generally insufficient documentation when presented alone.

In addition, a clinical summary and a clearly stated diagnosis are helpful. The summary should integrate the elements of the battery with background information, observations of the client during the testing situation, and the student's current academic situation. This summary should present evidence of a substantial limitation to learning and explain how the patterns of strength and weakness are sufficiently significant to substantiate a learning disability diagnosis. It should also demonstrate that the evaluator has ruled out alternative explanations for the learning problem. If social or emotional factors are found to be possible obstacles to learning, they should be discussed. This summary may include recommended accommodations, but these are in no way binding to Campbell Law. Campbell Law School reserves the right to evaluate all documentation and determine appropriate accommodations in each case.

Section 5: The Grievance Procedure

The department of Academic Support has adopted an internal grievance procedure providing for the equitable resolution, within a reasonable time, of complaints by students with disabilities alleging violations of their rights under the Americans with Disabilities Act ("ADA") and under Section 504 of the Rehabilitation Act of 1973 ("Section 504"). Please follow the following steps to resolve a complaint.

1. All requests for accommodations or special services should first be brought to the Director of Academic Support. Problems with approved accommodations or services should first be reported to the Director in writing.
2. If the student is unable to resolve the matter with the Director, the student and the Director should forward the complaint to the Associate Dean for Academic Affairs for an informal resolution. The Associate Dean will arrange a meeting with the student and Director within 10 business days of receiving the complaint.
3. In the event that the student is dissatisfied with the informal resolution, he/she may file a complaint with the Dean of Campbell Law School and the 504 Compliance Officer of Campbell University, Laura Rich.

Contact Information:

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