



Patrick Henry Community College
645 Patriot Avenue
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disAbility Resources
Learning Resource Center #109D
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PHCC Procedures for Requesting and Accessing Accommodations

In order to receive an accommodation, a student must

1. Be an individual with a disability (please see Eligibility Requirements below).
2. *For New Students* - Meet with the disAbility Resource Counselor (please see Assessment/Intake Process below)
3. *For Returning Students* - Meet with the disAbility Resource Counselor each semester to determine which accommodations will be appropriate for classes for the current semester. Even if a student had the same instructor in a course for a previous semester, the student must still meet with the disAbility Resource Counselor to discuss accommodations. Receiving an accommodation in a course one semester does not necessarily mean the student will automatically receive it again the next semester. It is the student's responsibility to contact the disAbility Resource Counselor to discuss what will be appropriate for each course each semester.

Eligibility Requirements

In order to qualify for disAbility Resources, the student must provide the following information:

1. Clear and specific evidence that a qualified professional has established a **formal diagnosis of a disability**. However, a diagnosis report alone is not enough to establish eligibility for accommodations under Section 504 and the ADA. There must also be evidence of a "substantial limitation" in a major life activity. For example, evidence could be a description of the diagnostic tests, methods, and/or criteria used in establishing the diagnosis, the specific results of the diagnostic procedures, and when available, both summary and specific test scores. When a student's functioning demonstrates a "relative weakness" or "low average functioning," it is typically an indication that a substantial limitation is not present. (See [PHCC Guidelines for Documenting a Disability](#))

OR

2. Provide clear and specific evidence of a **history of a disability** and how it results in a current "substantial limitation" in a major life activity.

OR

3. Provide clear and specific evidence of a history of being **regarded as having a disability** and how it results in a current “substantial limitation” in a major life activity.
4. The student requesting accommodations must meet the academic or technical standards for admission or participation in the educational program or activity requested.

Assessment (Intake) Process

Students with disabilities seeking accommodations must identify themselves to the disAbility Resources Counselor and provide documentation of a disability.

The *intake* process includes a review by the disAbility Resources Counselor of the documentation, as well as a review of the fundamental goals and essential standards of the academic program, course or service in question. If the need for accommodations is substantiated, the disAbility Resources Counselor, in consultation with the student, will generate a list of reasonable accommodations based on the following criteria: potential effectiveness, preferences of the student, and the potential for an undue financial or administrative burden to the institution.

The final determination of appropriate accommodations rests with the disAbility Resources Counselor based on the review of all provided documentation and discussion with the student. Students may refer to the [disAbility Grievance Procedure](#) if they do not agree with the disAbility Resources Counselor’s determination.

It is the responsibility of the student to obtain additional information or testing if it is required to determine eligibility for accommodations. PHCC does not routinely provide testing/formal assessment of disabilities or reimburse students who complete testing through a community provider. A list of community testing providers is available from the disAbility Resources Counselor. PHCC will accept evaluations from all qualified professionals and do not specifically endorse the providers on the referral list.

Students who provide documentation but do not complete the intake process are not eligible to receive accommodations. In such cases, the disAbility Resources Counselor will make a reasonable effort to contact the student.

All information contained in diagnostic and medical reports will be maintained and used in accordance with applicable confidentiality requirements.

Students’ responsibilities for accessing specific accommodations:

Notetaking assistance (notetaker):

1. Contact the disAbility Resource Counselor to discuss difficulties taking notes.
2. Sign notetaking agreement for classes in which you receive notetaking assistance.
3. Still take notes in class (class attendance is required). For classes for which you are absent, you are responsible for getting your own notes.
4. Pick up notes in SSS office or from your notetaker in the classroom.
5. Student must notify disAbility Resources Counselor if you drop the course and/or no longer need notes for the course.

Alternate textbooks:

1. Contact the disAbility Resources Counselor as early as possible to request alternate texts as publishers may require significant lead time to fulfill request.
2. Download free screen reading software capable of accessing .PDF documents to personal computer/electronic OR arrange to borrow appropriate equipment from disAbility Resources.
3. Return electronic text (and equipment if borrowed) at end of semester.
4. If you do not return text and/or borrowed equipment you will not be allowed to register for classes for subsequent semesters and a financial obligation in the replacement costs will be placed on the student's academic and financial aid records.

Taking tests with additional time:

1. Contact the disAbility Resources Counselor to complete Faculty Accommodations Form (FAF).
2. Present FAF to instructor and return signed copy to disAbility Resources (disAbility Resources Counselor will send FAF directly to instructor for distance-learning courses).
3. When test date is announced, remind instructor of your accommodation and determine if he/she prefers you to come to class early, stay after class, or go to Testing Center to take test.

Taking tests with a reader:

1. Contact the disAbility Counselor to complete Faculty Accommodations Form (FAF).
2. Present FAF to instructor and return signed copy to disAbility Resources (disAbility Resources Counselor will send FAF directly to instructor for distance-learning courses).
3. When test date is announced, immediately contact disAbility Resources to schedule an appointment for a reader (live reader, recorded test, or scanning software).
4. Remind instructor to send test to Testing Center.

Taking tests with a scribe:

1. Contact the disAbility Counselor to complete Faculty Accommodations Form (FAF).
2. Present FAF to instructor and return signed copy to disAbility Resources (disAbility Resources Counselor will send FAF directly to instructor for distance-learning courses).
3. When test date is announced, immediately contact disAbility Resources to schedule an appointment for a scribe.
4. Remind instructor to send test to Testing Center.

Taking tests in reduced distraction location:

1. Contact the disAbility Counselor to complete Faculty Accommodations Form (FAF).
2. Present FAF to instructor and return signed copy to disAbility Resources (disAbility Resources Counselor will send FAF directly to instructor for distance-learning courses).
3. Remind instructor to send test to Testing Center.

Tests taken with an accommodation should be taken at the same time and the same day that the instructor has set for the entire class. Should this not be possible for a given test, every attempt to take the test as close to the assigned day/time should be made. Tests taken at a different day/time must be approved by the instructor and disAbilitly Resources.