

# 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 Meredith Chilausky, Director of Academic Success & Accessibility or Sha Hinds-Glick, Associate Dean of Student Affairs and Academic Success.

## 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, Academic Success & Accessibility – Meredith W. Chilausky**

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.
- 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 in-class for approved students.
- When appropriate, provide support for students in accessing law school programs and services, e. g. libraries, course scheduling, emergency services, career services, student activities, counseling services, financial aid, academic affairs, health services, etc.
- Interact with relevant external agencies, departments, vendors, and groups providing services and information to people with disabilities. These include but are not limited to: 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 specific disabilities, and accessible vendors.
- 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 services provided are in compliance with federal law, Section 504, and the ADA.

#### **Dean for Student Well-Being - Laura T. Rich**

- Ensure that services are being provided consistently throughout the University and comply with state and federal guidelines.
- Act as an advisor and voting committee member should any question or situation arise where the Dean of Student Affairs and the Director of Academic Success aren't in agreement.

#### **Associate Dean for Student Affairs and Academic Success – Sha Hinds-Glick**

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

## **Section 2: How Does a Student Obtain Services?**

### **General Procedure for Receiving Accommodations**

**Step One:** The student must contact the Director of Academic Success (Meredith Chilausky) to request services during their 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 and documentation submitted in making a request. [chilausky@campbell.edu](mailto:chilausky@campbell.edu) (919) 865-4685.

**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. The Director relies on the relevant medical or mental health professional to recommend the suggested accommodations that ameliorate or help mitigate the particular disability. 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 in a formal Award Letter sent via email. Accommodations are only in effect from the date of approval and no accommodations will be made retroactively. **A student must request in writing to utilize their accommodations each semester and authorize the Director to make any notifications necessary.**

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 disability accommodations, 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. 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's request was reviewed and approved and a disability file opened on the student's behalf.

No student is required to disclose his or her disability to the law school. However, as discussed above, any student who wishes to utilize academic or special testing accommodations while in law school must disclose and be approved for accommodations first.

Documentation of a student's disability will only be shared with relevant Campbell Law faculty, staff, or administration on a need-to-know basis in compliance Family Education Rights and Privacy Act (FERPA).

Standard services for students approved for accommodations include:

- Accessible Classrooms
- Electronic Textbooks
- Accessible Software
- 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 an essential component of the course of study
- 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 to the University pursuant to the criteria established under the ADA and/or Section 504
- The accommodation is in opposition to the educational philosophy and pedagogy 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 Success 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 Success and the Associate Dean for Student 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 no cost with limitations.

## Section 3: Student Responsibilities

### General Student Responsibilities

1. Identify him/herself to The Department of Academic Success & Accessibility 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. Student is responsible for timely responding to all requests for additional information.

### Responsibilities of a Student Approved for Testing Accommodations

1. 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 and at least 48 hours prior to a timed and graded assessment where accommodations are utilized.
2. 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 October, end of February, and June for these 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 relevant medical or mental health 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
- Diagnosis Related Testing and any previous Accommodation Award Letters (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, processing 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 special testing 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. Neuropsychological testing is required by most Boards of Law Examiners which is rarely covered by insurance.**

Campbell Law School is not responsible for assisting or evaluating applications for accommodations for any outside organization to include Boards of Law Examiners or the National Conference of Bar Examiners.

### Guidelines for Documenting a Learning Disability

➤ **Evaluator Information:** The name, title, and credentials of the qualified professional who conducted the assessment should begin the report. 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:  
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 testing 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 on a case-by-case basis.

## Section 5: The Grievance Procedure

The department of Academic Success 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 Success. 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 Student 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 Dean of Student Well-Being, Laura Rich, at Campbell University.

### Contact Information:

Meredith W. Chilausky  
Director, Academic Success & Accessibility, Campbell Law School  
225 Hillsborough Street, Suite 433  
Raleigh, North Carolina 27603  
[chilausky@campbell.edu](mailto:chilausky@campbell.edu)  
(919) 865-4685

Sha Hinds-Glick  
Associate Dean of Student Affairs and Academic Success,  
Campbell Law School  
225 Hillsborough Street, Suite 402D  
Raleigh, North Carolina 27603  
[hindsglicks@campbell.edu](mailto:hindsglicks@campbell.edu)  
(919) 865-4662

Laura T. Rich  
Campbell University-Main Campus  
Dean for Student Well-Being  
227 Main Street  
Buies Creek, NC 27506  
[richl@campbell.edu](mailto:richl@campbell.edu)  
(910) 814-4364