



# FACULTY & STAFF GUIDE FOR DISABILITY SERVICES

**VANCE-GRANVILLE**  
COMMUNITY COLLEGE

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## PURPOSE OF THE FACULTY/STAFF GUIDE

This guide has been created as a resource for faculty and staff who work with students with disabilities. The *Faculty/Staff Guide for Disability Services* provides information about disability law, procedures, and suggestions on working with various disabilities in the academic environment.

## THE LAW

Section 504 of the Rehabilitation Act of 1973 states that **"no otherwise qualified individual with a disability in the United States...shall solely by reason of ...disability, be denied the benefits of, be excluded from the participation in, or be subject to discrimination under any program or activity receiving federal financial assistance."**

According to Section 504, a person with a disability includes **"any person who (1) has a physical or mental impairment which substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks], (2) has a record of such an impairment, or (3) is regarded as having such an impairment."**

The Americans with Disabilities Act (ADA) of 1990 extended non-discrimination legislation to include institutions of higher education. Since the enforcement of ADA in 1992, higher education institutions have been under a mandate to ensure equal access for students with disabilities.

The emphasis of the ADA is on accessibility for those who wish to pursue education at the postsecondary level. There is no obligation on the part of Vance-Granville Community College to make fundamental changes in its courses or curriculum for students with disabilities.

Section 504 protects the rights of qualified individuals who have disabilities such as, but not limited to:

ADD/ADHD	Specific learning disabilities
Blindness/visual impairment	Speech and language disorder
Cerebral palsy	Spinal cord injury
Deafness/hearing impairment	Tourette's syndrome

Epilepsy or seizure disorder      Traumatic brain injury  
Orthopedic/mobility impairment

Section 504 also protects student with chronic illnesses and "treatable disabilities", such as, but not limited to:

AIDS      Diabetes  
Arthritis      Multiple sclerosis  
Cancer      Muscular dystrophy  
Cardiac disease      Psychiatric disability

Additionally, under the provisions of Section 504, the College **MAY NOT**:

- limit the number of otherwise qualified students with disabilities admitted;
- make pre-admission inquiries as to whether an applicant is disabled;
- exclude an otherwise qualified student with a disability from any course of study;
- provide less financial assistance to students with disabilities than is provided to non-disabled students, or limit eligibility for scholarships on the basis of a disability;
- counsel students with disabilities into more restrictive career paths than are recommended to non-disabled students;
- measure student achievement using methods that adversely discriminate against a student with a disability; or
- establish rules and policies that have the effect of limiting participation of qualified students with disabilities in educational programs or activities.

The passage of the ADA Amendments Act of 2008 (ADAAA) broaden the coverage of the Americans with Disabilities and Rehabilitation Acts in the following four ways:

- the definition of "disability" is broader to include impairments that are episodic or in remission and can be considered a disability if they would substantially limit a major life activity during times when it is active
- added concentrating and thinking to the list of major life activities
- disability determinations must be made without considering mitigating measures, such as medication, hearing aids, etc.
- an impairment does not have to limit or be perceived to limit a major life activity for a person to meet the "regarded as having an impairment" definition.

## STUDENT'S RIGHTS & RESPONSIBILITIES

Students with disabilities at Vance-Granville Community College have the **right** to:

- equal access to courses, programs, services, jobs, and activities offered by the college;
- equal opportunity to work, learn, and receive accommodations, academic adjustments and/or auxiliary aids and services;
- confidentiality of information regarding their disability as applicable laws allow;
- information made available in accessible formats.

Students with disabilities at Vance-Granville Community College have the **responsibility** to:

- meet the College's qualifications and maintain essential instructional standards for programs, courses, services, and activities;
- self-identify disability status in a reasonable and timely manner;
- provide disability documentation from a **qualified professional** that reflects the student's current disability status, and how their disability limits participation in courses, programs, services, and activities;
- follow published procedures for obtaining academic adjustments, and/or auxiliary aids and services.

## THE COLLEGE'S RIGHTS & RESPONSIBILITIES

Vance-Granville Community College has the **right** to:

- identify and establish essential functions, abilities, skills, knowledge, and standards for courses, programs, services, jobs, and activities, and to evaluate on this basis;
- request and receive current documentation from a qualified professional that supports the request for accommodations, academic adjustments, and or auxiliary aids and services;

- deny a request for accommodations, academic adjustments, and or auxiliary aids and services if the documentation does not demonstrate that the request is warranted, or if the individual fails to provide appropriate documentation;
- select among equally effective accommodations, adjustments, and/or auxiliary aids and services;
- refuse to provide an accommodation, adjustment, and/or auxiliary aid and service that imposes a fundamental alteration on a program or activity of the college.

Vance-Granville Community College has the **responsibility** to:

- accommodate the known limitations of an individual or otherwise qualified student with a disability;
- ensure that courses, programs, services, and activities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings,
- provide or arrange accommodations, academic adjustments, and/or auxiliary aids and services for students with disabilities in courses, programs, services, and activities;
- to maintain appropriate confidentiality of records and communication, except where permitted or required by law;
- to maintain academic standards by providing accommodations without compromising the content, quality, or level of instruction.

## STUDENT CONDUCT

Disability Services takes seriously its responsibility to protect and promote a positive learning environment at Vance-Granville Community College, and all students are expected to adhere to the College's Student Code of Conduct policies.

Students are responsible for their behavior. The rights and feelings of others must be respected both inside and outside the classroom. In the area of academics, students are expected **not** to give or receive help during quizzes, tests or exams, **not** to submit papers or reports (that are supposed to be original work) which are **not** entirely their own, and **not** to cite source materials improperly.

Students, who furnish false oral, written, or forged documentation for a medical condition or disability to deliberately misrepresent, alter, or modify forms and/or reports used to determine eligibility and/or accommodations will be reported to the Vice President of Student Affairs for appropriate disciplinary action.

The VGCC Student Code of Conduct details offenses which may lead to sanctions and is printed in the Student Catalog.

## STUDENT ACCOMMODATION PROCESS

Students with disabilities are expected to meet the qualifications and maintain the essential institutional standards for courses, programs, activities, and facilities. Disability Services promotes self-advocacy. Students are encouraged to be independent thinkers who know their learning strengths and weaknesses and subsequently develop appropriate coping strategies for academic success, including approaching instructors and discussing any disability services which they are eligible to receive. This philosophy promotes independence and develops the skills students will need to function successfully in the workplace. In order to establish eligibility for accommodations, a person must:

- Complete a Vance-Granville Community College application online at [www.vgcc.edu](http://www.vgcc.edu)
- Request and submit an official high school transcript or GED scores.
- Take the college's placement test to determine English and Math course placement. Students should contact the Special Needs Counselor at (252) 738-3350 or via e-mail at [evanst@vgcc.edu](mailto:evanst@vgcc.edu) to arrange accommodations prior to testing if needed.
- Meet with an academic advisor to register for classes.
- Complete the accommodation request form.
- Submit appropriate documentation regarding medical condition or disability to Disability Services **30 days** prior to beginning of the semester.
- Schedule an appointment with the Special Needs Counselor to discuss services and/or accommodations. This meeting is required for the accommodations and/or services to begin.

## WHAT DOCUMENTATION DO I NEED?

In order to be determined eligible for accommodations through Disability Services, an enrolled student (curriculum or continuing education) with a disability/chronic medical condition should present documentation that contains information describing the student's current level of functioning within and outside the academic setting.

This documentation should be submitted by a professional who is licensed/certified in the area for which the diagnosis is made and who is not related to the student. The report must be presented on practice letterhead and signed by the examiner.

Information for the Examiner:

Although this is not intended to be a template, we request that the information set out in this section be included in the report. Additional information for individuals with specific types of disabilities is located in the next section of the guide.

- **History** of personal, social, medical and education activities as it pertains to the causes of the evaluation.
- Diagnostic **statement identifying the disability** (ICD-DSM classification)
- Description of the diagnostic **methodology used**, including all data from appropriate instruments of evaluation. Information based on “screening” instruments is not acceptable.
- Description of **current substantial limitations** as they relate to meeting the various demands of College life. The report should contain a discussion and evidence of impact as it relates to the actual achievement (or lack thereof) in the current time period and the past year (indicate any accommodations and/or services provided). Information should also be included regarding the past two to three years explaining how and why the student’s academic performance has, or has not, been affected by the disability.
- Expected **progression or stability** of the medical condition/disability.
- **Medication** – mitigation of impact and/or (expected) side effects.
- **Co-morbid** conditions – if multiple diagnoses are provided, please indicate the primary and secondary conditions and how each affects learning.
- Explanation of **differential or exclusionary diagnosis**
- **Recommendations** – suggestions for reasonable accommodations should be directly linked to the impact of the disability and associated issues (ex: medication) and not simply to the diagnosis.

#### **INSUFFICIENT DOCUMENTATION (AND/OR EVALUATIVE REMARKS)**

- In cases where documentation is incomplete or out of date, the student will be required to seek additional evaluation and/or clarifying information from the evaluator/medical provider regarding the documentation. You are responsible for all costs associated with obtaining the reports, examinations, tests, etc.

- Since the requirements for access in higher education are different than those for high school, **Individual Educational Plans (IEP's)**, **504 Plans** and **Summary of Performance (SOP)** are **not sufficient** documentation to establish that the student is eligible for services and accommodations.
- In most cases documentation consisting only of a diagnosis, case or chart notes, and/or prescription pad notations is insufficient to determine the impact of a medical condition/disability, to address the issue of substantial limitations, and to develop reasonable accommodations.

If a student leaves Vance-Granville Community College **for any reason**, upon being readmitted he or she may be asked to submit updated documentation prior to receiving accommodations and/or services.

### COMMUNICATING WITH THE SPECIAL NEEDS COUNSELOR

Once the student has submitted the appropriate documentation to Disability Services, the Special Needs Counselor will review the documentation and schedule an appointment to meet with the student. The student is required to meet with the Special Needs Counselor to discuss the request for accommodations and/or services. Students are encouraged to submit documentation early and not wait until the beginning of the semester. **It is highly recommended that documentation be submitted 30 days prior to the start of the semester.** For example, if a student is requesting services for the fall semester then documentation should be submitted by July 15<sup>th</sup>.

During the accommodation process with the Special Needs Counselor, the student will be asked to provide his/her perspective on their medical condition or disability in the following areas:

- how do you describe your condition and how have you described it to others?
- describe in as much detail as possible how the diagnosed condition is currently impacting and substantially limiting your performance
- describe in as much detail as possible how the diagnosed condition has or has not impacted and substantially limited your performance
- what accommodations, auxiliary aids, adaptive equipment, modifications and/or services have been provided in the past?

- describe the accommodations or services that you think you will need and why.

Based upon the documentation, recommendations, and the interview with the student, the Special Needs Counselor is responsible for determining eligibility for services and developing the accommodation letter which outlines the approved accommodations and/or services that a student will receive for that semester. A student may choose not to use the approved accommodations in all of their classes. In that case the accommodation form will be prepared for specific classes as requested by the student. Once the accommodation form has been created the student is responsible for submitting the signed accommodation form to their instructors within the first week of classes. The Special Needs Counselor will keep a copy of this form in their file.

Accommodations for classes will go *into effect* in each class when the Special Needs Counselor has received the accommodation form that has been signed by all the instructors, for the classes you will be attending for the semester. ***Disability Services does not provide accommodations retroactively.*** For example, if a student does not obtain an accommodation form until October 5th, the accommodations are provided from October 5th until the end of the semester.

Accommodation forms are completed **each semester**. Accommodations and/or services do not carry over to the next semester. For example, a student who received extended test time for the fall semester will need to request another accommodation form for the spring semester if he/she chooses to utilize services that semester. It is the student's responsibility to contact the Special Needs Counselor to schedule an appointment to obtain the accommodation letter for the upcoming semester. A continually enrolled student needs to request his/her accommodation forms **at least two weeks** prior to the beginning date of classes. It is recommended that the approved student schedule an appointment with Disability Services after registering for classes for the upcoming semester or prior to leaving campus for Christmas break or summer break.

Accommodations approved by the College will be made available at no cost to the student. **Equipment for personal use, attendant care, and educational assistants to be used inside or outside of the classroom are the responsibility of the student.** Vance-Granville Community College is not responsible for the location, scheduling, or funding of such services. See the appendix section for the *Personal Attendant/Assistant Procedure*.

## **COMMUNICATING WITH INSTRUCTORS**

The accommodation process requires communication. The student must communicate with each instructor to obtain signatures for the accommodation form and to disclose how the disability affects academic functioning in order to identify which accommodations will be needed, to make arrangements for these accommodations, and to report any barriers to access.

### **Disclosure**

The primary way that the student formally discloses to the instructor is by requesting and receiving an accommodation form from Disability Services. This form informs the instructor that the student has a documented disability and states which accommodations the student is eligible to receive.

No matter how comprehensive and well-written the forms of accommodation are, there is no substitute for student input. Therefore, once the student receives the form, he/she must communicate with each instructor to discuss the form and how the accommodations will be met.

Whenever possible, it is recommended that the student contact instructors before the semester begins or at the start of the semester. This will allow instructors to have the necessary information in time to arrange accommodations. In addition, early, private contact can guarantee confidentiality by preventing on-the-spot disclosure in the presence of others.

If a student's functional limitations include difficulty with communication, the student should contact the Special Needs Counselor to request assistance communicating with instructors regarding accommodation needs.

### **Methods of Contact**

The student can often choose the method of contact to use when communicating with an instructor.

This important decision should be based on:

- Communication skills – what is the best method of communication for the student.
- Instructor availability – contact information for instructors is listed on the course syllabus. Instructors may tell students the best way to make contact via the syllabus or during the first class meeting.

Most often, several different methods of communication will be used throughout the semester. The student should inform instructors if there is a preferred method of communication or a need to use a particular method for access reasons. Regardless of the method, it is imperative that the student effectively communicate with instructors regarding accommodations. The Special Needs Counselor is available to assist students who are having difficulty communicating about the accommodations (252-738-3350; [evanst@vgcc.edu](mailto:evanst@vgcc.edu)).

Listed below are three methods of communicating.

➤ **In-Person**

If effective for the student, an in-person contact is highly recommended either as a primary or secondary method. This will allow the student to demonstrate abilities and difficulties and introduce any specialized equipment or materials. In addition, it will allow instructors to show course materials, websites, locations, etc. It will also usually allow time for questions or clarification.

➤ **Email**

Email is a good way to make initial contact with instructors, to request a meeting time, and to make follow up contacts. Students have used email to share information prior to the in-person meeting especially when accommodations are needed for the meeting. Email may also be used as a primary method of communication when a student has certain types of communication difficulties.

At Vance-Granville Community College email is often the preferred form of communication way by many instructors. Email provides a written record of what was shared. For some students, email communication can reduce the anxiety of a face-to-face contact. It can also be useful for students who benefit from visual supports. Email can also be used to follow up on in-person meetings to summarize, ask additional questions, ask for clarification, provide reminders, etc. One limitation regarding email communication is the possible lack of confidentiality. Some professors may not share certain information by email. Course grades would be one example.

➤ **Telephone**

Telephone contact can reduce time and travel. It can be a good choice for students who have strong auditory skills or those who benefit from auditory format. It is often used for follow up meetings and as a friendly reminder regarding accommodation needs (ex: testing accommodations).

## DEFINITIONS OF ACADEMIC ACCOMMODATIONS AND ADJUSTMENTS

Individual needs are addressed on a case by case basis through the provision of reasonable accommodations that allow the College to maintain the integrity of its programs and services. This section provides definition of terms used with academic accommodations and adjustments.

Reasonable Accommodation- Academic adjustments or physical adjustments are necessary to make a facility or activity accessible to eligible individuals with disabilities. Once the individual is determined otherwise eligible, the known physical or mental limitation is to be accommodated unless it can be shown that the accommodation would impose an undue hardship.

Extended Testing Time- Students who are approved for extended time on tests, exams, and/or quizzes will be allowed one additional hour. (ex: 50 minutes for the class x (60 min.)= 110 minutes or 1hr. 50 minutes). Any time beyond an additional hour will be authorized by the Special Needs Counselor based on the student's disability and documentation. Students are responsible for meeting with their instructors at the beginning of the semester to discuss and arrange this testing accommodation. Students and instructors may choose to utilize the Conference Room in Building 8. The procedures for using the Conference Room are outlined in the *Special Needs Testing Accommodations Procedure* located on pages 18-21.

Isolated Distraction-Reduced Environment- is defined as an examination setting which provides reduced auditory and visual stimuli and minimal interruptions. Students who are approved for this accommodation should work with their individual instructors on the arrangements of this accommodation. Students and instructors may choose to utilize the identified space in the Student Learning & Success Center. The procedures for using the Student Learning & Success Center are outlined in the *Special Needs Testing Accommodations Procedure* located on pages 18-21.

Tape Recording Privileges- Students have permission to use tape recorders for lecture material to supplement or replace hand-written notes. The recordings are for personal use; the tapes or transcripts will not be reproduced or distributed. Please note the lecture material is the intellectual property of the college and cannot be used for publication without citation. Students can only record the lectures they attend. Students will typically provide their own tape recorders, cassette tapes, and batteries. Students are responsible for managing their equipment. During the

student and instructor meeting, there should be a discussion about tape recording the lecture.

Note-takers- Note-takers are peers who are volunteers recruited by the student needing accommodation or hired with the assistance of the instructor by Disability Services. Class notes are not required to be in any special format; rather, note-takers should take notes just as they would for themselves. Note-taker notes are intended to supplement the notes taken by the student. Note-takers are not expected to write down every word the instructor says. Students using a note taker are expected to come to class prepared and participate in class activities. The note-taker is not responsible for providing notes for the student who is absent unless the student is sick or has other extenuating circumstances, and notifies the note-taker in advance.

### **Note-Taker Hiring Procedures**

All note-takers must meet the following requirements: be a registered student at Vance-Granville Community College and be approved by the Special Needs Counselor. If a note-taker cannot be identified in the class then the Special Needs Counselor will utilize a student from outside the class. The Special Needs Counselor will assist with notification to the instructor to enlist his/her assistance in locating a note-taker. The instructor will be asked by the Special Needs Counselor to make an announcement in class that a note-taker is needed. For class announcement, the approved student for the note taker accommodation will not be disclosed in order to protect confidentiality. Interested note-takers will be directed to contact the Special Needs Counselor for further information.

### **Note-Taker Expectations**

Note-takers are expected to attend class regularly and be on time. The note-taker/student relationship should remain confidential. The note-takers should provide the student with notes after each class meeting, or at least the same day. Disability Services will provide free photocopying of notes if photocopying is completed in Student Development or a carbonless notebook for the note taker to use. Note-takers who have to drop or withdraw from their class must notify the Special Needs Counselor of this change in their schedule. If a note-taker is absent from a class, they are expected to find a classmate's notes for their student in their absence. It is a good idea for the note-taker and the student to exchange phone numbers and/or e-mail addresses. See the appendix section for the *Note-taker and Student Responsibilities* form.

Preferential Seating- A student who requires seating in the front row or near an instructor should be accommodated by the instructor inside the classroom. Students are encouraged to arrive early to class. An instructor is not expected to “save a seat” for the student; however, every effort should be made by an instructor to accommodate the student’s request. Note instructors move throughout the classroom to engage all students. Your instructor may not remain in one place for the entire class.

Alternative Formatting (enlarged print) – All class handouts including, but not limited to: course information, syllabus, terms and definitions, instructor notes, diagrams, and charts, etc. must be made available to the student in an enlarged format or electronically if noted as an approved accommodation. The handout should be given to the student at the same time as the rest of the class, if possible. Enlarged font can be printed using word processing programs (example: 16 or 20 type & bold font). At the beginning of the semester, the student and instructor should discuss what appropriate font and type meets the accommodation. The Special Needs Counselor will assist with the communication between the instructor and student if needed.

Accessible Tables, Desks, and Special Chairs- A student, who requires a certain height for a table or desk due to wheelchair accessibility or orthopedic impairment, must inform the Special Needs Counselor at least three full weeks prior to the beginning of the semester or summer session. In addition, if the student needs an accessible work space or lab space, this must be brought to the attention of the Counselor so that proper physical classroom arrangements can be made. Students who require special accommodations regarding specific furniture needed inside the classroom must be approved by the Special Needs Counselor prior to attending class.

Extra Travel Time Between Classes- Instructors are expected to work with students whose disabilities require a little extra travel time between classes. This is especially important for students who use wheelchairs, walkers, or crutches and have scheduled back-to-back classes. Also, there are some medical conditions that prevent a student from walking too briskly to class. Students should schedule their classes accordingly so that they do not miss classroom materials. Upon entering the classroom, students are expected to enter quietly and not disturb the rest of the class. Instructors are asked to use their best judgment in determining an appropriate level of travel time and tardiness. Typically, allowing 3-5 minutes for extra travel time is sufficient.

Sign Language Interpreters- The College will provide interpreters for the student. Should students have an interpreter available to use in their classes; they will need to seek permission from the Special Needs Counselor to notify instructor(s) of their presence in the classroom. Students, who require this service, will need to give at least 3 to 4 weeks notice to receive this accommodation. Should currently enrolled students require this accommodation, they should expect 3 to 4 weeks to receive this service.

Assistive Technology (i.e. magnification aids, JAWS, Zoomtext)- Students who are in need of assistive technology devices inside the classroom should contact Disability Services at least 30 days prior to the semester beginning so arrangements can be made in advance.

Assistive Listening Devices (ALD's) - Should students need the assistance of ALD's, contact the Special Needs Counselor. Disability Services will work with the individual student to accommodate this request.

Reader - will read aloud the test or exam word for word. The reader is not able to explain or clarify the question for the student.

Scribe- is responsible for typing the student's responses to a question, essay, and/or written prompt on a test and/or exam. The scribe writes the exact response of the student, including grammar, spelling and punctuation. The student will be able to review responses to questions prior to turning the test/exam in. The scribe will attach any scratch paper from the student and turn it in with the test/exam.

## SPECIAL NEEDS TESTING ACCOMMODATIONS PROCEDURE

To ensure that appropriate academic standards are maintained and not compromised, students who require special test administration for extended time, isolated-distraction reduced environment, scribe, and/or reader accommodation in the Student Learning & Success Center are asked to adhere to the procedure below.

**Location:** Student Learning & Success Center: Building 1

**Hours of Operation:** Monday Thursday: 8am-6pm

Friday: 8am-3pm

### **Student Responsibilities**

1. The student, once approved through Disability Services, is responsible for meeting with his/her instructor(s) at the beginning of each semester to discuss individual testing accommodations and make appropriate arrangements for testing.
  - If a course includes a lab, the student, instructor and Special Needs Counselor will work together, if necessary, to determine how testing accommodations will be implemented.
2. **Three (3) business days before the test**, the student must make an appointment with the Special Needs Counselor, by phone (252-738-3350) or walk-in, to ensure there is adequate space and proper supervision available. Students who choose to utilize their reader and/or scribe accommodations must contact Disability Services to schedule an appointment to take their test. Disability Services can be contacted by phone 252-738-3350 via email [evanst@vgcc.edu](mailto:evanst@vgcc.edu) , or in person (Room 1356).
  - When scheduling tests, please be sure to consider your extended time and test completion by the time the Conference Room closes (see above for Hours of Operation).
  - No tests/exams will be scheduled after 12:30pm on Fridays. Please contact Disability Services three (3) business days in advance of the scheduled test date to make testing arrangements.
3. On the scheduled testing date, students will report to the Front Desk of Student Learning & Success Center, Building 1 (or Disability Services for individuals utilizing reader/scribe accommodation) to take test at the same time class regularly meets, *unless* another time is approved by the instructor of class.

- Upon arrival the student will initial Testing Cover Sheet verifying materials allowed (if any), time allotted for test and any comments or special instructions by instructors.
4. Student may not bring non-testing materials to the Student Learning & Success testing area. Non-testing materials consist of, but are not limited to: cell phones, pagers, PDA's, pocketbooks, laptops, blackberries, and book bags. The Office of Disability Services will label and lock away personal items in a secured environment. Food or drink is not permitted in the testing space.
  5. Punctuality is essential! Variation from the scheduled time of testing may cause undue disturbance and distress to you and others utilizing special accommodations; therefore please do not come late to take your exam. Tardiness for a test or quiz is unacceptable in the classroom. Students will be held to the same standards when testing in the Conference Room.
    - A **tardy** is defined as being **10 minutes** past the scheduled testing time. This time will be taken off the allotted testing time.
  6. If a student misses an exam for any reason, it is his/her responsibility to notify the instructor first and then contact Disability Services to determine if a retest can be arranged. Disability Services will honor the instructor's testing make-up policy, as listed on their syllabus. Please understand that the instructor is not required to grant a make-up exam due to tardiness or forgetfulness on the student's behalf.
  7. A student testing in the Student Learning & Success Center may not have immediate access to their instructor. Once the student enters the testing space, he/she will not be able to leave the area until the test is completed.
  8. Students are expected to take care of all personal needs (such as using the restroom, eating, etc.) before entering the testing space.
  9. Students are expected to follow the rules as if they were in the classroom. Other than sign-in, staff are not responsible for assisting with testing. If questions arise, please contact Disability Services at 252-738-3350.
  10. Failure to comply with Disability Services Staff and/or violation of the Code of Conduct (ex: cheating) will result in the permanent loss of privilege to use the Student Learning & Success Center for testing during enrollment at VGCC.

In these cases, Disability Services will administer and/or proctor the student's tests on an individual basis. The student is responsible for contacting Disability Services by phone: 252-738-3350 or via email at [evanst@vgcc.edu](mailto:evanst@vgcc.edu) to schedule testing. Scheduling needs to be done 3 business days in advance of scheduled test date.

### Faculty Responsibilities

1. The approved student and instructor should meet at the beginning of the semester to discuss where special testing administration will take place. The meeting should occur after the instructor has a copy of the accommodation form. Examples of the most common type of accommodations are extended time and isolated-distraction reduced environment. Please know that each case is handled individually and based upon the student's specific needs. The definition of 'extended time' is defined as one additional hour (2) times the regular exam period (110 minutes for a 50 minute exam).
2. Instructors will need to bring a cover sheet (if applicable) and test to Building 1 for students testing in the Student Learning & Success Center. This should be done at least two days in advance of the scheduled test.
3. Instructors should complete a Testing Cover Sheet for each test. Information on the cover sheet includes:
  - Student's name
  - Class/Test number
  - Class time allotted/time limit
  - Last date to take the test
  - Materials allowed (ex: calculator, note card, etc.)
  - Comments/Special Instructions
  - Instructor's signature
4. Instructors, if they choose, may check on the student while testing in the Student Learning & Success Center.

## Disability Services Responsibilities

1. When Special Needs testing occurs, Disability Services will maintain the test in a secured environment.
2. Tests will be returned to instructors as soon as possible or instructors may pick up tests from the Special Needs Counselor.
3. Disability Services will report any problems/incidents to instructors, as well as, provide a written follow up of problem/incident.
4. If a student chooses to use his/her Scribe accommodation, the Scribe is responsible for typing the student's responses to a question, essay, and/or written prompt on a test and/or exam. The Scribe writes the exact response of the student, including grammar, spelling and punctuation. The student will be able to review responses to questions prior to turning the test/exam in. The Scribe will attach any scratch paper from the student and turn it in with the test/exam. Disability Services will assist with providing this accommodation.
5. If a student chooses to use his/her Reader accommodation, the Reader will read aloud the test or exam word for word. The Reader is not able to explain or clarify the question for the student. Disability Services will assist with providing this accommodation.

See the appendix section for the *Testing Cover Sheet*.

## Attendance Accommodation Process and Guidelines

Vance-Granville Community College's published Curriculum Attendance Policy concerning academic objectives and attendance states:

“Students are expected to be present at all scheduled classes and examinations. At the beginning of each course, the instructor will provide the attendance requirements of the course on the syllabus in accordance with academic division attendance regulations. It is the responsibility of the student to understand and abide by these requirements. Students are accountable for any work missed because of class absence. If the student's absence is due to extenuating circumstances, it is the student's responsibility to contact the appropriate instructor(s) or a counselor. Excessive absences as defined by the instructor may result in a “WF” grade. Students who fail to officially drop or withdraw may receive a “WF” or “F” grade in each course for which they were registered. Student attendance in online courses is determined by completing the course assignments on time and by how well the assignment is completed.”

Some students, due to their disabilities, may experience absences from class and request an accommodation for leniency with the attendance policy. In some cases, waiver of the attendance policy may be appropriate depending on the essential requirements of the course. Some *examples* of disabling conditions are but not limited to Sickle Cell Anemia, Chronic Fatigue Syndrome, Crohn's Disease, and Schizophrenia. Documentation will need to include evidence that accommodations for attendance be made. In response, the Attendance Accommodation Process and Guidelines provides the case-by-case means for deciding the essentiality of attendance in light of course requirements. This process follows guidelines the Office for Civil Rights set forth in Case No. 09-96-2150 (Cabrillo Community College) for a disability-related academic adjustment of attendance and classroom participation policies. It addresses the responsibilities of the college's students, instructors, and Disability Services. It also addresses the deliberative process for determining how attendance is fundamental or essential in meeting course goals (skills, knowledge, and abilities) and possible outcomes. *If attendance is essential, adjustment to the attendance policy may be an unreasonable fundamental alteration of nature of the educational experience.*

\* Due to the compressed nature of summer session and 12- week Terms, this accommodation may not be feasible.

## For Students

- Students, despite their disability, are responsible for fulfilling requirements of a course. This includes meeting class attendance expectations, being punctual, and knowing and understanding the policies specific to attendance that instructors establish for their respective classes, announce in class, and state in course syllabi.
- Students are responsible for initiating a conversation with their instructors at the beginning of the semester to discuss his/her accommodations.
- Students who are approved for this accommodation are expected to contact instructors in advance of an anticipated absence. For unexpected absences or emergencies, contact should be made as soon as possible to discuss the possibility of any make-up work and/or verify the reason for the absence.
- Students who are approved for this accommodation are responsible to monitor their class performance, and determine any negative impact the absences may have had.

## For Instructors

- Instructors and/or departments/divisions are responsible for determining policies regarding make-up work and missed quizzes and exams.
- Instructors are not required to lower academic standards or fundamentally alter their course for accommodation purposes.
- Instructors should use the following questions as a guide when engaging in the deliberative discussion with the student on why attendance is or is not an essential aspect of the course:
  1. Is there classroom interaction between the instructor and students and among students?
  2. Do student contributions in class constitute a significant component of the learning process?

3. Does the fundamental nature of the course rely upon student participation as an essential method for learning?
  4. To what degree does a student's failure to attend class constitute a significant loss to the educational experience of other students in the class?
  5. What does the course description and syllabus say regarding attendance?
  6. What is the method by which the final course grade is calculated?
- Instructors are encouraged to contact Disability Services if it is believed that disability-related absences have become excessive.

### **For Disability Services**

- Through discussions with the student and a review of their documentation, the Special Needs Counselor will determine eligibility for services.
- Will issue to the student an accommodation form indicating approval for the attendance accommodation so the student can notify instructors of possible disability-related absences.
- Will assist instructors through the conversation process with the student as necessary.

## SERVICE ANIMAL PROCEDURES

There will be cases when a reasonable accommodation for an individual will be the use of a service animal. As with other accommodations, a person who needs the accommodation of a service animal should contact the Disability & Counseling Services Office to make this request.

The American with Disabilities (ADA) defines a service animal "as any guide dog, signal dog, or other animal individually trained to provide assistance to an individual with a disability. If they meet this definition, animals are considered service animals under the ADA regardless of whether they have been licensed or certified by a state or local government."

Service animals perform some of the functions and tasks that the individual with a disability cannot perform for him or herself. Examples of service animals are as follows: guiding individuals with impaired vision, alerting individuals who are hearing impaired to intruders or sound, pulling wheelchairs or carrying and picking up things for persons with mobility or health impairments, perform tasks for the benefit of an individual with a mental/psychiatric disability or to assist a person with a seizure disorder. A domestic animal kept for pleasure or companionship is not a service animal.

There are some guidelines to keep in mind so that the service animal may perform service for their handler in an effective manner. Do not pet or otherwise engage a service animal such as playing or feeding the animal. Do not deliberately startle a service animal or attempt to separate a handler from the animal.

### Requirements for Service Animals and their Handlers

- Service animals must be immunized for common diseases such as distemper, parvovirus, and rabies. Proof of current vaccinations must be on file with Disability Services.
- The handler must be able to demonstrate the particular task or skill in relationship to the individual's disability.
- The handler must demonstrate that he or she can control the animal.
- The handler is responsible for the disposal of any waste. (Not to be disposed in any container located inside of a college building or on campus grounds.)

A service animal is not a pet. A service animal may be excluded from campus or classrooms when the animal's behavior poses a direct threat to the health or safety

of others. A service animal may be excluded if it becomes disruptive and fundamentally alters the nature of the class, performance, lecture, movie, etc.



## **DISABILITY SERVICES STATEMENT FOR COURSE SYLLABI**

To aid with the awareness of this office and services available to qualified individuals with disabilities, VGCC faculty should use the statement listed below in course syllabi:

*“Vance-Granville Community College faculty are committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services located in the Building 1. All information is confidential. Please contact Tieren Evans, Counselor for Disability & Counseling Services; for more information at 252-738-3350 or email at [evanst@vgcc.edu](mailto:evanst@vgcc.edu).”*

## **AUTHORIZATION OF ACCOMMODATION SERVICES**

Disability Services is the only office on VGCC’s campus authorized to provide accommodations to students who provide the appropriate disability documentation. Instructors should not provide accommodations, such as extended test time or read aloud a test/exam without authorization from Disability Services. Instructors are encouraged to refer students to Disability Services. Contact the Special Needs Counselor for further information or clarification.

## **STRATEGIES FOR WORKING WITH SPECIFIC DISABILITIES**

This section provides a brief definition of a disability and strategies for working with various disabilities in the classroom.

Disability Services welcomes sharing helpful tips or strategies utilized with students with disabilities. This section of the guide will continue to grow as Disability Services tries to identify useful strategies to enhance the faculty and staff working relationship with students with disabilities.

### ***Attention Deficit/Hyperactivity Disorder***

ADD and ADHD are neurological conditions affecting both learning and behavior. They result from chronic disturbances in the areas of the brain that regulate attention, impulse control, and the executive functions which control cognitive tasks, motor activity, and social interactions.

- Keep instructions as brief and uncomplicated as possible
- Clearly define course requirements, the dates of exams, and when assignments are due
- Provide advance notice of any changes
- Use more than one way to demonstrate or explain information
- Break information into small steps when teaching many new tasks in one lesson
- Allow time for clarification of directions and essential information

### ***Autism Spectrum Disorder (ASD)***

Autism Spectrum Disorder refers to a group of developmental disabilities, including autism, pervasive developmental disorder-not otherwise specified (PDD-NOS), and Asperger's Syndrome that affect a person's ability to understand what they see, hear, and otherwise sense. It is a brain disorder that impacts communication, social interaction, and behavior.

- Avoid asking vague questions; be as concrete as possible
- Avoid using idioms, double meanings, and sarcasm
- Avoid verbal overload; use shorter sentences
- Request that the student write down the question or argumentative statement; this usually begins to calm the student down and stops the repetitive activity
- Allow ample time to process information
- Define roles and responsibilities with group work
- Use visuals: maps, write things down

### ***Blindness/Visual Impairment***

The following terms are used in an education context to describe students with visual disabilities:

- Totally blind – students learn via Braille or other non-visual media
  - Legally blind – indicates that a student has less than 20/200 vision in the more functional eye or a very limited field of vision (20 degrees at its widest point)
  - Low vision – refers to a severe vision loss in distance and near vision. Students use a combination of vision and other senses to learn, and they may require adaptations in lighting, bold type or print size.
- 
- If necessary, identify yourself at the beginning of a conversation and notify the student when you are exiting the room.
  - Be clear and specific with directions (instructional and non-instructional)
  - When guiding or walking with a student, verbally offer you elbow instead of grabbing his or hers.
  - Student may use a service animal (guide dog) or white cane for mobility assistance. A service animal is working and should be petted.

The *Service Animal Procedures* is located on the pages 26-27 in the guide.

### ***Deaf/Hard of Hearing***

Students who are deaf or hard of hearing require different accommodations depending on several factors, including the degree of hearing loss, the age of onset, and the type of language or communication system they use. They may use a variety of communication methods, including cued speech, signed English, American Sign Language and/or CART (Communication Access Realtime Translation). See the *Guidelines for Working with Sign Language Interpreters* in the appendix section.

- Look directly at the student during a conversation.
- Speak in a natural tone, don't speak loudly to the student
- Speak slowly and clearly
- Obtain the student's attention before speaking (ex: a tap on the shoulder)
- Be aware of the processing time the interpreter takes to translate a message from its original language into another language.

### ***Learning Disabilities***

Learning disabilities are neurologically based and can impact a student's use of his/her listening, speaking, reading, writing, reasoning, or mathematical skills. They affect the manner in which individuals with average or above average intellectual abilities process and/or express information.

- Present material in a variety of ways, such as hands-on, videotapes, visual aids, lectures, etc.
- Emphasize key concepts by slowing down and repeating them when they are introduced
- Pause and ask questions throughout class time, rather than just at the end

### ***Learning Disabilities with Auditory Processing Problems***

An auditory disability is not a hearing impairment. Students with auditory processing problems have problems understanding and processing oral information.

- Use a lot of visual aids during lectures
- Slow down your speech rate and simplify instructions
- Review key points
- Watch facial expressions for misunderstanding or confusion
- Try to minimize loud, distracting background noises

### ***Physical Disabilities***

A variety of physical disabilities result from congenital conditions, accidents, or progressive neuromuscular diseases. These disabilities may include conditions such as spinal cord injury, muscular dystrophy, cystic fibrosis, paralysis, stroke, sickle cell, and cerebral palsy.

- When talking with a person who uses a wheelchair, try to converse at eye level; sit down if a chair is available.
- Let the student set the pace when walking or talking.
- A wheelchair is part of a student's personal space; do not lean on, touch, or push the chair, unless asked.
- Be aware of the emergency evacuation locations and assist in making a plan if necessary.
- Provide an accessible work station, if a course is taught in a laboratory setting. Disability Services will provide assistance or equipment if needed.

### *Psychiatric/Psychological Disabilities*

Psychiatric disabilities refer to a wide range of behavioral and/or psychological problems characterized by anxiety, mood swings, depression, and/or a compromised assessment of reality.

- Allow students to sit near the door or at the back of the class so they can leave quickly if needed
- Consider providing a seat away from a window or doorway to reduce distractions
- Stand close, but don't crowd the space when talking with the student
- Be sure to maintain eye contact when talking to the student
- Give out as much written material as possible to augment lectures
- Sequential memory tasks, such as math, spelling, and step-by-step instructions may be more easily understood by breaking up the tasks into smaller ones.
- Maintain a clear, distinct separation of roles between instructor and counselor is critical.

## QUESTIONS & ANSWERS

### **What is a disability?**

An individual with a disability is defined as any person who:

- “has a physical or mental impairment which substantially limits one or more major life activities (including walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks),
- has a record of such an impairment
- is regarded as having such an impairment.”

### **What is a reasonable accommodation?**

Academic adjustments or physical adjustments are necessary to make a facility or activity accessible to a qualified individual with disabilities. Some common academic accommodations at VGCC are extended test time, isolated distraction reduced environment, textbooks as ebooks, reader, access to instructor’s notes, power points, outlines and/or overheads, tape recording privileges, assistive technology (Zoomtext or JAWS), note taking services, and a sign language interpreter.

### **How does a person become eligible to receive accommodations?**

In order to establish eligibility for accommodations, students must:

- Complete a Vance-Granville Community College application online at [www.vgcc.edu](http://www.vgcc.edu)
- Request and submit an official high school transcript or GED scores
- Take the college’s placement test to determine English and Math course placement.
- Meet with an academic advisor to register for classes
- Complete the accommodation request form
- Submit appropriate documentation regarding medical condition or disability to Disability Services **30 days** prior to beginning of the semester
- Schedule an appointment with the Special Needs Counselor to discuss the request for services. This meeting is required for the accommodations and/or services to begin.

### **How do I know a student is qualified to receive accommodations and/or services?**

Based upon the documentation, recommendations, and the interview with the student, the Special Needs Counselor is responsible for determining eligibility for services and developing the accommodation letter which outlines the approved accommodations and/or services that a student will receive for that semester.

### **Won't providing accommodations on exams or tests give an unfair advantage to a student with a disability?**

Accommodations are designed to level the field and are required to provide fair and accurate testing to measure knowledge or expertise in the subject. Careful consideration must be given to requests for accommodations when the test is measuring a skill, particularly if that skill is an essential function or requirement for passing the course. In such cases, please contact the Special Needs Counselor for guidance.

The purpose of such academic accommodations is to adjust for the effects of the student's disability, not to dilute academic requirements. The evaluation and assigning of grades should have the same standards for all students, including students with disabilities.

### **How will I receive the accommodation form?**

The approved student with disabilities is responsible for providing a signed copy of the form to the instructor within the first week of classes. Disability Services will send a copy of the signed accommodation form to online instructor(s) once it is completed by the student.

### **When do accommodations go into effect?**

Accommodations will go into effect in each class when the Special Needs Counselor has received the accommodation form that has been signed by all instructors, for which the student will be attending. Disability Services does not provide accommodations retroactively. For example, if a student waits until November 1<sup>st</sup> to complete an accommodation form then the accommodations are provided from November 1<sup>st</sup> until the end of the semester. Students are encouraged to self-disclose needs and provide the appropriate documentation to Disability Services prior to the semester beginning.

### **Can a student with disabilities choose to use his/her accommodations?**

Yes, a student may choose not to use the approved accommodations in all their classes. For example, a student may elect not to use his/her extended test time accommodation on quizzes, but choose to use the accommodation for tests or exams in the class. If the student elects not to use his/her accommodation, particularly testing accommodations, you can ask the student to write a statement on the top of the test regarding that decision. A student cannot change his/her mind during testing and want to reinstate the accommodation(s). If concerns or problems arise please contact the Special Needs Counselor.

### **Can I talk to a student with disabilities in my class about his/her accommodations?**

Yes, communication between the student and instructor is strongly encouraged and supported by this office. It is recommended to students that while obtaining the instructor's signature accommodation form, they should schedule an appointment or e-mail the instructor to discuss the accommodations for that class. It is the student's choice if he/she shares the specifics of their disability or medical condition.

### **What do I do when a student discloses a disability?**

Ask for the accommodation form from Disability & Counseling Services. If the student does not have an accommodation form, he or she should be referred to Disability & Counseling Services to request services. The Special Needs Counselor will determine the appropriate accommodations after reviewing documentation of the disability provided by the student.

### **How can I make students aware of the Office of Disability & Counseling Services?**

As you prepare your course syllabus for the semester, please include the disability services statement. When you review the course syllabus in the class go over the statement with the class.

### **What if I suspect that a student has a disability?**

Talk with the student about your concerns regarding his or her performance. For example, you could say to a student: "I noticed that you seemed to have difficulty organizing your paper. You might consider using the support services on campus such as the Academic Skills Center or disability services". Whether to self-identify to Disability Services is the decision of the student; however, to receive accommodations, disclosure to disability services with proper documentation is required.

**What if a student with a disability is failing? Can I talk to the student?**

Yes, treat the student as you would any student who is not performing well in your class. Invite the student to your office or put a note on an assignment or test for the student to follow-up with you to discuss reasons for the failing performance and what resources the student may use to improve. Encourage the student to see the Special Needs Counselor to discuss some additional strategies to improve his or her grades.

**If I have a student with disabilities in my class for the fall semester and again in the spring semester can I utilize the accommodation form from the fall semester?**

No, accommodation forms are completed each semester. Accommodations and/or services do not carry over to the next semester. It is the student's responsibility to contact the Special Needs Counselor to schedule an appointment to obtain the accommodation form for the upcoming semester. A continually enrolled student needs to request his/her accommodation forms at least two weeks prior to the beginning date of the classes.

**APPENDIX**  
**EXAMPLES OF FORMS**

# VANCE-GRANVILLE

## COMMUNITY COLLEGE

### Disability Services

## Consent for Release of Confidential Information

I, \_\_\_\_\_, authorize representatives from Disability Services at Vance-Granville Community College to discuss (1) the nature of my disability, (2) the particulars of my educational record, and/or (3) other select, appropriate information that is deemed necessary to plan and implement appropriate accommodations that will provide equal access to Vance-Granville Community College facilities and programs with the following persons:

**Please place your initials in the appropriate yes or no column for each person or group listed.**

	YES	NO
Family Members (Please list names): _____ _____	_____	_____
VGCC Faculty & Staff	_____	_____
Agency Counselors	_____	_____
Therapist	_____	_____
Tutors (Please list names): _____ _____	_____	_____
Other: _____ _____	_____	_____

**Agencies or programs** of which you are a client or from which you receive financial aid and/or other support (e.g.; Division of Services for the Blind, Vocational Rehabilitation, Department of Veterans Affairs).

Agency	Address
Counselor                      Phone	City                                      State      Zip
Agency	Address
Counselor                      Phone	City                                      State      Zip

Agency

Address

\_\_\_\_\_  
Counselor

\_\_\_\_\_  
Phone

\_\_\_\_\_  
City

\_\_\_\_\_  
State Zip

I understand that my records are protected under federal legislation and cannot be disclosed without my written consent unless otherwise provided for in the regulations. This authority expires with the completion of all transactions related to services provided by Vance-Granville Community College's Disability Services.

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Counselor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Disability Services  
Receipt of the Student Guide to Disability Services**

I, \_\_\_\_\_ acknowledge that I have received a  
Student's Name  
copy of *The Student Guide to Disability Services* at Vance-Granville Community College. I understand that I am responsible for abiding by the procedures in the guide.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Special Needs Counselor Signature

\_\_\_\_\_  
Date

**Please initial and date the following areas covered during the conference with the Coordinator of Special Needs.**

\_\_\_\_\_ Code of Conduct (p. 12)

\_\_\_\_\_ Student Accommodation Process (p. 13)

\_\_\_\_\_ Documentation Update (p. 16)

\_\_\_\_\_ Communicating with Coordinator of Special Needs (p. 35)

\_\_\_\_\_ Communicating with Instructors (p. 36)

\_\_\_\_\_ Special Needs Testing Accommodations Procedure (p. 46)

\_\_\_\_\_ Informal Procedures for Resolving a Conflict (p. 49)

\_\_\_\_\_ VGCC's Grievance Procedures (p. 50)

\_\_\_\_\_ Office for Civil Rights (p. 54)

\_\_\_\_\_ Confidentiality (p. 54)

## PERSONAL ATTENDANT/ASSISTANT PROCEDURE

Vance-Granville Community College makes every effort to reasonably accommodate documented students with disabilities. **However, the responsibility of securing personal attendants or personal assistants lies with the student.** Under the Americans with Disabilities Act, colleges and universities are under no obligation to provide such services to students. The College assumes no coordination or financial responsibilities for attendants/assistants.

If a student needs a personal attendant or assistant and has the means and access to such a person, the attendant or assistant must be approved by the Special Needs Counselor ***in advance of any class attendance*** in any given semester.

The student and attendant/assistant will sign the following Personal Attendant/Assistant Agreement form, which must be returned to the Special Needs Counselor. Copies will be provided for the student, attendant/assistant, and instructor(s).

The personal attendant or assistant

- will perform personal care duties such as but not necessarily limited to turning pages, retrieving books, taking off coats, etc. The Special Needs Counselor, not the personal attendant/assistant will be responsible for assuring that all classroom accommodations such as note taking or tape recording privileges are provided.
- is not responsible for the student's academic progress or behavior in a class.
- shall not participate in class or engage or intervene in conversations between the student and faculty, staff, or other students.
- shall not discuss any confidential information about the student with faculty, staff, or students.
- shall follow VGCC's Code of Conduct as written in the Student Catalog.
- will not actively participate in the testing or assessment process. The Special Needs Counselor will ensure proper testing accommodations are provided to the student.

- will provide the Special Needs Counselor with the employer's contact information, supervisor's name and approved working hours/schedule.

**Note**

The Special Needs Counselor will contact the supervisor of the personal assistant/attendant in order to define and clarify their role while on campus.

Failure to comply with the guidelines and procedures outlined in this document can result in termination of personal assistant/attendant services.

I have read, understand, and agree to abide by the guidelines as stated above.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Attendant/Assistant

\_\_\_\_\_  
Disability Services

\_\_\_\_\_  
Date

This procedure was also discussed with the following individual(s):

- |    |      |
|----|------|
| 1. | Date |
| 2. | Date |
| 3. | Date |
| 4. | Date |

## VANCE-GRANVILLE COMMUNITY COLLEGE DISABILITY SERVICES

### Student Responsibilities

1. When possible, your note-taker's notes are meant to supplement your own notes. Note-takers are not expected to write down every word the instructor says.
2. Attend class regularly. Be on time to class.
3. Make arrangements to receive notes the same class day.
4. In the event you have problem with your note-taker (ex: note-taker misses class without notifying you, doesn't provide notes in a timely manner, can't understand the handwriting or symbol), you need to communicate with your note-taker the difficulties you are having. If you cannot resolve these issues, contact the Special Needs Counselor.
5. If you are absent from class, the Note-taker is not required to provide you with notes unless you have notified your note-taker in advance that you are sick or extenuating circumstances. If this is abused, note-taker services could be revoked.

### Note-Taker Responsibilities

1. The notes you take are not required to be in any special format. However, they should be legible and contain pertinent information based on class lecture.
2. Attend class regularly. Be on time to class.
3. The note-taker/student relationship should remain confidential.
4. Make arrangements for the student to receive notes the same class day.
5. If you are absent from class, you are to get replacement notes for the class missed (from another student). Contact your student as soon as possible, before or after you miss a class.
6. You are not responsible for providing notes for a student who is absent UNLESS the student is sick or has other extenuating circumstances, AND notifies you in advance.
7. You may choose to take notes on carbon paper, supplied by Disability Services, OR you choose to photocopy the notes in Student Affairs, Building 8.

***Student and/or the note-taker are to notify the Special Needs Counselor regarding schedule changes or withdrawal from classes.***

Note-taker Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Testing Cover Sheet

Disability Services provides a testing area for students with special needs as a service to faculty, staff and students.

## 1. Instructors:

- ✓ Please attach this completed form to each test you bring to the Student Learning & Success Center Building 1.
- ✓ Remind students to **BRING A PICTURE I.D.** with them.

## 2. Students:

- ✓ You **must** make an **appointment at least 3 days in advance** of your test, due to limited space.
- ✓ If problems arise, Disability Services will be contacted.
- ✓ Because of space, time, and staffing limitations, students must plan to complete their test within the time frames below:
  - Monday to Thursday from 8:00am -6:00pm
  - Fridays from 8:00am-3:00pm
- ✓ **NO cell phones/electronic devices are allowed in the testing area during testing.**
- ✓ **NO food or drink are allowed in the testing area during testing**

Student Name: \_\_\_\_\_ Class time allotted/time limit: \_\_\_\_\_

Class/Test: \_\_\_\_\_  
Last date to take the test: \_\_\_\_\_

Materials allowed (or none):  
\_\_\_\_\_

Comments/Special Instructions:  
\_\_\_\_\_  
\_\_\_\_\_

Instructor Name(Print): \_\_\_\_\_  
Instructor's Signature: \_\_\_\_\_

I understand and fully acknowledge the above guidelines as they were presented to me. Failure to abide by these guidelines may result in disciplinary action under the Student's Right and Responsibilities section of the Student Catalog.

Student's Initials: \_\_\_\_\_

Staff Initials: \_\_\_\_\_

Revised 12/7/11

**Disability Services  
Vance-Granville Community College  
PO Box 917  
Henderson, NC 27536**

***Loan of Equipment Agreement***

I \_\_\_\_\_, have received from  
Disability Services the following equipment:

\_\_\_\_\_.

I understand that I must take care of this equipment and return it in good condition. If I fail to return it to Disability Services or it is not in good condition, I will be held responsible for the replacement cost and my records may be flagged preventing enrollment in future classes until such replacement has been satisfied.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Disability Services

\_\_\_\_\_  
Date

## **Guidelines for Working with Sign Language Interpreters**

Interpreters are professionals who facilitate communication between hearing individuals and people who are deaf or hard of hearing. Interpreters are bound by the code of ethics developed by the National Registry of Interpreters for the Deaf. The following points will assist faculty in working with an interpreting situation:

Everything that is said is interpreted; everything that is signed is interpreted.

It is appropriate to speak directly to the deaf student: "I'd like to know how you feel about ...", not "ask him how he feels about ..." the first few times will feel awkward because the student will not be looking at you but at the interpreter.

Multiple conversations cannot be interpreted, so it is important that only one person speak at a time.

An interpreter can only interpret what can be heard, so the faculty member needs to speak clearly.

The interpreter will not participate in class. Questions to the interpreter should be made before or after class.

Because there is a lag time between what is being said and the interpretation, many students who are deaf participate less in class. If the instructor waits until the interpreter catches up and pauses before recognizing a student, the student will have a better opportunity to participate actively in discussion.

The student will rely on vision; therefore, the interpreter will sit in front so the student may see both the interpreter and the instructor. He or she may need to reposition as the discussion changes to refer to a diagram on a far wall or uncaptioned videotape.

Be aware of the light in the room. If a video or slide presentation is made, some light source should remain so that the student may see the interpreter during the presentation.

The interpreter will not want to sit in front of a light source such as a window, as it would more difficulty for the student to see.

Interpreters need breaks due to the physical demands of the job. For classes that exceed 55 minutes, two interpreters may participate in team interpreting in which they alternate every 20 or 30 minutes.

For more difficulty classes, the interpreter may benefit from receiving the course syllabus or handouts. If the material is received beforehand, he or she can do a better job interpreting. In this case, the Special Needs Counselor will facilitate the exchange of material from the instructor to the interpreter.

## RESOURCES

*Definition of Autism Spectrum Disorder. (n.d.).* Retrieved June 28, 2010 from Autism Society of NC Website: <http://www.autismsociety-nc.org>.

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