



THE STUDENT GUIDE TO DISABILITY SERVICES

VANCE-GRANVILLE
COMMUNITY COLLEGE

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PURPOSE OF THE STUDENT GUIDE

This guide has been created for students with diagnosed disabilities. *The Student Guide to Disability Services* includes policies and procedures on how and where to declare a disability, what documentation to submit, and how to request reasonable accommodations as a Vance-Granville Community College student. Students are responsible for knowing and abiding by the procedures and timelines stated in this guide. Readers should note that this document will continue to evolve as Vance-Granville Community College and Disability Services identify and address changing needs.

The Office of Disability Services is here to help you along your academic journey at Vance-Granville Community College. Disability Services is located in Building 8 at the Main Campus in Henderson. If you have questions or need additional information, please contact:

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WHAT IS A DISABILITY?

A disability under Section 504 of the *Rehabilitation Act* and the *Americans with Disabilities Act* is described as a mental or physical impairment that substantially limits a major life activity. Examples of impairments that can have a substantial impact on a major life function are visual impairments and blindness, hearing impairment and deafness, mobility impairment, learning disabilities, or systemic medical conditions. Major life activities include such things as *caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.*

The definition of a disability and criteria for establishing eligibility for accommodations services under 504 and ADA for post secondary institutions may be different than the definitions and criteria implemented in the public schools, rehabilitation programs, Social Security, Veterans Administration or as covered under insurance policies.

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.

DISABILITY ACCESS AND NONDISCRIMINATION STATEMENT

The College is committed to providing access to facilities and reasonable accommodation in the instructional process, in compliance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Vance-Granville Community College does not discriminate nor does it approve of discrimination against students or applicants on the basis of race, color, gender, age, national origin, disability, religion, pregnancy, veteran’s status or political belief/affiliation. This policy of non-discrimination covers participation in all programs, support services, and activities. Vance-Granville Community College is committed to providing equal access to technology, including the Internet and school web pages.

Section 504 of the Rehabilitation Act of 1973 and the American’s with Disabilities Act of 1990 both require institutions of higher education to “provide equal access to educational opportunities to otherwise qualified “persons with disabilities”. It is the responsibility of the student with a disability to provide documentation of the disability. The documentation must certify that the disability creates a substantial limitation of a major life activity in order to establish eligibility for protection under the law.

Vance-Granville Community College does not make pre-or post admission inquiries or referrals based on an assumption that a student has a disabling or handicapping condition. It is the responsibility of the student with a disability to initiate the request for accommodations or services by contacting the Special Needs Counselor. Achieving reasonable accommodations for a student with a disability involves shared responsibility between students, faculty, staff, and administrators.

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.

Major Differences Between High School and Postsecondary Disability Services

HIGH SCHOOL

POST SECONDARY

Applicable Laws

IDEA
Section 504,
Rehabilitation Act

ADA
Section 504,
NC-Senate Bill 866

Required Documentation

IEP occurs only after
evaluation
and placement in EC
services

Varies depending
on the
disability, and must
include
testing
documentation.

School provides
evaluation at
no cost to the
student.

Student must
provide the
evaluation at their
own expense.

Reevaluates on 3-yr cycle, but testing
not required unless IEP team deems
necessary.

Student provides
retesting.

Student Role

Student is identified
by the school.

Student self-identifies
to
Disability Services.

At age 14, students are invited to participate
in IEP team
decisions.

IEP team sets up accommodations.

Student is
responsible for
securing
accommodations.

Parental Role

Access to student records.

No access to student records without the student's written consent.

Accommodation participation only as IEP team member.

Student requests accommodations.

Mandatory involvement

Student is a self-advocate.

Instructors

Modification of curriculum.

Not required to modify.

Use of multi-sensory approach.

Not required. Lecture is predominant.

Weekly testing, mid-term, final, and graded assignments.

May test once or twice with few assignments.

Attendance taken and reported.

Attendance taken and reported, but student can be dropped after missing 15% or 2 consecutive weeks of a class.

Grades

Adjusted if modification is indicated on IEP.

Grades reflect the quality of work submitted.

Conduct

Disruptive conduct may be accepted.

Students who are disruptive and unable to abide by the VGCC's code of conduct can be dismissed from the college.

Most Important Differences in Summary

IDEA is about **Success.**

ADA is about **Access.**

High school is mandatory and free.

Postsecondary is voluntary and involve a cost.

**Students with disabilities who complete high school will enter a postsecondary educational environment. Having attained the age of legal majority, they will be expected to exhibit self-advocacy and to communicate their own needs for reasonable accommodations in an educational environment.*

CODE OF 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 expected to be responsible for their behavior. The rights and feelings of others must be respected both in the classroom and outside it. 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, students must:

- Complete a Vance-Granville Community College application online at 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 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 conditions or disability to Disability Services **14 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 most cases, 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.

INFORMATION NEEDED FOR SPECIFIC MEDICAL CONDITIONS OR DISABILITIES

The next section of the guide provides further information on documentation guidelines for the following medical conditions or disabilities:

ADD/ADHD

Blindness/Visual Impairment

Deaf/Hard of Hearing

Learning Disabilities

Physical/Mobility Impairments

Psychiatric/Psychological Disorders

Autism Spectrum Disorders

Chronic Medical Conditions

Head Injury/Traumatic Brain



Disability Services Documentation Guidelines

A student requesting assistance from Disability Services must provide current documentation of his or her disability. This documentation is necessary because assessment constitutes the basis for determining reasonable services and accommodations. At times, the college also examines diagnostic information when determining the appropriateness of academic adjustments for a given student. Both substantiate the appropriateness of various responses to a student's needs or requests. In addition, the assessment should report how the student's disability has interfered with educational achievement. Appropriate documentation should meet three criteria.

- 1) **The documentation must be comprehensive and include a clear diagnostic statement.** Documentation regarding the disability should include a description of the assessment tools used to render the diagnosis as well as all test and subtest scores.

For most physical disabilities, comprehensive documentation would include the results of a medical examination with specific regard to the disability. For example, a student with a visual impairment should submit the results of a visual screening performed by an eye doctor.

For psychological disabilities, comprehensive documentation would include the psychological assessment tools and the results of psychological testing. Particularly with psychological disabilities, it is helpful for the diagnostician to comment on the severity and frequency of the disability. For example, a student with depression should submit the results of a psychological report including information about the assessment tools used to diagnose depression, the frequency of depressive episodes, and severity of the depression.

For learning disabilities, comprehensive documentation must identify either a significant discrepancy between achievement and ability or an intra-cognitive discrepancy not attributable to other disabling conditions or to environmental deprivation. More than one assessment device should be administered for the purpose of diagnosing a learning disability. Testing must address, at a

minimum, the aptitude, achievement, and information processing abilities of the student. The testing must also include a clear diagnostic statement. Individuals learning styles and learning differences do not by themselves constitute a specific learning disability. For example, a student with a learning disability would submit documentation which might include results from the WISC-R concerning aptitude, the Woodcock-Johnson concerning achievement, and an interpretation by the diagnostician of the subtests of the WISC-R concerning information processing.

For Attention Deficit Disorder/Attention Deficit-Hyperactivity Disorder (ADD/ADHD) comprehensive documentation must show that the DSM-IV criteria have been met. Information and/or test scores must be included to rule out other possible diagnoses. The documentation must give clear and specific evidence for the diagnosis. A brief statement on a prescription form or letterhead is not acceptable. The process of diagnosis should be reported, providing test scores and/or appropriate data.

- 2) **Documentation must be current and should reflect the student's present needs and level of functioning.** Appropriate documentation should include information from an assessment completed within the *past five years*, which reflects the current needs of the adult student. The documentation should include a statement of functional impact or limitation. Also, include suggestions of reasonable accommodation(s), which might be appropriate at the postsecondary level. These recommendations should be supported by the diagnosis. You will need to contact the Special Needs Counselor if documentation exceeds five years.
- 3) **Professionals conducting assessments and rendering diagnoses of disabilities must be qualified to do so.** Experience in working with an adult population is essential. Diagnostic reports must be submitted on the letterhead of the qualified professional and must include the names, titles, and license numbers of the evaluators as well as the date(s) of testing.

Documentation Guidelines for Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder

Students who are requesting accommodation services at Vance-Granville Community College are required to submit documentation to verify eligibility under the ADA of 1990 and Section 504 of the Rehabilitation Act of 1973. Students must provide documentation that meets the College's guidelines to become eligible for services. The following guidelines are provided in the interest of ensuring that the documentation is complete and appropriate.

Recommended documentation includes:

1. Evaluations must be comprehensive. Documentation must show that DSM-IV criteria for attention deficit/hyperactivity disorder have been met.
2. Information and/or test scores to rule out possible diagnoses including medical and psychiatric disorders as well as educational and cultural factors which impact then individual and may result in behaviors mimicking ADHD/ADD.
3. Documentation must give clear and specific evidence of attention deficit/hyperactivity disorder. A brief statement on a prescription form or letterhead is not acceptable.
4. The process of diagnosis should be reported, providing test scores and/or appropriate data.
5. Documentation should reflect the current level of functioning and is dependent on the condition, the current status of the student and the student's request for reasonable accommodations.
6. If medication is recommended, this should be noted.
7. Professional conducting assessment and rendering diagnosis of attention deficit/hyperactivity disorder must be qualified to do so. The person who signs the report must be the one who conducts the evaluation and writes the report. (Documentation by family members, immediate or otherwise, is not acceptable.)

Documentation Guidelines for Autism Spectrum Disorders

Students who are requesting accommodation services at Vance-Granville Community College are required to submit documentation to verify eligibility under the ADA of 1990 and Section 504 of the Rehabilitation Act of 1973. Students must provide documentation that meets the College's guidelines to become eligible for services. The following guidelines are provided in the interest of ensuring that the documentation is complete and appropriate.

1. The diagnosis must be done by an appropriately credentialed professional(s) with expertise in autism spectrum disorders. This may include a licensed psychologist, neurologist or interdisciplinary team. The diagnostician must be an impartial individual who is not a family member of the student. If another diagnosis is applicable, it should be stated and further evaluative measures supporting the secondary disability provided. If medication is involved, input from a physician is required.
2. Disability Services encourages entering students to complete a full evaluation just prior to attending Vance-Granville Community College. If this is not possible, we encourage the evaluation to have been completed within the past three years for students just graduating high school. **NOTE:** If the student has been evaluated by an autism center, such as TEACCH, *please* include this evaluation in the submitted documentation.
3. A clear diagnostic statement of the disorder, including the DSM-IV-TR diagnosis and a summary of present symptoms must accompany the documentation. This *should* include a summary of evaluation procedures as well as, diagnostic tests used and evaluation results.
4. A summary of cognitive and achievement measures is included, then the assessment, and any resulting diagnosis, *should* consist of and be based on a comprehensive assessment battery which does not rely on any one test or subtest. Evidence of a substantial limitation to learning or other major life activity **must** be provided. Both aptitude and academic achievement must be evaluated and included in the test report. The following tests are considered acceptable:
 - **Aptitude:** WAIS-III; Stanford-Binet V; Woodcock-Johnson Psychoeducational Battery III NU: Tests of Cognitive Ability
 - **Academic Achievement:** Woodcock-Johnson Psychoeducational Battery III NU: Tests of Achievement; Wechsler Individual Achievement Test (WIAT);

Stanford Test of Academic Skills (TASK); Scholastic Abilities Test for Adults (SATA)

The Wide Range Achievement Test-3 (WRA T-3) is not a comprehensive measure of achievement and therefore should not be used as a sole measure of achievement.

5. Specific cognitive processing strengths, weaknesses, and deficits *should* be discussed. Clear documentation of deficit areas is necessary in order for the college to provide appropriate, reasonable accommodations. Please discuss the following processing areas:

- Communication
- Socialization
- Memory (auditory and visual; short-term and long term)
- Fine Motor/dexterity (speed/sequence of motor patterns)
- Executive functions (planning and organization). It is also helpful to know about the student's cognitive flexibility and automaticity with cognitive tasks.
- Selective attention/perception (auditory and visual)
- Sensory Processing (sensory sensitivity, self-stimulation)
- Emotional Status

6. A statement of the functional impact or limitations of the disorder on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested *should* be included.

7. Social-emotional status *should* be assessed and discussed. Formal assessment instruments and/or clinical interview are appropriate. If applicable, a mental health diagnosis should be clearly stated.

8. The report *should* describe the manner and level of severity with which the disability currently impacts general functioning and any physical limitations on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

9. The report *should* detail any currently prescribed or recommended and on-going treatment or care.

10. Medical information relating to the student's needs to include the impact of medication on the student's ability to meet the demands of the post-secondary environment. If any problems arise while the student is at Vance-Granville

Community College, a letter from the licensed mental health professional **must** be provided that says the student is stable and able to resume the academic environment.

The documentation must include the following information:

- Names of the assessment instruments used
- Quantitative and qualitative information which supports the diagnosis
- The areas of educational impact and the severity of the condition
- Previous history of the disability and verification of any previous testing
- Record of prior accommodations or auxiliary aids
- Recommendations for accommodations with explanation for the recommendation
- Notation of medications prescribed, if any, and potential impact on learning
- Additional observations or recommendations which could assist us in adequately serving the student
- The names, titles, addresses, and phone numbers of the evaluator(s), as well as date(s) of testing

The aforementioned guidelines are provided so that disability services can respond appropriately to the individual needs of the student. Disability Services reserves the right to determine eligibility for services based on the quality of the submitted documentation.

Documentation Guidelines for Blindness/Visual Impairment

Students who are requesting accommodation services at Vance-Granville Community College are required to submit documentation to verify eligibility under the ADA of 1990 and Section 504 of the Rehabilitation Act of 1973. Students must provide documentation that meets the College's guidelines to become eligible for services. The following guidelines are provided in the interest of ensuring that the documentation is complete and appropriate.

1. A clear and **current** statement of the vision related disability with supporting data (the age of acceptable documentation is dependent upon the condition, the current status of the student and the student's request for reasonable accommodations).
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis and the summary of results including standardized scores.
3. A summary of present symptoms that meet the criteria for diagnosis.
4. Medical information relating to the student's needs and the status of the student's vision (static or changing) and its impact on the demands of the academic program.
5. Narrative or descriptive text providing both quantitative and qualitative information about the student's abilities including the use of corrective lenses and ongoing visual therapy (if appropriate).
6. A statement explaining the current functional limitations imposed by the impairment.
7. Suggestions of reasonable accommodation(s), which might be appropriate at the postsecondary level, are encouraged. These recommendations should be directly linked to the impact of the disability.

Documentation Guidelines for Chronic Medical Conditions

Students who are requesting accommodation services at Vance-Granville Community College are required to submit documentation to verify eligibility under the ADA of 1990 and Section 504 of the Rehabilitation Act of 1973. Students must provide documentation that meets the College's guidelines to become eligible for services. The following guidelines are provided in the interest of ensuring that the documentation is complete and appropriate.

1. A clear and current statement of the medical diagnosis of the condition with supporting data (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student, and the student's request for reasonable accommodations).
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable.
3. A description of present symptoms which meet the criteria for diagnosis.
4. Medical information relating to the student's needs should include the impact of treatments, medications, devices or services currently prescribed.
5. A statement explaining the *current* functional limitations imposed by the medical condition.
6. Suggestions of reasonable accommodation(s), which might be appropriate at the postsecondary level, are encouraged. These recommendations should be directly linked to the impact of the disability and associated issues (ex: medication).

Documentation Guidelines for Deaf/Hard of Hearing

Students who are requesting accommodation services at Vance-Granville Community College are required to submit documentation to verify eligibility under the ADA of 1990 and Section 504 of the Rehabilitation Act of 1973. Students must provide documentation that meets the College's guidelines to become eligible for services. The following guidelines are provided in the interest of ensuring that the documentation is complete and appropriate.

1. A clear statement of Deafness or hearing loss, with a current audiogram (the age of acceptable documentation is dependent upon the condition, the current status of the student, and the student's request for reasonable accommodations).
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a narrative summary of evaluation results, if appropriate.
3. Medical information relating to the student's needs and the status of the individual's hearing (static or changing) and its impact on the academic program.
4. A statement explaining the *current* functional limitations imposed by impairment.
5. A statement regarding the use of hearing aids or cochlear implants (if appropriate).
6. Suggestions of reasonable accommodation(s), which might be appropriate at the postsecondary level, are encouraged. These recommendations should be directly linked to the impact of the disability.

Documentation Guidelines for Head Injury/Traumatic Brain Injury

Students who are requesting accommodation services at Vance-Granville Community College are required to submit documentation to verify eligibility under the ADA of 1990 and Section 504 of the Rehabilitation Act of 1973. Students must provide documentation that meets the College's guidelines to become eligible for services. The following guidelines are provided in the interest of ensuring that the documentation is complete and appropriate.

1. A clear statement and classification of the head injury or traumatic brain injury including date of injury and classification and dates pertaining to history of multiple concussions (as applicable).
2. Documentation should reflect the **current level of functioning** and is dependent upon the disabling condition, the current status of the student and the student's request for reasonable accommodations.
3. A summary of cognitive and achievement measures used and evaluation results (neuropsychological report) including standardized scores or percentiles used to make the diagnosis.
4. A summary of current residual symptoms and cumulative damage (as applicable and as a result of repeated injuries) which meet the criteria for diagnosis.
5. A statement explaining the **current** functional limitations imposed by the head injury or traumatic brain injury.
6. Medical information relating to the student's needs should include the impact of treatments, medications, devices or services currently prescribed.
7. Suggestions of reasonable accommodation(s) which might be appropriate at the postsecondary level are encouraged. These recommendations should be directly linked to the impact of the disability.

Documentation Guidelines for Learning Disabilities

Introduction

Disability Services at Vance-Granville Community College will follow the documentation guidelines for learning disabilities (LD) as endorsed by the national Association on Higher Education and Disability (AHEAD) and supported by the North Carolina College System Disability Services Advisory Board (DSAB).

In response to the expressed need for guidance related to the documentation of a learning disability in adolescents and adults, the Association on Higher Education and Disability (AHEAD) has developed the following guidelines. The primary intent of these guidelines is to provide students, professional diagnosticians and service providers with a common understanding and knowledge base of those components of documentation, which are necessary to validate a learning disability and the need for accommodation. The information and documentation that establishes a learning disability should be comprehensive in order to make it possible for a student to be served in a postsecondary setting.

The document presents guidelines on four important areas: 1) qualifications of the evaluator, 2) date of evaluation, 3) appropriate clinical documentation to substantiate the learning disability, and 4) evidence to establish a rationale supporting the need for accommodations.

Under the Americans with Disabilities Amendments Act (ADAA) and Section 504 of the Rehabilitation Act of 1973, individuals with learning disabilities are guaranteed certain protections and rights of equal access to programs and services; thus the documentation should indicate that the disability substantially limits some major life activity. The following guidelines are provided in the interest of assuring that Learning Disability (LD) documentation is appropriate to verify eligibility and to support requests for accommodations, academic adjustments and/or auxiliary aids. It is recommended that postsecondary institutions using these guidelines consult their legal counsel before establishing a policy on documentation relating to individuals with disabilities. In countries not regulated by this legislation further modification may be appropriate.

Qualifications of the Evaluator

Professionals conducting assessments, rendering diagnoses of learning disabilities, and making recommendations for appropriate accommodations must be qualified to do so. Comprehensive training and direct experience with an adolescent and adult LD population is essential.

The name, title and professional credentials of the evaluator, including information about license or certification (e.g., licensed psychologist) as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated in the documentation. For example, the following professionals would generally be considered qualified to evaluate specific learning disabilities provided that they have additional training and experience in the assessment of learning problems in adolescents and adults: clinical or educational psychologists, school psychologists, neuropsychologists, learning disabilities specialists, medical doctors, and other professionals. Use of diagnostic terminology indicating a learning disability by someone whose training and experience are not in these fields is not acceptable. It is of utmost importance that evaluators are sensitive and respectful of cultural and linguistic differences in adolescents and adults during the assessment process. It is not considered appropriate for professionals to evaluate members of their families. All reports should be on letterhead, typed, signed and otherwise legible.

Documentation

The provision of all reasonable accommodations and services is based upon assessment of the impact of the student's disabilities on his or her academic performance at a given time in the student's life. Therefore, it is in the student's best interest to provide recent and appropriate documentation relevant to the student's learning environment.

Flexibility in accepting documentation is important, especially in settings with significant numbers of non-traditional students. **In some instances, documentation may be outdated or inadequate in scope or content. It may not address the student's current level of functioning or need for accommodations because observed changes may have occurred in the student's performance since the previous assessment was conducted. (At VGCC, students will need to contact the Special Needs Counselor if documentation exceeds five years).** In such cases, it may be appropriate to update the evaluation report. Since the purpose of the update is to determine the student's current need for accommodations, the update, conducted by a qualified professional, should include a rationale for ongoing services and accommodations.

Substantiation of the Learning Disability

Documentation should validate the need for services based on the individual's current level of functioning in the educational setting. A school plan such as an

individualized education program (IEP), 504 plan, or Summary of Performance (SOP) are insufficient documentation, but it can be included as part of a more comprehensive assessment battery. A comprehensive assessment battery and resulting diagnostic report should include a diagnostic interview, assessment of aptitude, academic achievement, information processing and a diagnosis.

A. Diagnostic Interview

An evaluation report should include the summary of a comprehensive diagnostic interview. Learning disabilities are commonly manifested during childhood, but not always formally diagnosed. Relevant information regarding the student's academic history and learning processes in elementary, secondary and postsecondary education should be investigated. The diagnostician, using professional judgment as to which areas are relevant, should conduct a diagnostic interview which may include: a description of the presenting problem(s); developmental, medical, psychosocial and employment histories; family history (including primary language of the home and the student's current level of English fluency); and a discussion of dual diagnosis where indicated.

B. Assessment

The neuropsychological or psycho-educational evaluation for the diagnosis of a specific learning disability must provide clear and specific evidence that a learning disability does or does not exist. Assessment, and any resulting diagnosis, should consist of and be based on a comprehensive assessment battery that does not rely on any test or subtest.

Evidence of a substantial limitation to learning or other major life activity must be provided. A list of commonly used tests is included in Addendum B. Minimally, the domains to be addressed must include the following:

1. Aptitude

A complete intellectual assessment with all subtests and standard scores reported.

2. Academic Achievement

A comprehensive academic achievement battery is essential with all subtests and standard scores reported for those subtests administered. The battery should include current levels of academic functioning in relevant areas such as reading (decoding and comprehension), mathematics, and oral and written language.

3. Information Processing

Specific areas of information processing (e.g., short- and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning and motor ability) should be assessed.

Other assessment measures such as non-standard measures and informal assessment procedures or observations may be helpful in determining performance across a variety of domains. Other formal assessment measures may be integrated with the above instruments to help determine a learning disability and differentiate it from co-existing neurological and/or psychiatric disorders (i.e., to establish a differential diagnosis). In addition to standardized tests, it is also very useful to include informal observations of the student during the test administration.

C. Specific Diagnosis

Individual "learning styles," "learning differences," "academic problems" and "test difficulty or anxiety," in and of themselves, do not constitute a learning disability. It is important to rule out alternative explanations for problems in learning such as emotional, attentional or motivational problems that may be interfering with learning but do not constitute a learning disability. The diagnostician is encouraged to use direct language in the diagnosis and documentation of a learning disability, avoiding the use of terms such as "suggests" or "is indicative of."

D. Test Scores

Standard scores and/or percentiles should be provided for all normal measures. Grade equivalents are not useful unless standard scores and/or

percentiles are also included. The data should logically reflect a substantial limitation to learning for which the student is requesting the accommodation. The particular profile of the student's strengths and weaknesses must be shown to relate to functional limitations that may necessitate accommodations. The tests used should be reliable, valid and should document both the nature and severity of the learning disability. Informal inventories, surveys and direct observation by a qualified professional may be used in tandem with formal tests in order to further develop a clinical hypothesis.

E. Clinical Summary

A written diagnostic summary based on a comprehensive evaluation process is a necessary component of the report. Assessment instruments and the data they provide do not diagnose; rather, they provide important elements that must be integrated by the evaluator with background information, observations of the client during the testing situation, and the current context. It is essential, therefore, that professional judgment be utilized in the development of a clinical summary. The clinical summary should include:

1. demonstrations of the evaluator's having ruled out alternative explanations for academic problems as a result of poor education, poor motivation and/or study skills, emotional problems, attentional problems and cultural/language differences;
2. indication of how patterns in the student's cognitive ability, achievement and information processing reflect the presence of a learning disability;
3. indication of the substantial limitation to learning or other major life activity presented by the learning disability and the degree to which it impacts the individual in the learning context for which accommodations are being requested; and
4. indication as to why specific accommodations are needed and how the effects of the specific disability are accommodated.

The summary should also include any record of prior accommodation or auxiliary aids, including any information about specific conditions under which

the accommodations were used (e.g., standardized testing, final exams, licensing or certification examinations).

IV. Recommendations for Accommodations

It is important to recognize that accommodation needs can change over time and are not always identified through the initial diagnostic process. Conversely, a prior history of accommodations does not, in and of itself, warrant the provision of a similar accommodation.

The diagnostic report should include specific recommendations for accommodations as well as an explanation as to why each accommodation is recommended. The evaluators should describe the impact the diagnosed learning disability has on a specific major life activity as well as the degree of significance of this impact on the individual. The evaluator should support recommendations with specific test results or clinical observations.

If accommodations are not clearly identified in a diagnostic report, the disability service provider will seek clarification and, if necessary, more information. The final determination for providing appropriate and reasonable accommodations rests with the institution.

In instances where a request for accommodations is denied in a postsecondary institution, a written grievance or appeal procedure should be in place.

Documentation Guidelines for Physical/Mobility Impairments

Students who are requesting accommodation services at Vance-Granville Community College are required to submit documentation to verify eligibility under the ADA of 1990 and Section 504 of the Rehabilitation Act of 1973. Students must provide documentation that meets the College's guidelines to become eligible for services. The following guidelines are provided in the interest of ensuring that the documentation is complete and appropriate.

1. A clear and current statement of the medical diagnosis of the condition with supporting data (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for reasonable accommodations).
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable.
3. A description of present symptoms which meet the criteria for diagnosis.
4. Medical information relating to the student's needs should include the impact of treatments, medications, devices or services currently prescribed.
5. A statement explaining the *current* functional limitations imposed by the impairment.
6. Suggestions of reasonable accommodation(s) that might be appropriate at the postsecondary level are encouraged. These recommendations should be directly linked to the impact of the disability.

Documentation Guidelines for Psychiatric/Psychological Disorders

Students who are requesting accommodation services at Vance-Granville Community College are required to submit documentation to verify eligibility under the ADA of 1990 and Section 504 of the Rehabilitation Act of 1973. Students must provide documentation that meets the College's guidelines to become eligible for services. The following guidelines are provided in the interest of ensuring that the documentation is complete and appropriate.

1. A clear statement of the disability, including the DSM-IV diagnosis, and a summary of present symptoms.
2. The documentation should explain the current functional limitations imposed by the condition.
3. A summary of assessment procedures and evaluation instruments used to make the diagnosis, and a summary of evaluation results, including standardized or percentile scores.
4. Medical information relating to the student's needs should include the impact of medication on the student's ability to meet the demands of the postsecondary environment.
5. Suggestions of reasonable accommodation(s) that might be appropriate at the postsecondary level are encouraged. These recommendations should be directly linked to the impact of the disability and associated issues (ex: medication).

TEMPORARY CONDITIONS

Some medical conditions or disabilities are temporary (ex: a broken hand) and may only require accommodations for a limited time. Each case is considered individually. See the appendix section for the *Documentation of a Temporary Condition*.

PROVISIONAL ACCOMMODATIONS

Provisional accommodations may be provided for students for a specific number of working days or one semester, pending the receipt of official and complete documentation of a student's medical condition or disability. These cases will be handled individually and at the discretion of the Special Needs Counselor. Provisional accommodations, if approved, will be for up to **one** semester only pending further appropriate documentation.

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 15th.

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 form 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 obtaining the instructors' signatures and returning the signed accommodation form to Disability Services within the first week of classes.

Accommodations will go *into effect* in each class when the student has signed and dated the accommodation form and it has been returned to Disability Services. ***Disability Services does not provide accommodations retroactively.*** For

example, if a student does not return the 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 letter 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 for the *Personal Attendant/Assistant Agreement* form.

COMMUNICATING WITH INSTRUCTORS

The accommodation process requires communication. The student must communicate with each instructor 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.

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).

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 qualified individuals with disabilities. Once the individual is determined otherwise qualified, 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: 60 minutes for the class x 60 min.)= 120 minutes or 2hrs). 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 Student Success & Learning Center, Conference Room in Building 1. The procedures for using the Conference Room are outlined in the *Special Needs Testing Accommodations Procedures* located on pages 46-49.

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 Conference Room. The procedures for using the Conference Room are outlined in the *Special Needs Testing Accommodations Procedures* located on pages 46-49.

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 instructor 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 or hired 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 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. Students are also able to request electronic copies of their books with a documented disability. 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 also schedule their classes accordingly so that he/she does 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 they request this service. 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)- Students will need to provide this device on their own; should they require this. Disability Services is not able to 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.

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 follow 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 Term, this accommodation may not be feasible.

For Students

- Students, despite their disability, are responsible for fulfilling the essential 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.

Special Needs Testing Accommodations Procedure

To ensure that appropriate academic standards are maintained, students who require special test administration for extended time, isolated distraction-reduced environment, scribe and/or reader accommodation are asked to adhere to the following procedures:

Students

1. Students, approved through Disability Services are responsible for meeting with their instructors at the beginning of each semester to discuss individual testing accommodations and determine the appropriate testing arrangements.
2. **Students with testing accommodations are required to make an appointment at least three (3) business days prior to the test. Notification must be sent via email: evanst@vgcc.edu**

This email must include:

- ~ Student's Name
 - ~ Instructor's Name
 - ~ Course Name and Number (ex: PSY 150)
 - ~ Date of Exam or Test
 - ~ Exam or Test Start Time
3. Students will receive a reply acknowledging the request and instructions. Students will take the test during the scheduled class meeting unless another time is approved by the instructor. This will be stated in the reply email to the student.
 4. Students failing to schedule an appointment at least three (3) business days in advance may forfeit their opportunity to receive a test accommodation for that particular exam.
 5. Personal items and non-essential testing materials are not allowed in testing areas. These include cell phones, food, and drink. Students will have their personal items locked in a secure area while they complete their exams. Students found in possession of electronic devices (cell phones, pagers, etc.) will have their test taken and the instructor notified.

6. **PUNCTUALITY IS ESSENTIAL!** Variation from the scheduled time of testing may cause undue disturbance and distress to the student and others utilizing special accommodations; therefore please do not come late to take a test. Tardiness for a test is unacceptable. Students will be held to the same standards when testing with Disability Services.

- If the student is less than thirty (30) minutes late, that time will be docked from the testing session. For example, if the student has 90 minutes allotted for an exam and is 15 minutes late, only 75 minutes is left available to complete the test.
- After thirty (30) minutes past the scheduled test time, the exam will be sent back to the instructor and the test labeled as “No Show”.
- If the student requires a change in the scheduled test time:
 - ~ 1st – Obtain approval from your instructor.
 - ~ 2nd – Notify Disability Services at least 48 business hours in advance by email to: evanst@vgcc.edu

7. If a student misses a test for any reason, it is their 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 make-up policy regarding testing as is written on their syllabus. The instructor is not required to grant a make-up exam due to tardiness or forgetfulness on a student’s behalf.

8. A student may not have immediate access to their instructor during the exam. Once the student enters the testing space, they will not be allowed to leave the testing area until the test is completed.

9. Students are expected to take care of all personal needs (such as using the restroom, eating, etc.) before entering the testing space.

10. **Academic dishonesty will not be tolerated.** All cases of academic dishonesty will be referred to the instructor and other appropriate individuals (ex: Program Head, Dean of School and/or Vice President of Instruction). Vance-Granville Community College considers the following to be academic dishonesty:

- Copying work from others during an examination
- Allowing someone else to copy your work during an examination

- Taking an examination for another person
- Allowing another person to take an exam for you
- Giving or receiving help during tests
- Obtaining a test and/or answers to a test for distribution to others
- Using unauthorized materials during an exam
- Attempting to access websites or resource materials related to the course

**Refer to the Student Code of Conduct in the Student Catalog for Disciplinary Actions*

Faculty

1. The student and the instructor should meet at the beginning of the semester to discuss where special testing administration will take place.
2. Instructors need to 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
3. Instructors need to provide the cover sheet and exam to the Special Needs Counselor (Tieren Evans) via GroupWise email, campus mail, or hand delivery to Disability Services (Rm 1356 Main Campus)
4. Instructors may visit testing areas to assist students if needed.

Disability Services

1. Disability Services will send an email to the student to acknowledge the accommodation request and provide instructions.

2. Disability Services will send the instructor an email regarding the student's request
3. Disability Services will maintain tests and exams in a secured environment.
4. Completed tests will be returned to instructors through campus mail or instructors may pick up the exam from Disability Services.
5. Disability Services will report any problems/incidents to instructors including a written follow-up.
6. 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 responses of the student, including grammar, spelling and punctuation. The student will be able to review responses to questions prior to turning in the exam. The scribe will attach any scratch paper from the student and turn it in.
7. If the student chooses to use his/her reader accommodation, the Reader will read aloud the test or exam verbatim. The reader is not allowed to explain or clarify the question for the student unless given directives from the instructor.

INFORMAL PROCEDURES FOR RESOLVING A CONFLICT

As outlined below students can consider using the identified organizational levels of administration or supervision to resolve their concerns. Students should talk with their instructor first to address a concern. If necessary the Special Needs Counselor will assist in providing mediation services. If the concern still persists, students should communicate with the following individuals in this order: the Program Head, the appropriate Dean for that division and finally the Vice President of Student Affairs. It is encouraged that concerns and complaints be resolved in a respectful discussion at the most direct level. It is strongly recommended and expected that the student first discuss his/her complaint with person against whom the complaint is being made. If the circumstances of the complaint prevent the student from having this discussion, or if the complaint is not resolved within five business days, the student should discuss the complaint with immediate and other supervisors and the Special Needs Counselor.

GRIEVANCE PROCEDURES & DUE PROCESS

The procedures outlined here are open to any student, faculty or staff member seeking a hearing for what is perceived to be unfair treatment during his/her association with VGCC. The intent of these procedures is to have a fair and just resolution of any issue at the lowest possible level. Information regarding the Student Code of Conduct can be viewed in the Student Handbook (pgs 62-66). Grievance procedures & due process are related to: Title IX of the Educational Amendments of 1972, Family Educational Rights and Privacy Act of 1974, The Americans with Disabilities Act, or illegal or unfair treatment related to sex, sexual harassment, race, religion, creed, national origin or handicap. Procedures outlined in this document and the Student Catalog does not apply to employer/employee grievances related to part-time student workers. (Such cases are addressed in the *VGCC Employee Handbook*).

Americans with Disabilities Act Complaint Procedure

Vance-Granville Community College has adopted an internal procedure which provides for the prompt and equitable resolution of complaints alleging any action prohibited by the Americans with Disabilities Act (ADA). Complaints should be addressed to the Vice President of Student Affairs, who has designated the Special Needs Counselor to coordinate disability services for students.

- A complaint should be filed in writing, contain the name and address of the person filing it, and briefly describe the alleged violation of the regulations.
- A complaint should be filed within 30 calendar days after the Complainant becomes aware of the alleged violation.
- An investigation, as may be appropriate, shall follow the filing of a complaint. The investigation shall be informal but thorough and afford all interested persons and their representatives, if any, an opportunity to submit evidence relevant to the complaint.
- A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued and forwarded to the complainant no later than 10 calendar days after its filing.

- The complainant can request a reconsideration of the case if he/she is dissatisfied with the resolution. The request for reconsideration should be made to the Vice President of Student Affairs within 10 calendar days.
- The ADA Counselor shall maintain the files and records relating to the complaints filed.
- The right of a person to a prompt and equitable resolution of the complaint filed hereunder shall not be impaired by nor shall the use of this procedure be a prerequisite to the pursuit of other remedies.

Other remedies include the filing of an ADA complaint with the federal EEOC, or other responsible federal agency.

General Student Grievance Procedure

Student grievances that are not academic or disciplinary in nature and/ or involve conflicts with other students, alleged violation of students' civil rights, including sexual harassment, should be addressed according to the following procedures:

1. When circumstances occur that cause a student to feel that he/ she has a grievance, the student should discuss the issue with the VP of Student Affairs within a reasonable time after the grievance has occurred. The VP may:
 - a. Disseminate information concerning the complaint to the appropriate college officials,
 - b. Investigate the complaint,
 - c. Refer the student to appropriate college staff
 - d. Negotiate a resolution to the grievance.

2. If a satisfactory resolution is not reached, the student may file a general Grievance Form with the VP of Student Affairs. If the student is not satisfied with the decision of the Vice President, he or she may request a formal hearing within five working days. Upon hearing the merits of the complaint, the Vice President may mediate a remedy for the parties involved, dismiss the grievance, or may recommend to the President

that a grievance committee appointed by the President be assigned to hear the complaint.

3. The President will consider the committee's recommendation and will make a decision within five (5) college working days of receiving the committee's recommendation. *The President's decision will be final.*

ACADEMIC GRIEVANCE/GRADE APPEALS PROCEDURE

Academic issues include, but are not limited to, the application of attendance policies, grades, classroom/lab or clinical/shop conduct, and admission to or dismissal from a class or program. Students should initiate the grievance/appeals process as soon as a concern develops rather than waiting until the end of the term, as some relevant faculty or staff may not be available between terms. Grade appeals must be on file no later than 20 working days (working days exclude weekends and holidays) after the end of the term in which the grade was awarded. Appeals related to dismissal from a course or program must be on file no later than 5 working days from the dismissal date. A student having an academic issue must discuss the problem in a calm and sincere manner. Most problems are resolved at the instructor level; however, the Appeals Procedure may involve the following levels of college faculty/staff in this order:

1. Instructor
2. Program Head/Coordinator
3. Academic Dean/Director
4. Vice President of Instruction or Vice President of Community and Economic Development

The procedure will occur in the following order:

1. The student will arrange a meeting with the instructor to discuss the problem as soon as it develops, preferably before the end of the course/term.
2. If the problem is not resolved with the instructor, the student will contact the Coordinator or Program Head, who will arrange to meet with the student or the student and instructor.
3. If the problem is not resolved with the Coordinator/Program Head, the student will obtain an Academic Appeals Procedure Form from the Academic Dean, the Vice President of Instruction, Vice President of Community and Economic Development,

or Student Affairs. The student will complete the form and *personally* deliver the form to the Academic Dean detailing his/her academic concerns.

4. For grievances related to Curriculum Programs, the Academic Dean will meet with the instructor and program head to discuss the concern. For grievances related to continuing education courses, the Director of the division will meet with all the parties involved in the conflict.

5. A written response from the Academic Dean (for CU Programs) and the Director (for CE Programs) will be delivered to the student within 10 working days of receipt of the student's form. Students must keep a copy of the Dean's or Director's response if they plan to pursue the procedure to the next level.

6. If not satisfied with the Dean's or Director's response, the student will have 5 working days to appeal to the Vice President of Instruction for Curriculum Programs of the Vice President of Community and Economic Development for Continuing Education courses. If the concerns are not resolved, the student may request a hearing of the Academic Affairs Committee. The Vice President of Instruction may summon the Academic Affairs Committee for a hearing within 10 working days from the receipt of the appeals request.

7. The Academic Affairs Committee will provide written recommendation of their decision to the President of the College within 5 working days. The President will make a decision and notify the student within five working days of receipt of committee's recommendation. *The decision of the President is final.*

B. Hearing Procedures and Due Process for Student Code of Conduct Violations

The Student Affairs Committee will

- Hear the complaint from those initiating disciplinary action, along with any witnesses;
- Hear the appeal from the accused, along with any witnesses (legal counsel may be present but cannot participate in this hearing process);
- Discuss facts to determine if disciplinary action was justified;

- Provide written recommendation to the President within five working days of their decision to support or not support the appeal;
- The President will make a decision and notify the student within five working days of receipt of committee's written recommendation. *The decision of the President is final;*
- The Vice President of Student Affairs and Vice President of Instruction will decide if a student may attend classes during an Appeals process. Each case will be decided individually.

OFFICE FOR CIVIL RIGHTS (OCR)

The mission of the Office for Civil Rights (OCR) is to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights.

An individual can contact the Office for Civil Rights to report any educational discrimination on the basis of race, sex, disability, etc. and also request information on civil rights compliance programs, procedures for filing discrimination complaints, or access to civil rights regulatory and policy documents. The Office for Civil Rights is located in Washington, DC. Information can be obtained by phone (1-800-421-3481), TTY (1-877-521-2172) or email at (ocr@ed.gov).

CONFIDENTIALITY

In accordance with the requirements of the federal Family Education Rights and Privacy Act (FERPA), Disability Services protects each student's right to privacy by limiting access to departmental records pertaining to the provision of services and accommodations. For communication to occur with faculty/staff, parents, medical providers, and/or therapists/counselors regarding disability services or educational records students have to sign a release of information before any information is shared or communicated. See the appendix section for the *Consent for Release of Confidential Information and the FERPA release forms*.

RECORD MAINTENANCE & CORRESPONDENCE

Records for students with disabilities are maintained in Disability Services until 5 years after the last semester of enrollment. Documents that relate to the student's disability are not a part of the academic record in the Admission's Office. All

correspondence to students registered with this office will be primarily by phone/mail/electronic mail. Students are responsible for checking the webpage for Disability Services by visiting www.vgcc.edu, clicking on Student Affairs, and then Disability Services.



DISABILITY STUDENT PARKING

Parking: Students must park in spaces marked for student parking.

- Permit Decals: The College issues a plastic decal that must be displayed from your car's rearview mirror.
- Citations will be issued for violations of the College traffic and parking regulations.
- Accountability: The person to whom a vehicle parking decal is issued shall be responsible for parking and traffic violations of the vehicle for which the permit is issued.
- Citation Fees for drivers not complying with parking and traffic violations have been established. Failure to pay citations may affect enrollment status.

Students with disabilities displaying a handicap decal must also display the student parking decal *each semester*:

Students needing access to a handicapped parking space on campus must obtain a state issued disabled license plate, placard, or disabled veteran's plate from the Division of Motor Vehicles (DMV). Vance-Granville Community College **does not** grant temporary permits in handicapped spaces to any student for any circumstance under state law. Handicapped parking violators will be charged under North Carolina General Statute 20-37, punishment by fine of \$250.



WHEELCHAIR ACCESSIBILITY



The campus is accessible by wheelchair, as well as individual class buildings. All requests for accessible classroom space should be made to the Special Needs Counselor. As the campus grows and renovations occur, the College will be sensitive to the needs of students with wheelchairs and will strive to improve on wheelchair accessibility on the sidewalks, the entrances to buildings, and the location and functionality of elevators around the campus. Contact the Special Needs Counselor for further information or suggestions for campus improvement.

SERVICE ANIMALS

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 Disability Services to make this request.

The American with Disabilities (ADA) defines a service animal "as any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the handler's disability."

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.

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

- Is the animal required because of a disability?
- What work or task the animal has been trained to perform.

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. The handler is responsible for the control of the animal and for the disposal of any waste. (Not to be disposed in any container located inside of a college building or on college grounds.)

EVACUATION PROCEDURES FOR STUDENTS WITH DISABILITIES

At the beginning of each semester, each instructor should assist in the identification of all individuals in their classes who will need assistance in exiting the building in case of an emergency. During the initial meeting between student and instructor to discuss accommodation services, there should be a discussion about evacuating the classroom and/or building. This includes wheelchair bound individuals, those with any condition limiting mobility, visually or hearing impaired individuals and anyone else who might have difficulty following directions in an emergency situation.

Since elevators must not be used during most evacuation emergencies, persons unable to maneuver the stairs safely should be escorted to the nearest designated places.

INCLEMENT WEATHER NOTIFICATION



Should it appear that adverse weather or other factors would necessitate closing of Vance-Granville Community College, the President, or his representative, shall make the final decision. Classes missed as the result of the closing of the College due to adverse weather or other factors shall be made up using a method to be determined by the President of the College.

Notice of the College closing will be made on local television and radio stations, on a taped message at (252) 492-2061, and on the VGCC web page at www.vgcc.edu.

COLLEGE SPONSORED PROGRAMS

Any student needing reasonable accommodations to attend or participate in any college-sponsored activity or event should contact the Special Needs Counselor for assistance with arrangements. Be active! Get involved!



COURSE SUBSTITUTIONS

Disability Services or the Special Needs Counselor does **not** approve course substitutions for any student with or without a disability. Under extenuating circumstances, a student may apply to his/her advisor for approval of a course substitution. A course substitution requires final approval by the appropriate academic Dean and the Vice President of Instruction, and the completed Course

Substitution form must be on file in the Registrar's office. A student in technical or vocational programs may take higher level courses than those required for graduation in his/her program.

APPENDIX

EXAMPLES OF FORMS

VANCE-GRANVILLE COMMUNITY COLLEGE
ACCOMMODATION REQUEST FORM

Vance-Granville Community College provides appropriate accommodations to meet the needs of any enrolled student with a physical, emotional, or learning disability. By completing this form, you are identifying yourself as having a disability. The information you provide is voluntary and will be shared only with personnel responsible for meeting your needs. If you require services, please complete this form and return to **Tieren Evans, Disability Services, Vance-Granville Community College, PO Box 917, Henderson, NC 27536** or FAX email to evanst@vgcc.edu .

Student's Name _____

Semester for which you are requesting accommodations _____

Address _____ Phone () _____

_____ SSN or student ID
Number _____

Other contact information (cell phone number, email address) _____

Please state the nature of the disability and give diagnosis from a licensed professional, if possible.

If you need the college's assistance regarding the disability identified above, please specify the accommodations you are requesting. (Check one or more).

- | | |
|---|---|
| <input type="checkbox"/> Extended testing time | <input type="checkbox"/> Reader |
| <input type="checkbox"/> Isolated Distraction Reduced Environment | <input type="checkbox"/> Note taker |
| <input type="checkbox"/> Tape recorder in classes | <input type="checkbox"/> Wheel-chair accessible rooms |
| | <input type="checkbox"/> Books in alternative format |
| | <input type="checkbox"/> Scribe |

Other _____

Before accommodations can be implemented you must provide appropriate documentation of your disability and meet with the Special Needs Counselor- to discuss the request.

Documentation Guidelines: Documentation is necessary because a professional assessment is the basis for determining reasonable services and accommodations. Documentation guidelines are listed below or located on pages 16-33 in the *Student Guide to Disability Services*.

Student's Signature _____ Date _____

Staff Documentation	Do not write in this section
Documentation Received _____	
Accommodations Approved _____	Denied _____ Adjusted _____
Service Contract Signed _____	
Accommodation form given _____	

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 confidentiality 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: _____

VANCE-GRANVILLE

COMMUNITY COLLEGE

FERPA Release Form

It is the policy of Vance-Granville Community College, in accordance with the Family Educational Rights and Privacy Act (FERPA), to withhold personally identifiable information contained in our students' educational records unless the student has consented to disclosure or FERPA allows disclosure. Directory information, such as enrollment, academic honors and degrees, may be disclosed to the public. However, private information, such as address, phone number, grades, class schedules, the student's account, and financial aid awards may not be released without express consent from the student.

Signing this form provides such consent, according to the information designated for release and to whom it is to be released.

I, _____, Student ID Number _____, authorize Vance-Granville Community College to release the following educational records, upon request, to the persons listed below, for the purpose of keeping them informed regarding my education at Vance-Granville Community College.

Please initial all that apply:

_____ All academic records.
information

_____ All contact

_____ All Financial Aid Information.

_____ Other _____

Persons to whom information may be released:

Name: _____

Name: _____

Name: _____

I acknowledge by my signature that I understand that, although I am not required to release my records, I am giving my consent to release the designated information to the above named person(s). I understand that this release will remain in effect unless I revoke such consent in writing and the revocation is received and processed by Vance-Granville Community College.

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 Special Needs Counselor.

- _____ Code of Conduct (p. 12)
- _____ Student Accommodation Process (p. 13)
- _____ Documentation Update (p. 16)
- _____ Communicating with Special Needs Counselor (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 of 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 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 |

DOCUMENTATION OF A TEMPORARY CONDITION

Students requesting services for a temporary condition at Vance-Granville Community College must provide current documentation.

As the diagnosing professional, please **fully complete all sections of this form**. Additional reports, information, or narrative can be attached if appropriate.

Please note: All information that you provide may be shared with this student unless clearly marked otherwise. Thank you for your assistance.

TO BE COMPLETED BY THE STUDENT RELEASE OF INFORMATION

I, _____, hereby authorize the release of the following

Student Name- Please Print

Information given to Disability Services at Vance-Granville Community College is for the purpose of determining my eligibility and services.

Date

Student's Signature

ONLY TO BE COMPLETED BY THE DIAGNOSING PROFESSIONAL

Student Name: _____

I. Diagnosis

Primary Diagnosis

_____ Code _____

Date of Diagnosis _____ Date of Last

Evaluation _____

What is the expected duration?

Secondary Diagnosis

_____ Code _____

Date of Diagnosis _____ Date of Last Evaluation _____

What is the expected duration?

Other Diagnosis

_____ Code _____

Date of Diagnosis _____ Date of Last Evaluation _____

What is the expected duration?

II. Treatment

Date of Last Visit: _____ How often do you provide treatment?

Other Providers and frequency?

Prescribed Medications

Side Effects

III. Limitations/Restrictions

List below the limitations/restrictions caused by the medical condition, how often the limitations/restrictions occur, how long they last, and the severity of each. (e.g. difficulty walking, 24 hrs., moderate severity; no use of dominant hand, daily 24 hours)

Restrictions/Difficulties
Severity

Frequency/Duration

(mild, moderate, severe)

(daily, weekly, monthly/#hrs, days, etc.)

Which services, if any, do you recommend? (This is for informational purposes only. If required, VGCC will determine the appropriate services.)

Thank you for your help in providing this information so that we may begin providing services as soon as possible. Incomplete or missing information can prevent or delay necessary services. This form must be completed and signed by the qualified professional who performed the evaluation and made the diagnosis.

Please mail the signed original form. To avoid delay, also fax us a copy to (252) 738-3458

PLEASE ATTACH YOUR BUSINESS CARD TO THE DOCUMENT OR ANOTHER FORM OF IDENTIFICATION FOR THE STUDENT FILE.

Name
Title _____

Business
Address _____

Phone _____ Fax _____

E-mail _____

Professional
Credentials _____

License/Certification
number _____

Area of
Specialization _____

State/Province of
Licensure/Certification _____

Signature _____ 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: _____

**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 forfeit the deposit.

Student Signature

Date

Disability Services

Date

