

## Table of Contents:

Mission and Contact Information.....	Page 1
<b>Part I: Making the Transition to Greensboro College</b>	
Department Philosophy and Services Provided.....	Page 2
Voluntary Disclosure.....	Page 3
Disability Documentation Criteria.....	Page 4
Disclosure Process and Student Responsibilities.....	Page 5
Frequently Asked Questions.....	Page 6
Making the Transition to College.....	Page 10
<b>Part II: Policies and Procedures</b>	
Accommodations Provided.....	Page 13
Special Testing Procedures.....	Page 14
Make-up Tests.....	Page 15
Scribe Policy.....	Page 16
Attendance Modifications.....	Page 20
Accommodations Review Board.....	Page 22
Course Substitutions.....	Page 23
Appeal Procedures.....	Page 24
Forms.....	Page 25

# Greensboro College

## Office of Disability Services

**This handbook is designed to serve as an introduction to our philosophy, services and procedures for all members of the Greensboro College community including staff, faculty, students and their parents.**

### **Mission Statement**

The primary mission of the Office of Disability Services at Greensboro College is to provide ongoing, comprehensive support to students in the form of academic advisement, coaching and tutoring. Additionally, the staff will serve as advocates for students with disabilities and promote awareness of disability issues campus wide. Through these services, our goals are to facilitate wellness and academic success for all students. For students with disabilities, this includes assistance in the development of self-awareness, self-advocacy and independent learning skills necessary for each student to thrive intellectually, spiritually and professionally.

### **Contact Information**

#### **Debbie Roberts**

##### *Director of Disability Services*

Main Building, Room 321

(336) 272-7102, x591

Email: [debbie.roberts@greensborocollege.edu](mailto:debbie.roberts@greensborocollege.edu)

#### **Darlene Gardner**

##### *Program Assistant*

Main Building, Room 323

(336) 272-7102, x362

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[peaktesting@greensborocolleg.edu](mailto:peaktesting@greensborocolleg.edu)

### **Location of the Office of Disability Services**

Our offices are located in the PEAK (Personal Enrichment and Knowledge) on the 3<sup>rd</sup> floor of Main Building. The PEAK houses academic, career and internship services, counseling services and the George Center for honors studies.

# **Part I:**

## **Making the Transition to Greensboro College**

**The following information may be of particular interest to prospective students and their parents as they prepare to attend Greensboro College. It includes information on our philosophy and programs, documentation guidelines and the critical differences between a high school and college learning environment. We recommend that students review the handbook as soon as they have been accepted to Greensboro College.**

### **Our Beliefs**

The staff of the Office of Disability Services believes that all students, regardless of disability, are entitled to equal access to educational opportunity. Further, we believe that success in a postsecondary environment for students with disabilities is largely dependent upon the development of independent learning and self-advocacy skills. Lastly, we believe that, given adequate support systems and accommodations, students with disabilities can achieve academically at a level equal to that of their non-disabled peers, and that disability management is a developmental process. In keeping with these beliefs, while services are provided throughout the student's academic career at Greensboro College, a particular emphasis is placed on the first year experience. These services include, but are not limited to those outlined below.

### **Highlights of Services**

- Development of proactive strategies for disability management.
- Special section of First Year Seminar course focusing on self-awareness, self-advocacy, time management, strategies instruction and other coping mechanisms needed for college success.
- Individual coaching and consultation services.
- Individualized instruction in study skills, time management and transition to campus life.
- Access to assistive technology.
- Referral for testing services.
- Academic advising for first year students.
- Development and implementation of an individual 504 plan outlining classroom accommodation needs.
- Referral and arrangement of additional fee-based professional tutoring services

## **Voluntary Disclosure**

Students wishing to receive accommodations facilitated by the Office of Disability Services are responsible for disclosure of physical, psychological, and learning disabilities. (See Appendix A for the Voluntary Disability Disclosure Form).

To disclose a disability that may require accommodations, please fill out the Voluntary Disability Disclosure Form included in the enrollment booklet or contact:

**Debbie Roberts**

*Director of Disability Services*

(336) 272-7102, ext. 591

E-mail: [debbie.roberts@greensborocollege.edu](mailto:debbie.roberts@greensborocollege.edu)

Requests for accommodation for learning and psychological disabilities must be accompanied by appropriate documentation that includes professional evaluation, diagnosis, and recommendations. The following page outlines the criteria for documentation at Greensboro College. If you have any questions about these guidelines, please contact Julie Yindra.

# Criteria for Documentation Required to Request Accommodations from the Office of Disability Services

## **Diagnosis:**

## **Required Documentation:**

**LD**

Psychoeducational evaluation completed within 3 years prior to enrollment at Greensboro College that includes assessment of ability, achievement, strengths, weaknesses and appropriate recommendations completed by a professional who is certified or licensed to perform any assessments administered.

**ADD/ADHD**

Formal letter from a licensed physician, psychiatrist or psychologist indicating the diagnosis, treatment (medications), assessment of how the diagnosis may affect performance in college and recommended accommodations, and a psychoeducational evaluation as described above.

**Permanent Sensory or Physical Disability**

Formal letter from a licensed physician indicating the diagnosis and extent to which the condition may affect the student's ability to function in the college environment and recommendations for appropriate accommodations.

**Emotional/ Mental Illness**

Formal letter from a licensed psychiatrist or psychologist indicating the precise diagnosis, its extent, treatment (medications), and the way in which the disability may affect the student's ability to function in the college environment.

## **Accommodations and Student Responsibilities**

Once documentation has been provided to the Director of Disability Services, it is the responsibility of the student to make an appointment to review the documentation. Students must qualify for, and then assist in the writing of, the 504 Plan. Student input is a critical part of the process in promoting self-awareness and self-advocacy skills necessary for success at the postsecondary level.

Once the 504 has been completed, it remains the responsibility of the student to provide each instructor with a copy of the 504, and to arrange a meeting time with each instructor to discuss the 504 and any accommodations that the student will need in that course. However, at the student's request, the Director of Disability Services may be called in to assist the student in explaining his or her individual needs to an instructor. Instructors may consult with the Office of Disability Services on any general concerns about accommodations for disabled students; however, student confidentiality may not be broken without the expressed written consent of the student.

# Frequently Asked Questions for Students with Special Needs

## 1. *Does Greensboro College have an L.D. program?*

Greensboro College has comprehensive support services for students with learning disabilities along with other handicapping conditions. In addition to classroom accommodations, the Director of Disability Services provides the following services:

- Special section of First Year Seminar course focusing on self-awareness, self-advocacy, time management, strategies instruction and other coping mechanisms needed for college success.
- Individual coaching and consultation services.
- Individualized instruction in study skills.
- Access to assistive technology.
- Referral for testing services.
- Academic advising for first year students.
- Development and implementation of an individual 504 plan outlining classroom accommodations needed.

**The services outlined above are provided at no additional cost to students, and do not require a separate application or admission process. They are provided to all qualified students who are enrolled at Greensboro College. However, the provision of specific services depends upon a student's willingness to initiate and maintain contact with the Office of Disability Services.**

## 2. *To whom should I send or give my documentation?*

Documentation should be forwarded directly to:

**Debbie Roberts**  
***Director of Disability Services***  
Greensboro College  
815 W. Market St.  
Greensboro, NC 27401  
(336) 272-7102, ext. 591  
E-mail: [debbie.roberts@greensborocollege.edu](mailto:debbie.roberts@greensborocollege.edu)

*3. Do professors give extended time for tests?*

The student and the Director of Disability Services review existing documentation and determine the nature of accommodations that are warranted. In some cases, that may be extended time for tests. This service is provided in the PEAK, not by professors (See page 14 for Special Testing Procedures).

*4. Will professors allow me to tape their classes?*

Yes, however that accommodation must be stated on the 504 Plan and you must request permission of the faculty member before recording any lectures. While by law, this accommodation should not be denied by individual faculty members, they might ask students to either destroy or forfeit tapes after the end of a semester in an effort to protect intellectual property.

*5. Does Greensboro College provide tutors?*

Yes, peer tutors in general education courses are available through Academic Services. These students are upperclassmen usually majoring in the area in which they tutor, and recommended by faculty members. In addition, professional tutoring services are available in some skill areas. These services are available to any Greensboro College student, not just to students with disabilities.

*6. Does Greensboro College provide note takers?*

If “peer notes” is identified on the 504 plan, the Office of Disability Services will identify an appropriate classmate to serve as a note taker. In some cases, this will include consultation with a faculty member to determine an appropriate note taker. The Office of Disability Services will arrange with the note taker for the notes to be copied. The student receiving notes remains anonymous since Office of Disability Services arranges the service. The copied notes will be stored in a personal folder in the Office of Disabilities and can be picked up at the beginning of each week. It is the student’s responsibility to pick up his/her notes; we do not deliver notes. In addition, if a student is not attending class, he/she will not be eligible to retrieve the copied notes.

*7. Does Greensboro College waive course requirements?*

No, waivers are not typically granted except in rare cases. Department faculty within a discipline grants these waivers. **However, for students with learning disabilities there is a petition process for seeking a**

**course substitution.** Students should consult with the Director of Disability Services during the petition process for assistance or guidance (See page 23 for Course Substitution).

8. *What are my responsibilities as a student?*

Once documentation has been provided to the Office of Disability Services, it is the responsibility of the student to make an appointment to review the documentation. Students must qualify for, and assist in the writing of, the 504 Plan. Student input is a critical part of the process in promoting self-awareness and self-advocacy skills necessary for success at the post-secondary level.

Once the 504 has been completed, it remains the responsibility of the student to provide each instructor with a copy of the 504, and to arrange a meeting time with each instructor to discuss the 504 and any accommodations that the student will need in that course. However, at the student's request, the Director of Disability Services may be called in to assist the student in explaining his or her individual needs to an instructor. Instructors may consult with the Director of Disability Services on any general concerns about accommodations for disabled students; student confidentiality may not be broken without the express written consent of the student. **For accommodations involving substantive changes to academic coursework, such as course substitutions, additional documentation and procedures may be required.**

9. *If I had a 504 Plan or an IEP in High School, am I guaranteed services and accommodations in college?*

No, not necessarily. Services for high school aged children are governed by the IDEA (Individuals with Disabilities Education Act). Students with a federally recognized disability are guaranteed services. Colleges and universities are held to the standards outlined in Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. These pieces of legislation are anti-discrimination laws requiring that institutions make provisions and accommodations to insure full participation and non-discrimination regardless of disability. In this instance, the need for a given accommodation is determined by demonstrated functional disability, not merely by diagnosis. However, it is the intention of Greensboro College to meet or exceed federal guidelines and provide the support services that all of our students need in order to gain full access and opportunity. If you have any concerns about eligibility for accommodations or services at Greensboro College, please feel free to contact our staff at any time.

*10. Once I have decided to attend Greensboro College, what should I do before school begins?*

- If you have not already done so, make arrangements to visit the campus and request a personal meeting with the Director of Disability Services.
- Provide your documentation to the Office of Disability Services as soon as possible. Early action will allow plenty of time to address any discrepancies or issues that may arise concerning eligibility for services or completeness of documentation.
- Make sure that the student is familiar with the contents of his or her documentation packet, the nature and extent of the disability, and is able to discuss the accommodations being requested.
- Fill out and return the Voluntary Disability Disclosure form included in the Enrollment Packet.
- Participate in Campus Connection or other activities available to get a “jump start” on orientation. If testing accommodations for placement tests in Math and English are necessary, be aware that these tests will be administered during Campus Connection and Precis, and be sure to notify the Office of Disability Services in advance when you know when you plan to take them. Accommodations may not be available without prior notice.

# Making the Transition

**The transition from high school to college is difficult for all students, but can be particularly difficult for students with disabilities. In preparation for the transition, students and parents should review and discuss the information that follows.**

## **Characteristics of Successful College Students with Learning Disabilities:**

1. Perseverance and persistence in the face of failure.
2. Self-awareness with regard to their specific disabilities and appropriate compensatory strategies.
3. Self-advocacy skills needed to articulate needs to college personnel.
4. Overall cognitive abilities required for higher-order thinking, problem-solving and synthesis of college level material.
5. Willingness and ability to access all available resources.
6. Independent living and social skills needed to function in a campus environment.

Adapted in part from:

Raskind, Goldberg, Higgins & Herman (1999). Predictors of Success in Individuals with Learning Disabilities: Results from a Twenty-Year Longitudinal Study. Pasadena, CA: Frostig Center.

**\*\*HOW IS COLLEGE DIFFERENT FROM HIGH SCHOOL?**

<b>FOLLOWING THE RULES IN HIGH SCHOOL</b>	<b>CHOOSING RESPONSIBLY IN COLLEGE</b>
* Your time is structured by others.	* You manage your own time.
* You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.	* <i>You</i> must balance your responsibilities and set priorities. You will face moral and ethical decisions you have never faced before.
<b>STUDYING IN HIGH SCHOOL</b>	<b>STUDYING IN COLLEGE</b>
* You may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.	* You need to study at least 2 to 3 hours outside of class for each hour in class.
* You seldom need to read anything more than once, and sometimes listening in class is enough.	* You need to review class notes and text material regularly.
* You are expected to read short assignments that are then discussed, and often re-taught, in class.	* You are assigned substantial amounts of reading and writing which may not be directly addressed in class.
<b>TEACHERS</b>	<b>COLLEGE PROFESSORS</b>
* Teachers check your completed homework.	* Professors may not always check completed homework, but they will assume you can perform the same tasks on tests.
* Teachers remind you of your incomplete work.	* Professors may not remind you of incomplete work.
* Teachers approach you if they believe you need assistance.	* Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.

TESTS	TESTS
* Testing is frequent and covers small amounts of material.	* Testing is usually infrequent and may be cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a semester.
* Makeup tests are often available.	* Makeup tests are seldom an option; if they are, you need to request them.
* Teachers frequently rearrange test dates to avoid conflict with school events.	* Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.
GRADES	GRADES
* Grades are given for most assigned work.	* Grades may not be provided for all assigned work.
* Consistently good homework grades may raise your overall grade when test grades are low.	* Grades on tests and major papers usually provide most of the course grade.
* Initial test grades, especially when they are low, may not have an adverse effect on your final grade.	* Watch out for your <i>first</i> tests. These are usually "wake-up calls" to let you know what is expected- -but they also may account for a substantial part of your course grade. You may be shocked when you get your grades.
* <b>Guiding principle: "Effort counts." Courses are usually structured to reward a "good-faith effort."</b>	* <b>Guiding principle: "Results count." Though "good-faith effort" is important in regard to the professor's willingness to help you <i>achieve</i> good results, it will not <i>substitute</i> for results in the grading process.</b>

\*\*Adapted from Southern Methodist University web site at [www.smu.edu](http://www.smu.edu)

## **Part II: Policies and Procedures**

**This section of the handbook may be of particular interest to current students, faculty and staff. It contains information about College policies and procedures regarding accommodations, testing facilities and procedures to follow in cases involving petitions or appeals.**

### **Accommodations Provided**

Greensboro College will provide all reasonable accommodations to qualified students. The term “reasonable” is defined as follows:

1. The accommodation is warranted by the student’s documentation.
2. The accommodation does not “substantially alter” the student’s course of study (in some cases, course substitutions may be approved, see page 23).
3. The accommodation does not subject the institution to “undue financial hardship” as defined by the law.

### **\*\*Accommodations that are routinely provided to students at Greensboro College include the following:**

Extended time on examinations	Computer/laptop use
Oral examinations	Advanced organizers
Separate room for exams	Course substitutions
Use of tape recorder for lecture	Additional breaks
Instructor notes	Peer notes
Use of calculator	Proofreaders
Readers or scribes for exams	Books on CD
Attendance accommodations	Preferential seating
Presentation in multiple modalities	Verbal/Visual cues
Assistive Technology (text to speech, speech to text software)	
Major papers/projects broken down into multiple assignments	
Referral and arrangement of additional fee-based tutoring services	

**\*\*Note:** This is by no means an exhaustive list. Individual accommodations are designed based on student need. Only those accommodations that are appropriate for a student based on the exact nature and severity of his/her disability will be requested. Decisions about what is appropriate are best made with input from the student, the Director of Disability Services, and the individual instructor.

# Special Testing Accommodation Procedures

**Any student who is entitled to extended time and/or separate testing environment (as indicated on the 504) wishing to take tests in the PEAK must adhere to the following procedures.**

Please note that the Office of Disability Services uses the following email address to organize all testing information: [peaktesting@greensborocollege.edu](mailto:peaktesting@greensborocollege.edu).

1. Students must inform professors well in advance that they will be taking tests in the PEAK. PEAK privileges should be outlined on the 504, which should be given to the instructor before the student asks for PEAK testing privileges. If a professor does not have a 504 plan, they are not required to allow alternative testing until the receipt of a 504.
2. To register for a test in the PEAK, email [peaktesting@greensborocollege.edu](mailto:peaktesting@greensborocollege.edu) with the following information:  
**NAME:** John Doe  
**CLASS:** KIN 1100a-Fitness and Wellness  
**PROFESSOR:** Kathy Cohen  
**DATE:** Wednesday, December 11  
**TIME:** 1:30 pm
3. Contact with the PEAK staff must be made **2-3 days in advance**. This excludes weekends. If a student has a test on Monday, the student must sign up prior to the Friday before.
4. In most instances, the PEAK test date and time should correspond with the date and time the rest of the class is taking it. Exceptions to this policy are made under the following circumstances: 1) when a student has another class immediately following the class in which the test is being given, or 2) when the student has a test in a night or weekend class. In these cases, the student **MUST** obtain prior approval from the instructor and the PEAK staff to take the test at a different time. The instructor may request students take the test either before or after the rest of the class; it is up to the discretion of the instructor. Faculty may also elect to provide an alternative test.
5. If breaks during examinations are requested on the 504, students will be given pages of the tests one at a time. This will address any issues instructors might have concerning external assistance on the test. If the test is to be administered page-by-page, student should inform instructors of this so that the test can be constructed appropriately.
6. If you fail to abide by the PEAK Testing Procedures, you will not be allowed to test in the PEAK.

## Make-Up Test Policy

**Due to staffing and test security, the Office of Disability Services is unable to provide make-up testing arrangements for students who do not typically test in the PEAK, except in emergency situations when no other arrangements can be made. This means that make-up tests for planned absences on test dates cannot be accommodated in the PEAK, particularly for groups of students that may miss classes due to games, performances and other school related activities.**

The PEAK staff is available for emergency circumstances, if the following conditions can be met:

1. No other test proctoring arrangement can be made by the instructor or his/her department.
2. The student's absence is unplanned.
3. The student follows normal procedures for registration for testing in the PEAK (2-3 days notice, contacting us via [peaktesting@greensborocolleg.edu](mailto:peaktesting@greensborocolleg.edu)).
4. The student must be willing to take the exam at one of the following times:
  - a. M-F 9:00 am
  - b. M-F 2:00 pm

# Scribe Policy

**Exam and paper scribing services are defined as the physical act of writing or recording answers or thoughts on behalf of students who are unable to do so. This service is a testing accommodation that must be pre-approved by the Office of Disability Services, and must be reflected on a student's 504 Plan as a necessary accommodation based on the nature of a specific diagnosis.**

## Scribe Qualifications

- A student may not have a family member or guardian of the student act as his or her scribe.
- A scribe who provides ongoing services to a student for the purposes of papers and written assignments must be registered with and approved by the Office of Disability Services prior to the provision of any scribing services, and must sign a contract guaranteeing adherence to all department policies, as well as institutional policies related to academic integrity.
- The scribe shall sign a test security affidavit acknowledging among other things that he or she will not interfere with the independent work of any student taking the examination which includes not coaching, altering, or interfering with the student's responses in any way.
- Under the supervision of PEAK staff, a scribe may review testing materials one hour prior to the test administration to become familiar enough with the test and with its format in order to ensure easy recording of student responses.
- To the extent possible, the scribe should have previous experience in transcribing information given by students during educational instruction and assessments.
- The scribe must have the ability to produce legible text, or may use word processing where appropriate.

## General Information

Before the examination, the scribe will review the Office of Disability Services Scribe Guidelines and procedures with the student in preparation for the administration of the examination. The student using this accommodation or modification will be tested in a quiet room apart from other students to avoid interruption while testing. The guiding principle in scribing is only to assist the student in accessing the test and responding to it. The purpose of scribing is neither to penalize the student nor to enhance the student's constructed response.

The scribe shall not:

- Correct what the student dictates. The scribe may, however, read student responses aloud as they have been recorded, in order to allow the student to make revisions.
- Alert the student to mistakes during testing.
- Prompt the student in any way that would result in a better response or essay.
- Influence the student's response in any way.

### **Using a Scribe as an Accommodation**

A scribe may be used as an accommodation when the following apply:

- The student's 504 Plan specifies the need for this accommodation for use during testing and/or for use during classroom instruction.
- The scribe ensures that the work, including all spelling and language conventions, is the work of the student being tested.

#### *Multiple-Choice Exams:*

The scribe should confirm the student's response before recording the student's answer on the score sheet. If the scribe cannot understand a student's pattern of speech, or it is barely audible, large cards, each indicating one of the response options, can be used. The student can then choose the card that indicates the student's desired response to the test item.

#### *Constructed-Response Exams:*

The scribe shall determine the preferred mode of recording the student's response before the date of the test. At testing time, the student may then dictate the constructed-response using any one of the two listed methods:

1. Into an audio recorder
2. Directly to a scribe

A student with disabilities shall be given the opportunity to plan, draft, and revise the constructed response. The scribe's responsibility is to be both accurate and fair, neither diminishing the fluency of the student nor helping to improve or alter what the student asks to be recorded. The scribe may write an outline or other plan as directed by the student. The scribe shall write the words of the student exactly as dictated.

## **Scribing the Student's Constructed Response (Writing Task)**

The student does not have to repeatedly specify spelling and language conventions once the student has demonstrated knowledge and skills in the use of these spelling and language conventions. The scribe may apply these conventions automatically.

Examples:

- Once a student has demonstrated the knowledge of indicating the beginnings of sentences with a capital letter, the student does not need to specify this throughout the remainder of the constructed response.
- Once the student has specified which of several homonyms is to be used in a specific case by defining the term, such as indicating “the their which means ‘belonging to them’”, the student does not need to specific homonym usage throughout the remainder of the constructed response.

## **Scribing the Student's Constructed Response (Mathematics)**

The student does not have to repeatedly specify basic mathematics conventions once the student has demonstrated knowledge and skills in the use of basic mathematics conventions. The scribe may apply these conventions automatically.

Examples:

- Once a student has demonstrated the knowledge of indicating the correct number alignments and set-up of the seven basic functions, the student does not need to specify this throughout the remainder of the constructed response.
- The student must demonstrate or dictate out numbers greater than 999 in the constructed response the first time it is used. When the student has demonstrated the knowledge of this convention on more than one occasion, the student does not need to continue demonstration or dictating out the numbers.

To maintain the student's fluency of thought and to allow the student to demonstrate the requisite knowledge and skill in English-language arts and Mathematics conventions, the scribe shall adhere to one of the following processes.

*Audio Recorder:* Student dictates response into audio recorder (e.g., tape recorder, etc.)

- The scribe allows the student to dictate the entire response without interruption.
- The scribe does not prompt the student in any way that would result in a better response.
- The scribe transcribes a draft of the student's recorded response exactly as dictated.
- The scribe edits the draft of the response as dictated by the student.
- The student views the draft and/or listens to the scribe as the scribe reads the draft of the written response.
- The student indicates edits (e.g., paragraph structure, punctuation, capitalization, number alignment, etc.) to the scribe.
- The scribe edits the final written response and transfers it verbatim onto the student's answer document.
- The scribe returns the audiotape and all drafts and test materials to the PEAK staff proctoring the test, or, in the case of written assignments, turns all drafts, audiotapes and other materials used during the scribing process to the instructor.

*Direct to Scribe:* Student dictates response directly to scribe.

- The scribe allows the student to dictate the entire response without interruption.
- The scribe does not prompt the student in any way that would result in a better response.
- The scribe transcribes a draft of the student's response exactly as dictated without including any conventions other than spelling.
- The scribe reads the draft to the student without vocal inflection that would indicate punctuation or alert the student to possible mistakes.
- The scribe edits the draft of the response as dictated by the student.
- The student views the draft and/or listens to the scribe as the scribe reads the draft of the written response.
- The student indicates additional edits (e.g., paragraph structure, punctuation, capitalization, etc.) to the scribe.
- The scribe records the final written response and transfers it verbatim onto the student's answer document.
- The scribe returns all drafts and test materials to the PEAK proctor or, in the case of written assignments, all drafts, audiotapes and other materials used during construction process to the instructor.

## **Disability Services Procedures for Requesting Attendance Modification as an Accommodation**

- 1.** Students must complete a “Voluntary Disability Disclosure form” and provide adequate documentation of a disability as defined by the Office of Disability Services, and make an appointment with the Director of Disability Services to discuss their specific accommodation requests.
- 2.** Once eligibility for services has been determined by the Director, reasonable requests for accommodations involving class attendance will be reviewed on a case by case basis.
- 3.** Requests for attendance related accommodations will be reviewed using the following criteria:
  - a.** Is the request reasonable in the context of the course and the program of study?
  - b.** Is there classroom interaction between the instructor and students and among students themselves?
  - c.** Do student contributions in class constitute a significant component of the learning process?
  - d.** Does the fundamental nature of the course rely upon student participation as an essential method of learning?
  - e.** To what degree does a student’s failure to attend class constitute a significant loss of the educational experience of other students in the class?
  - f.** What does the course description and syllabus say about attendance?
  - g.** What is the method by which the final course grade is calculated?
  - h.** Is there a legitimate alternative accommodation that can be made instead of modifying attendance requirements?
- 4.** Each case may be reviewed by the Director of Disability Services in consultation with the members of the Accommodations Review Board, the instructor of the course in question, the student’s advisor and the department chair as appropriate.

## Attendance Policy Q & A

**Q:** *Does this policy mean that individual instructors will no longer have a say in whether or not a particular student can be held to the same attendance standards as other students in the class?*

**A:** No, not at all. The granting of modified attendance expectations as an accommodation will only occur if and when all of the procedures outlined in the enclosed policy are met, which includes consultation with the instructor of the course in question.

**Q:** *Is it possible for a student to miss a significant number of classes due to an illness, and then retroactively request a waiver of attendance requirements?*

**A:** No. All accommodations requested based on a qualified disability must be negotiated in the first weeks of the semester (or before) and must be included on the 504 Plan. Retroactive accommodations for students are not permitted. For students who may experience a long term unexpected absence, the option of a medical withdrawal remains.

**Q:** *Can any student with a qualified disability categorically ask for latitude in attendance policies?*

**A:** No. The disability must be the direct cause of a particular absence from a particular class on a particular day, the modification must already be in place and agreed upon by all parties, and any absences that occur still must fall within the parameters of the approved accommodation.

# Accommodations Review Board

## Membership:

The Accommodations Review Board shall consist of four faculty members appointed annually by the Vice President for Academic Affairs, with attention to including at least two faculty members who have expertise in reading psychological reports. The Vice President for Academic Affairs serves as the chair of the Board, without vote. The Director of Disability Services and the Dean of Academic Services shall serve as *ex officio* members of the Board.

## Duties:

1. To act upon all requests for accommodations which involve course substitutions and/or waivers.
2. To review individual 504 plans if a faculty member believes that a particular accommodation (or accommodations) called for in the plan is (are) not academically appropriate for the student and to make a final determination regarding the accommodation (or accommodations) in question.
3. To hear appeals from disabled students who have concerns about the adequacy of any accommodation (or accommodations) that have been proposed or granted and to make a final determination regarding the accommodation (or accommodations) in question.
4. To consider proposed changes regarding academic policies and procedures related to students with disabilities and to make academic policy recommendations to the Curriculum and Instruction Committee. Students with disabilities who wish to request a course substitution, waiver or other exception to academic policy must fill out a "Petition for Exception to Academic Policy" (obtained in the Registrar's office) and should consult with the Director of Disability Services during the petition process for assistance or guidance. The pages that follow describe specific procedures to be followed by students making such a request.

## Voting Procedures

- Voting will be conducted by secret ballot; only the four faculty members on the Accommodations Review Board have the right to vote.

## Meetings

- The Accommodations Review Board will have scheduled meetings in October, November, February and April. An agenda for each meeting will be prepared and distributed one week prior to the meeting. If there is no business to be conducted at a scheduled meeting, the meeting will be cancelled.
- If necessary, additional meetings may be scheduled.

## Course Substitution Requests

**All requests for course substitutions must be submitted in writing to the Accommodations Review Board. The policies and procedures of this board are outlined below:**

- The following materials should be submitted in conjunction with requests for accommodations involving course substitutions or waivers.
  1. The most recent psychological report, preferably one completed within the last five years. Additional documentation may be required, depending on the specific nature of the disability.
  2. Information about high school modifications and 504 plans.
  3. Any Greensboro College 504 plans which are on file.
  4. A list of faculty and staff at Greensboro College who may have relevant information about the request.
  5. An evaluation from the Director of Disability Services.
  6. A letter, preferably handwritten, from the student which includes the following:
    - a. The accommodation being requested.
    - b. The student's perception of the nature of the learning disability at it relates to the accommodation or course waiver being requested.
    - c. The student's experience with the subject matter in high school and college.
    - d. A statement of how the course substitution, if requested, is related to the student's education and/or career goals.
  7. A signed release form allowing Board members to have access to this information.
- The letter from the student will be circulated to the Board members in advance of the meeting. All other materials will be available for review by Board members at least 48 hours in advance of the meeting.
- The Director of Disability Services has the responsibility for preparing the file containing items (1) - (5) above and submitting it to the members of the Accommodations Review Board.
- Proposals as to specific course substitutions should be prepared by the student in consultation with his or her faculty advisor and the Director of Disability Services. The proposal should indicate how the proposed courses relate to the student's career plans and educational goals if appropriate.
- Such requests should be made as early as possible to facilitate any accommodations involving specific scheduling. At the latest, requests for course substitutions and waivers must be approved before the student has earned 92 credit hours (senior status). Therefore, students should submit requests no later than the last semester of the junior year. However, students who submit requests as late as their junior year should be advised that, in order to complete the particular requested substitution or accommodation, graduation may be delayed.

## **Review of 504 Plans if accommodations are challenged as inappropriate by a faculty member**

- The faculty member meets with the student to discuss the 504 Plan and its relationship to that particular class.
- The faculty member may consult with other faculty with expertise in the area of disabilities.
- If the faculty member still has concerns about the appropriateness of a particular accommodation, the faculty member contacts the Director of Disability Services to discuss the accommodation and the faculty member's concerns.
- If the matter is not resolved to the satisfaction of the faculty member, the faculty member writes a letter to the Chair of the Accommodations Review Board addressing the specific accommodations and explaining why the faculty member believes that it is not appropriate for the course in question.
- The Board meets to consider the faculty member's letter and makes a final determination on the matter.

## **Appeals from Disabled Students Concerning the Effectiveness of Accommodations**

- The student meets with the course instructor and the Director of Disability Services to discuss the student's concerns about the effectiveness of the accommodations.
- If the matter is not resolved to the satisfaction of the student, the student writes a letter to the Chair of the Accommodations Review Board setting forth reasons why the student believes that the accommodations are ineffective.
- The Board meets to consider the student's appeal and makes a final determination on the matter.

## **Accommodations Review Board Confidentiality Policy**

In accordance with federal regulations, all documentation regarding disability and student progress will be held in the strictest confidence. Specific information will be shared with selected staff and faculty only after express written permission from the student is on file.

## **Appendices**

### **Forms**

The following section provides examples of specific documents and forms used by the Office of Disability Services. Students, faculty and staff should be familiar with these forms and how they are used.

- Appendix A: Voluntary Disclosure Form  
To be completed by students upon enrollment
  
- Appendix B: Assessment Referral Form  
To be completed by faculty and staff when they encounter students they believe may benefit from support services
  
- Appendix C: Greensboro College 504 Plan  
To be determined by the Director of Disability Services, in conjunction with the student.  
A summary of strengths, weaknesses and accommodations that must be provided to students with disabilities, this is the document that students must present to faculty members when requesting accommodations.

## Appendix A

### Greensboro College Office of Disability Services Voluntary Disability Disclosure Form

#### I. General Information

Name \_\_\_\_\_

Social Security \_\_\_\_\_ Freshman or Transfer \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

#### II. Disability Information

What is the nature of your impairment? (Check all that apply.)

Learning Disability

Attention Deficit/Hyperactivity Disorder

Psychological Impairment

Visual Impairment

Hearing Impairment

Mobility Impairment

Chronic Health Disorder

Other

Briefly describe ways in which your impairment may affect your ability to fully participate in any Greensboro College programs and indicate any accommodations you will likely request.

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#### III. Exchange of Information

In order to best meet your individual needs and reasonable accommodations, may we have your permission to discuss any documentation that you submit with:

Your Parents Yes \_\_\_\_\_ No \_\_\_\_\_

Your Physicians/Psychologists or other qualified professionals Yes \_\_\_\_\_ No \_\_\_\_\_

Selected Greensboro College Faculty and Staff Yes \_\_\_\_\_ No \_\_\_\_\_

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

\_\_\_\_\_  
Date

## Appendix B

### Greensboro College Office of Disability Services Assessment Referral Form

Student \_\_\_\_\_ Date \_\_\_\_\_  
Instructor \_\_\_\_\_ Course \_\_\_\_\_

Reasons for Referral (a brief description of your concern):

Observations (check all that apply):

<input type="checkbox"/> poor attendance	<input type="checkbox"/> late assignments
<input type="checkbox"/> poor test performance	<input type="checkbox"/> poor writing skills
<input type="checkbox"/> not prepared for class	<input type="checkbox"/> poor reading skills
<input type="checkbox"/> no class participation	<input type="checkbox"/> inattentive
<input type="checkbox"/> disorganized	<input type="checkbox"/> appears not motivated

Have you met with the student to discuss your concerns?

Is there anything else that you feel may be interfering with the student's performance, or that you think I should know before meeting with the student?

Thank you for taking the time to make this referral. I will make contact with the student and get back to you as quickly as possible.

Forward to: Debbie Roberts, Office of Disability  
Services, 3<sup>rd</sup> Floor Main

**Appendix C**  
(2 pages)

**Greensboro College**  
**Office of Counseling & Disability Services**  
**Section 504**  
**Nondiscrimination of Students with Disabilities**  
**Individual Accommodation Plan**

**Name:**  
**Diagnosis:**

**ID#:**  
**Advisor:**

**Student's Strengths**

**Student's Concerns**

**Accommodations To Be Provided**

*Continued*

## **Rights and Responsibilities of Students**

Students who have disabilities have an equal opportunity to participate and benefit from programs at Greensboro College. Students have the following rights and responsibilities:

- 1. To present documentation of a disability and how it will affect a course of study, instructional method, or evaluation so that accommodations can be provided.**
- 2. To meet and maintain Greensboro College's standards as any other student.**
- 3. To participate in programs and activities of the college community including services and activities such as counseling and career services, health services, housing, co-curricular activities, and transportation.**
- 4. To receive reasonable accommodations in the course of study, instructional method, or evaluation.**
- 5. To be evaluated based on their ability, not their disability. If the disability affects the outcome of the evaluation, accommodations including an evaluation by an alternative method will be made.**
- 6. To self-advocate regarding individual needs. They can request information or assistance in order to become a more effective advocate. Note: The Director of Disability Services and professional staff are available to assist students in writing a 504 plan.**
- 7. To have all information regarding their disability be held in confidence. When information is needed by another party, the college will first seek permission by asking the student to sign a release of information.**
- 8. To appeal the College's decisions regarding accommodations by following the Appeal Procedures stated in the Academic Catalog and Disability Services Handbook.**
- 9. To be informed of appeal procedures outside the College. This includes filing a complaint with the Office of Civil Rights or through the civil court system.**

**By signing this plan, the student agrees to present a copy of this plan to each of his/her Instructors and to discuss this plan with them.**

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**Student's Signature**

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**Date**

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**Director of Disability Services' Signature**

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**Date**

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**Advisor's Signature**

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**Date**