

Victoria College

Disability Support Services

Student Handbook

Disability Support Services

Victoria College

2200 E. Red River

Victoria, TX 77901

(361) 572-6411 or (361) 582-2400

<http://victoriacollege.edu/Explore/GettingStarted/Advising/DisabilityServices>

This document can be made available in alternative format upon request.

Victoria College Advising & Counseling Services

Revised June 2018

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Statement of Non-discrimination

The Victoria College does not discriminate on the basis of race, color, religion, national origin, gender, pregnancy, age, disability, genetic information, marital status, amnesty, Veteran's status or limited English proficiency. It is our policy to comply, fully, with the nondiscrimination provision of all state and federal rules and regulations.

The Director of Human Resources is the equal employment opportunity coordinator and coordinator for compliance with the Civil Rights Act of 1964, as amended, including The Pregnancy Discrimination Act of 1978, the Age Discrimination in Employment Act of 1967 as amended, the Rehabilitation Act of 1973 (Sections 503, 504), Title IX of the Education Amendment of 1972, American with Disabilities Act of 1990 as amended in 2011, Immigration Reform and Control Act (1986), Texas Commission on Human Rights Act (1983), the Vietnam Era Veterans Assistance Act of 1974, Texas Statutes 6252-14- V.A.T.S. and 6252-16- V.A.T.S., Executive Order 11246 and 11758, the Family and Medical Leave Act, and the Genetic Information Nondiscrimination Act (GINA) of 2008.

Victoria College Mission

Victoria College is a public, open-admission college. Our mission is to provide educational Opportunities and services for our students and the communities we serve. Victoria College provides:

Associate Degrees and Certificates – Programs leading to the Associate of Arts, Associate of Science, Associate of Applied Science, and Certificates that meet the needs of the students and communities within our service area.

University Transfer – Academic courses that apply to baccalaureate degrees and meet the educational needs of students planning to transfer to a university.

Career & Technical Education – Credit courses and programs designed to satisfy local and regional employer demands and meet individuals' workforce training needs.

Academic Foundations– Compensatory education courses consistent with open admission policies designed to prepare students effectively for success in college-level studies.

Continuing Education – Non-credit courses and programs that meet the immediate technical and occupational skills needs of employers and the individual, and fulfill the personal enrichment and cultural needs of the individual and the community.

Adult Education – Adult education, basic skills, and English as a second language instructional programs that meet the specific educational needs of our adult constituency.

Student Support – Services and activities that support student success, including academic guidance and counseling services.

Cultural and Intellectual Outreach – Educational activities and events that enhance our community's quality of life.

Mission

The mission of Disability Support Services (DSS) is to support the College and extended campuses by ensuring access to programs, activities, and facilities and to assist students with disabilities by providing accommodations, services, and resources.

Goals

The goals of the office of Disability Support Services are to:

- Provide support services for students with disabilities to participate in the full range of campus programs and activities;
- Assist students with disabilities to maximize their independence and become integrated into the campus community; and
- Increase the retention and graduation rates of students with disabilities and to foster student independence.

Legislation

Policy of non-discrimination (504 Statement)

In September 1973, Congress passed Section 504 of the Rehabilitation Act. Section 504 states:

“No otherwise qualified individual in the United States shall, solely on the basis of his/her handicap, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

Consistent with Section 504, the policy of Victoria College is that no qualified individual with a disability may be discriminated against on the basis of his/her disability. Qualified individuals with disabilities are encouraged to seek admission to the college. Victoria College is making affirmative efforts to accommodate qualified individuals with disabilities. Such efforts include elimination of physical barriers and provision of necessary special assistance.

Our goal at Victoria College is to promote institutional programs and employment practices that are accessible to all individuals with disabilities.

The Americans with Disabilities Act

The Americans with Disabilities Act (ADA) gives individuals with disabilities civil rights protection that is like that provided to all individuals on the basis of race, sex, national origin, and religion. The act guarantees equal opportunity in employment, public accommodations, transportation, state and local government services, and telecommunications.

Any student who has a complaint in regard to his/her rights should refer to the Grievance Procedures outlined on page 21 of this handbook.

Rehabilitation Act / ADA Terminology

Person with a Disability – is someone with a physical or mental impairment that substantially limits one or more major life activities. A person is considered to be a person with a disability if he/she has the disability, has a record of the disability, or is regarded as having the disability.

Qualified Individual with a Disability – an individual with a disability who can perform the “essential functions” of the employment position with or without reasonable accommodation. In the case of program accessibility, a qualified individual with a disability is one who can meet the essential eligibility requirements of the program or service, with or without reasonable modifications to the entity’s rules, policies or practices, or with or without provision of auxiliary aids and services.

Essential Functions – job functions that are essential to the performance of the position. Specialized job functions, functions for which the position exists, and functions that can be performed by only a limited number of employees are generally considered essential functions.

Covered Disability – a physical or mental impairment that substantially limits one or more major life activities.

Reasonable Accommodations – the modification of or adjustment to a job, work environment, or the way things are usually done that enables a qualified individual with a disability to enjoy the opportunity to attain the same level of performance, or to enjoy equal benefits and privileges of employment, as the average similarly-situated employee without a disability.

Reasonable Alteration – the alteration of an entity’s policies, practices, or procedures that enables a qualified individual with a disability to enjoy equal benefits and privileges of the program, services, or activity, as the average similarly-situated individual without a disability and that does not result in a fundamental alteration of the programs, services or activity.

Exclusions from the definition of “qualified individual with a disability”

Temporary Impairments – physical or mental impairments that substantially limit one or more major life activities may not be covered disabilities depending upon the duration of the impairment and the extent to which they actually limit a major life activity of the affected individual.

Substance Abuse – while drug addiction is an impairment, a person engaging in the current and illegal use of controlled substances is not a qualified person with a disability.

Excluded Conditions – homosexuality, bisexuality, transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders, compulsive gambling, kleptomania, pyromania, and psychoactive disorders are specifically excluded from the definition of disability. An individual with any of the above conditions is not a qualified individual with a disability.

Direct Threat – a significant threat to the health or safety of the individual or others that cannot be eliminated or reduced to an acceptable level by: modification of policies, practices or procedures; through the provision of auxiliary aids or services; or by reasonable accommodations. An individual who poses a direct threat to the health or safety of the individual or others is not a qualified individual with a disability.

Procedures for admissions and establishing services at Victoria College

Individuals with disabilities enter Victoria College through the established admission procedures that are required of all applicants. Neither the nature nor the severity of one's disability is used as a criterion for admission.

Qualifying for support services

Once admitted to Victoria College, individuals with disabilities who need special accommodations must self-identify and register with DSS. All services and accommodations are elective and must be requested by the student. The following procedure should be followed when requesting support services and/or accommodations as a person with a disability.

1. The student with a disability should make an appointment with a DSS Advisor at least 30 days before the start of the semester. The appointment can be scheduled in person in the Advising & Counseling Services Office or by calling either (361) 572-6411 or 361-582-2400.
 2. During the intake interview, the student should be prepared to share pertinent information about any disability he/she has. The student will be given an **Application for Assistance**, which will need to be completed and returned to the advisor.
 3. Documentation of each disability will be required to determine the nature of the disability and the appropriate accommodations. Documentation must:
 - a. Be from a qualified or licensed professional (physician, psychologist, etc...), and
 - b. Include a detailed description of how this impairment significantly limits a major life function in an educational setting.
1. Acceptable forms of documentation include:
 - i. Psychological test results from school districts
 - ii. Assessment results from the Department of Assistive and Rehabilitative Services (formerly Texas Rehabilitative Commission)
 - iii. Assessment reports from a private psychologist or educational diagnostician

iv. Assessment results from a neurologist or other medical doctor

Specific instructions on appropriate documentation that needs to accompany the completed DSS application can be found in the appendix.

4. The student will sign a **Consent for exchange of information form** (see appendix) so that the DSS Advisor, instructors, and agencies that serve the student may coordinate services for the student.
5. The DSS Advisor will review the application, documentation, information from the intake interview, and information provided by agencies and the student's instructors to determine appropriate accommodations for the student. Accommodations will be determined on a case-by-case basis.
6. The student with a disability should schedule a follow up appointment with the DSS Advisor to complete the necessary paperwork for accommodations.
7. The student will sign a **Faculty/staff information form** and deliver to each instructor whose class will require special accommodations. The form is used by the student for the purpose of self-identifying with each instructor and to document for both the student and the instructor the accommodations to be provided.
8. **It is the student's responsibility to deliver the faculty/staff information form in a timely manner to the instructor for each of the student's classes where accommodations are required.** Failure to do so may result in a delay in implementation of accommodations.
9. If a student with a disability must be absent from a class or must drop a class, in which services are being provided, the student must notify the DSS Advisor.
10. If accommodations provided are not suitable, the student with a disability may request an alternative accommodation. All attempts will be made to satisfy reasonable requests from the student.

Maintaining services

Students with disabilities are expected to comply with the following procedure each semester to continue receiving services and accommodations:

1. Provide the DSS Advisor with a copy of his/her schedule for every semester so that the **Faculty/staff information forms** can be prepared.

2. Schedule an appointment with a DSS Advisor to sign and receive **Faculty/staff information forms** to take to instructors.
3. Keep DSS Advisors informed about their academic status, needs, problems with services and/or accommodations and/or changes in their disability.
4. Schedule any specialized services in a timely manner as outlined in “Specific Information and Specialized Services”.

Disability Support Services at Victoria College

The following services are examples of accommodations that may be available to qualified students with disabilities.

Registration Services

Registration dates are listed in Victoria College Catalog and Victoria College Course Schedule for the desired semester. Once the student is registered for classes, the DSS Advisor will prepare the **Faculty/staff information forms**.

Interpreting Services

Interpreting services are provided for deaf or hard of hearing students. DSS provides interpreting services for scheduled classes, labs, and other college events and activities. Since few interpreters are available in Victoria, deaf/hard of hearing students are encouraged to request services as early as possible.

Note-taking Services

Note taking services may be available to individuals whose disability precludes them from taking notes in class.

- Before selecting a note taker, it is a good idea to look around the class and see who seems to be most attentive. Generally, good note takers sit near the front of the room and take notes consistently throughout the class period. The instructor may be able to offer advice about whom to choose.
- Those selected to be note takers must come to DSS to complete a **Note Taker Application**. DSS will provide the note taker with NCR paper and will be paid a flat fee for the semester. If the note taker is only needed for a partial semester, the fee will be prorated. The payment for services will be made at the end of the semester.
- When a note taker is provided, the student with a disability is encouraged to attempt to take notes. This assists the student to stay focused in class.

- If the note taker has prior knowledge that he/she will be absent, it is a good idea to ask another student to take notes for that day.
- Students who serve in the capacity of a note taker are required to sign a **Note Taker Agreement** (see appendix) concerning duties.

Reader/scribe/lab assistant Services

DSS will assist individuals who require reader/scribe/lab assistant services. Individuals will be provided with a qualified reader/scribe/lab assistant if a reader/scribe/lab assistant is an approved accommodation.

- The student with a disability must contact DSS at least one week prior to the time the reader, scribe, or lab assistant is needed.
- DSS will then attempt to hire a student assistant to fulfill those duties at the necessary time. In some cases, alternate times may need to be set to have the service provided.
- Students who serve in the capacity of reader/scribe/lab assistant are required to sign an agreement (see appendix)

Specialized Testing Services

For special testing arrangements (extended time, oral or taped tests, use of CCTV, etc...) the student will have to schedule an appointment to test in the Testing Center.

- Arrangement to test with the Testing Center must be made at least 48 hours in advance of the scheduled test. Students testing at the Gonzales Center or the Calhoun Center must make arrangements to test no later than one week in advance of the scheduled test.
- The amount of extended time is determined on a case-by-case basis.
- The typical amount of extended time is time and a half (e.g., a 50 minute class would qualify for a 75 minute test).

Recording

If recording class lectures is an approved accommodation, the student may be asked to sign a **Recording Agreement** (see appendix). In all cases, recordings are to be used for personal study only and destroyed/deleted at the end of the semester.

Adaptive Equipment

Desk for Wheelchairs

Desks without attached chairs are available for those classrooms that are not equipped with desks that can accommodate a wheelchair.

CCTV

Enlarges printed material onto a monitor for visually impaired students in both color and black and white. The CCTV Systems are available in the Testing Center and the Library.

Motic Images Plus

The Motic Images equipment is a microscope with the ability to send an image to a computer screen. The system is designed for any student to use and is helpful for students with disabilities. The Motic system is available in the Health Science Center.

MDVIS

A Microscopic Digital Video Imaging System is a high-resolution microscope and camera capable of capturing digital images that can be viewed by students. The system is designed for any student to use and is helpful for students with disabilities. The MDVIS system is available in the Health Science Center.

JAWS

A computer screen reader designed for Windows programs for visually impaired students.

NVDA

A computer screen reader designed for Windows programs for visually impaired students.

ZoomText

Enlarges text and reads material for visually impaired students.

KURZWEIL 3000

Screen reading software for students with learning and visual disabilities. This is installed on a computer in the Tutoring Center.

Electronic Textbooks

DSS will provide information concerning recorded textbooks from Learning Ally (formerly Recordings for the Blind and Dyslexic) to individuals who inquire about them.

Course Substitution

In accordance with Victoria College academic regulations, only under unavoidable and exceptional circumstances will the college permit substitutions for, or exemption from, the prescribed curricula. Students with documented disabilities are expected to complete the graduation requirements for their area of study. Victoria College recognizes that some individuals have disabilities that may interfere significantly with the completion of all program requirements. Students should discuss these situations in detail with the DSS Advisor.

Victoria College Resources

Tutoring Services

Tutoring services are available to all students enrolled at Victoria College and should be utilized whenever possible. The Tutoring Center has subject specific tutors that are available during scheduled times. Students are encouraged to contact Betty East at the Tutoring Center to learn more about tutoring opportunities.

Individuals are responsible for paying for private tutorial services.

The KEY Center

Free services are offered to qualified individuals. Applications are available in The KEY Center. In order to qualify a student must:

- Be a first generation college student (neither parent has completed a four year college degree);
- Meet income guidelines; or
- Have a documented disability

Services offered include:

- Individual and group tutoring in a variety of academic areas
- College success skills

- Transfer assistance to students who plan to continue their education beyond a certificate or associate degree program
- Workshops and seminars in the areas of time management, study skills, test anxiety, and other areas of interest
- Learning styles and self-exploration assistance
- Career interest, explorations, and preparation sessions
- Advising in academics, financial aid and personal concerns
- Cultural and educational enrichment activities, and
- Referral services to other campus and community resources.

Handicapped Parking

Individuals who park on campus must display an authorized handicapped parking decal, placard, or state-approved plate. Any vehicle not displaying the proper plate or placard and decal will be fined and possibly towed.

Special Assistance by Library Staff

The staff of Victoria College/ University of Houston-Victoria Library are available to assist individuals with disabilities. Individuals can learn about library services and receive assistance by contacting personnel at the main desk.

Community Resources

Victoria College

Disability Support Services
Advising & Counseling Services
Student Services Building, Room 105 E
2200 E. Red River
Victoria, TX 77901
(361) 572-6411 (voice)
(361) 582-2400 (voice)
(361) 582-2525 (fax)
Karen.Friedel@VictoriaCollege.edu

Learning Ally National Headquarters

20 Roszel Rd. Princeton, NJ 08540
(800) 221-4792

Victoria College Advising & Counseling Services
Revised June 2018

<http://www.learningally.org/>

Texas Workforce Solutions – Vocational Rehabilitation Services

4102 N. Navarro St., Ste. D-2

Victoria, TX 77901

(800) 687-7043

(361) 580-5700

<http://www.twc.state.tx.us/jobseekers/vocational-rehabilitation-services>

Texas Workforce Solutions

120 Main St., Ste. 110

Victoria, TX 77901

(361) 578-0341

<http://www.gcworkforce.org/>

Texas School for the Deaf

(Educational Resource Center on Deafness)

(800) 332-3873

Frequently Asked Questions

How do I apply for disability services?

You should contact the DSS office one month prior to the semester you plan to enroll at Victoria College. You will need to complete an **application for services** and the **consent for exchange of information**. You must provide documentation verifying your disability.

How are accommodations determined?

The DSS Advisor will review the documentation you provide. Then the DSS Advisor will meet with you to discuss your disability and how it will affect your ability to complete the courses in which you are enrolled. Accommodations will be provided based on this information.

How will my instructor know what accommodations I am eligible to receive?

After you and the DSS Advisor have discussed the accommodations that are appropriate for your disability, the advisor will provide you with a **faculty/staff information form**. You will be given a copy to take to each of your instructors. This form provides a good introduction to the discussion of your disability. Your instructor may then contact the DSS Counselor to discuss the accommodations to be provided.

Do I have to tell my instructor what my disability is?

No. It is not necessary to disclose your disability to your instructor in order to receive services. However, in some instances, it may be useful for your instructor to know about your disability. Ultimately, the choice to disclose or not is up to each individual student.

I often miss classes due to my disability and my instructor has warned me that he/she will deduct points for missed classes. Can he/she do this?

Yes. If your instructor views classroom attendance and participation as essential components of the class, then all students can be held to this standard.

Does Disability Support Services provide on-campus mobility assistance?

At this time there are no mobility services available to students to assist them in getting to and from their classes. Students with mobility impairments must provide their own wheelchairs and/or other individually prescribed devices.

What should I expect in the classroom?

Expect to maintain the standards that apply to everyone else in the course. With the exception of appropriate accommodations, course content will not be altered.

What about confidentiality?

DSS makes every effort to maintain the privacy of students with disabilities. The student's disability and eligible accommodations are confidential and not a part of the student's academic record or public information.

Can I use a service animal in the classroom?

Yes. The ADA defines a service animal as any guide dog, signal dog, or other animal individually trained to provide assistance to an individual with a disability. If they meet this definition, animals are considered service animals under ADA and permitted on campus and in the classroom.

The Rights and Responsibilities of Students with Disabilities

Students with disabilities have the right to:

- Full and equal participation in the services and activities of Victoria College;
- Reasonable accommodations, academic/work adjustments and/or auxiliary aids and services;
- Confidentiality to not have private information freely disseminated throughout the campus;
- Limit access to confidential records. In doing so, however, disabled individuals recognize that implementing accommodations may become more difficult;
- Information readily available in accessible formats;
- Be evaluated based on their ability, not their disability;
- Appeal the institution's decisions concerning accommodations following the procedures outlined in Victoria College Student Handbook.

Students with disabilities have the responsibility to:

- Identify as an individual with a disability in a timely fashion when an accommodation is needed and to seek information, counsel and assistance as necessary;
- Demonstrate or document how their disability affects a particular delivery system, instructional method, or evaluation criteria when requesting an accommodation;
- Meet qualifications and maintain essential institutional standards for courses, programs, services, jobs and activities;
- Demonstrate and/or document (from a qualified professional) how the disability limits their participation in courses, programs, services, jobs and activities; and
- Follow published procedures for obtaining reasonable accommodations, academic/work adjustments and/or auxiliary aids and services or when requesting barrier removal.

The Rights and Responsibilities of Victoria College

Victoria College has the right to:

- Establish essential functions, abilities, skills, knowledge and standards for courses, programs, services, jobs and activities or facilities and to evaluate individuals with disabilities on this basis;
- Determine the appropriate standards in developing, constructing, remodeling and maintaining facilities;
- Confirm disability status and request and receive current, relevant documentation that supports requests for accommodations, academic/work adjustments and/or auxiliary aids and services;
- Have appropriate staff discuss individuals and their respective disabilities in order to implement requested accommodations;
- Deny a request for accommodations, academic/work adjustments or auxiliary aids and services, and/or barrier removal in facilities 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, academic/work adjustments and/or auxiliary aids and services; and
- Refuse unreasonable accommodations, academic/work adjustments or auxiliary aids and services, and/or facility-related barrier removal requests that impose a fundamental alteration on a program or activity of the College.

Victoria College has the responsibility to:

- Inform applicants and students about the availability and the range of accommodations;
- Provide information to faculty, staff, students and guests with disabilities in accessible formats upon request;
- Ensure that courses, programs, services, jobs, activities, and facilities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings;
- Evaluate students, faculty and staff on the basis of their abilities and not their disabilities;
- Respond to requests on a timely basis;

- Provide or arrange reasonable accommodations, academic/work adjustments and/or auxiliary aids and services in courses, programs, services, jobs, activities and facilities; and
- Maintain appropriate confidentiality of records and communication except where permitted or required by law.

Grievance Procedures

Students who feel that their rights have been violated have the right to file a grievance in accordance with the following procedures. Students may file grievances to address issues with disability support services, including but not limited to the denial or non-delivery of accommodations, the type of accommodations which are provided, and the manner in which accommodations are provided, and the accessibility of Victoria College programs or activities.

Students who feel that their rights have been violated should first contact their DSS Advisor to resolve the issue. If the DSS Advisor is not able to resolve the issue, the student may follow the following grievance procedure:

1. Students who wish to file a grievance should file a Student Complaint of Denial of Rights Form with the Affirmative Action Officer, within 30 calendar days of the occurrence. A student should include as much detailed information as possible on the form.
2. The Affirmative Action Officer will investigate any complaint of discrimination based on disabling condition. The Affirmative Action Officer may require the student to provide additional information as necessary to investigate the complaint. Regardless of whether it is requested by the Affirmative Action Officer, the student shall have the right to provide additional information if the student believes additional information would be relevant.
3. If a complaint is brought by a student regarding denial of an accommodation needed in an ongoing class, the DSS decision will be upheld until such time as a formal resolution of the grievance process is achieved.
4. **The Affirmative Action Officer shall complete the investigation within 14 working days of receiving the Student Complaint of Denial of Rights Form.** If the complaint is found to have merit, the Affirmative Action Officer shall have the authority to recommend appropriate action to the appropriate

College Administrator. If the complaint is found not to have merit, the Affirmative Action Officer may dismiss the case. **The student will be notified in writing once a decision has been reached.** To appeal this finding the student may follow the grievance procedure outlined on page 27 of the Student Handbook, Article II, Rights of Students, and Section 2.6.

Medical emergency Response Procedure for Students with Disabilities

It is the student's responsibility to notify DSS and his/her individual instructors of medical conditions that might result in emergency situations. Medical conditions that would require notification include, but are not limited to, seizure disorders, heart disease, abnormal heart rhythms, diabetes, hypoglycemia, cardiomyopathy, asthma, other breathing disorders, fainting spells, blackouts, chronic fatigue syndrome, severe arthritis, and head injury. Students with any medical condition that may cause an emergency should inform DSS to insure proper care.

If a medical emergency should occur while the student is on campus, 9-1-1 and (361) 220-1391 (campus security) will be called and an ambulance requested. The student will be transported to an emergency room at a nearby hospital.

The personnel of DSS are not medical personnel. Therefore, 9-1-1 should be called first for the student to receive appropriate medical attention. DSS should be notified for support of the student, which includes notifying family/friends of an emergency, providing health information if the student were unable to do so, and serving as a liaison with faculty following an emergency.

Realistic Expectations for College

The type of instruction and support that you may have received in high school is different from the type of instruction and support that you will receive in college. The following is a list of major differences between high school and college that will help you be more aware of what is ahead.

Responsibilities	High School	College
Contact with teacher	Teacher-Student contact is closer and more frequent (5 days/week).	Instructor-student contact is more difficult to arrange and less frequent (1 to 3 times/week).
New Status	Student establishes a personal status in academic and social activity based on family-community factors	Student is in a new situation where there is little carry-over of either family or community reputation.
Advising	Advising by teachers or Academic Advisors is personalized. Guidance personnel are more easily available. Parental contact is constant.	Advising must be sought by students and is less available. Parental contact is much more difficult and limited if student is living away from home.
Dependence	Student is told what to do in most situations. Follow-up on instructions is often the rule	Student is on his/her own. Self-discipline is required.
Motivation	Student gets support and encouragement to achieve or participate from parents, teachers, or counselors.	Student must supply his/her own motivation.

Responsibilities	High School	College
Freedom	Student is supervised by parents, teachers, and school administrators on a daily basis.	Student has much more freedom. Student must accept responsibility for his/her actions.
Distractions	Distractions are from school and community but these are partially controlled by school and home.	Many more distractions. Many more temptations to neglect academic demands. Many more opportunities to become involved in nonproductive activities.
Value Judgments	Student often makes value judgments based on parental values. Student may have value judgments made for him/her.	Student-student contact and instructor-student contact may lead to new value judgments arrived at without parental guidance.

Adapted from "What Education Life after High School? Successful Transition for Students with Learning Disabilities to Postsecondary Educational Settings," by Daryl Mellard 1994, in E.S. Ellis & D.D. Deschler (Eds), Teaching the Learning Disabled Adolescent (p.1-49). Copyright 1994 by Love Publishing.

Appendix

Letter to Student

Advising and Counseling Services – Disability Support Services

2200 East Red River

Victoria, TX 77901

Phone: (361) 582.2400

FAX: (361) 582.2525

Dear Student:

Disability Support Services (DSS) assists students with disabilities attending Victoria College by determining and recommending appropriate academic support services.

Students seeking services must complete an application form and provide our office with verification of his/her disabilities. Once verification is received, students may be eligible to receive appropriate accommodations through DSS. Students should register with DSS at least one month prior to enrollment at Victoria College to ensure that accommodations are in place by the beginning of the semester.

If you have any questions, please feel free to contact the DSS office at the number listed above. We look forward to serving you!

Sincerely,

Bobby Cubriel

Director of Advising & Counseling Services

Karen Friedel

Academic/Disability Advisor

Victoria College Advising & Counseling Services

Revised June 2018

Note Taker Agreement

I understand that, when serving as a note taker for a student with a disability, I will take the best quality (readable and most important information) notes that I possibly can. I realize that this is important so that the student with a disability will have access to information that they need to be successful in the class. I also understand that I may be relieved of my duties if the student, instructor, Disability Support Services agree that the quality of the notes is not of sufficient merit to benefit the student with a disability.

I am also aware that students with disabilities have the right to have information about their particular disability or disabilities kept confidential. I agree not to discuss disability information with any other instructors, staff, or Counseling Services personnel other than those I am specifically working with in connection to my duties as a note taker.

Note taker Signature

Date

Reader/Scribe Agreement

I understand that, when serving as a scribe for a student with a disability, I will write exactly what the student tells me to write. I realize that this is important so that the work submitted to be graded will be the work of the student and not my own.

I am also aware that students with disabilities have the right to have information about their particular disability or disabilities kept confidential. I agree not to discuss disability information with any other instructors, staff, or Counseling Services personnel other than those I am specifically working with in connection to my duties as a scribe.

Scribe

Date

Laboratory Assistant Agreement

I understand that, when serving as a lab assistant for a student with a disability, I will only do exactly what the student tells me to do. I realize that this is important so that the work submitted to be graded will be the work of the student and not my own. If I do not understand what the student is telling me, I will only ask for clarification to ensure that I have understanding. In the case of visual disability, I will describe to the best of my ability things that the student with the disability cannot see.

I am also aware that students with disabilities have the right to have information about their particular disability or disabilities kept confidential. I agree not to discuss disability information that I am privileged to with any other instructors, staff, or Counseling Services personnel other than those I am specifically working with in connection to my duties as a lab assistant.

Lab Assistant

Date

Recording agreement

I understand that, as a student enrolled at Victoria College who has a disability that affects my ability to take or read notes, I may record my class lectures for use in my personal studies only. I realize that lectures taped for this reason may not be shared with other people without the written consent of the lecturer. I also understand that tape-recorded lectures, may not be used in any way against the faculty member, other lecturer, or students whose classroom comments are taped as part of the class activity.

I am aware that the information contained in the tape-recorded lectures is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without giving proper identity and credit to the lecturer. I agree to obey these guidelines with regard to any lectures I tape while enrolled as a student at Victoria College.

Student

Date

Documentation example for hearing impairments

Disability Support Services requires each student requesting services to provide current and comprehensive documentation of disability before eligibility for services can be determined. Students with hearing impairments must submit an audio-logical evaluation by a licensed audiologist. The evaluation report should include the following:

- The nature and severity of the hearing loss
- Functional limitations caused by the hearing loss
- The students' ability to benefit from amplification
- Recommendations for academic accommodations

This information can be sent directly to: Director of Advising & Counseling Services

Victoria College
2200 East Red River
Victoria, TX 77901
Telephone: (361) 582-2400
FAX: (361) 582-2525

Disability Support Services will make the final decision regarding appropriate accommodations based on all relevant information.

Documentation example for learning disabilities

Disability Support Services requires each student requesting services to provide documentation of their disability before eligibility for services can be determined. The provision of all reasonable accommodations and services is based upon assessment of the impact of the student's disability 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 current learning environment.

Students with learning disabilities must submit a full psycho-educational report from an individual licensed or certified to evaluate specific learning disabilities in adolescents and adults. All reports should be on letterhead, typed, dated, signed and otherwise legible. The evaluation report should include the following:

- A complete intellectual assessment with all subtests and standard scores reported.
- A comprehensive academic achievement battery with all subtests and standard scores reported. The battery should include current levels of academic functioning in reading (decoding and comprehension), mathematics, and oral and written communication.
- Specific areas of information processing (e.g., short and long-term memory, auditory and visual perception, and processing speed) should be assessed.
- A clear diagnosis of a specific learning disability. Terms such as "learning difference," "reading problem," "memory problem," and "test difficulty or anxiety," in and of themselves, do not constitute a learning disability.
- Specific recommendations for academic accommodations as well as an explanation as to why each accommodation is recommended. The evaluator should describe the impact of the diagnosed learning disability on a major life activity such as learning.

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Director of Advising & Counseling Services

Victoria College | 2200 East Red River | Victoria, TX 77901

Telephone: (361) 582-2400 | FAX: (361) 582-2525

Disability Support Services will make the final decision regarding appropriate accommodations based on all relevant information.

Victoria College Advising & Counseling Services

Revised June 2018

Documentation example for mobility impairment

Disability Support Services requires each student requesting services to provide documentation of their disability before eligibility for services can be determined.

Students with mobility impairments must submit a letter on professional letterhead from their medical doctor, which verifies the disability. The letter should address the following criteria:

- A clear statement of the diagnosis, including pertinent history.
- A description of present symptoms, fluctuating conditions/symptoms, and prognosis.
- Medical information to be considered in a post-secondary environment, including medication needs and any side effects of medication.
- A description of the student's functional limitations in an educational setting. Consider the impact of the disorder on mobility/stamina, ability to attend and participate in class, take notes, and complete written examinations under standard time limits in the classroom.

This information can be sent directly to:
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Victoria College
2200 East Red River
Victoria, TX 77901
Telephone: (361) 582-2400
FAX: (361) 582-2525

Disability Support Services will make the final decision regarding appropriate accommodations based on all relevant information.

Documentation example for psychological disabilities

Disability Support Services requires each student requesting services to provide current and comprehensive documentation of disability before eligibility for services can be determined. Students with psychological disabilities, including Attention Deficit/Hyperactive Disorder, must submit a letter on professional letterhead from a licensed psychologist or psychiatrist. The letter should address the following criteria:

- A clear statement of the DSM-V diagnosis, including pertinent history.
- A description of present symptoms, fluctuating conditions/symptoms, and prognosis.
- A summary of assessment procedures used to make the diagnosis.
- Medical information to be considered in a post-secondary environment, including medication needs and any side effects of medication.
- A description of the student's functional limitations in an educational setting. Consider the impact of the disorder on attention/concentration, ability to attend and participate in class, take notes, and complete written examinations under standard time limits in the classroom.

This information can be sent directly to:
Director of Advising & Counseling Services
Advising & Counseling Services
2200 East Red River
Telephone: (361) 582-2400
FAX: (361) 582-2525

Disability Support Services will make the final decision regarding appropriate accommodations based on all relevant information.