

Granite State College Accommodations for Disability

Information for Learners

The Granite State College will provide qualified individuals with disabilities the same educational opportunities available to persons without disabilities. When an individual's documented disability creates a barrier to educational opportunities, the College will attempt any reasonable accommodation to remove the barrier. Conditions such as physical limitation, illness, or learning disability do not prevent an individual from being a productive learner. The College, however, does not have supplementary services or programs for special audiences.

The purpose for providing services to individuals with disabilities is to:

- Help overcome obstacles
- Create self-advocacy
- Provide opportunities for academic success
- Foster/encourage self-esteem
- Increase self reliance
- Participate in education opportunities
- Encourage independence

Strategies for Success in College

- Identify the academic support staff (Academic Resources and Information Coordinator – ARIC) in your region as soon as possible. Know where to go for help when you need it. This includes your academic advisor and may include outside community resources.
- Read the GSC Catalog. Ignorance of College policies does not absolve you of responsibility for following them.
- Be a strong but diplomatic advocate for yourself. Discuss your strengths and weaknesses thoughtfully with your advisor and instructors. Do this before classes begin so you can agree what accommodations will be needed, if any, in each course you take.
- Learn how to learn and how to manage your time. The depth and complexity of material will increase as you move through a degree program. You might need to develop additional strategies to do well.
- Accept your limitations and devise reasonable accommodations and strategies. There is almost always a way to make adjustments if you put in the effort. Academic support services are available to coach you, but ultimately, your success is up to you.

Granite State College

Steps for Requesting Accommodations for Disabilities

1. Decide if support is needed – Talk with your advisor to determine if your work at GSC may require seeking support services.
2. Apply for services – If you anticipate requesting accommodations, complete an “**Application for Support Services**” and submit it to the Dean of Learner Services (address is on the Application).
3. Request documentation – Documentation of your disability will be required for accommodations. Complete the “**Release of Medical Information**” form, and send it to your medical and/or testing provider.
4. Review of documentation – Complete the “**Authorization to Review Documentation**” form and send it to the Dean of Learner Services. All materials will be reviewed and summary materials will be prepared which suggest accommodations. These will be sent to you for endorsement.
5. Plan ahead – Determine your academic plan with your academic advisor. Four to six weeks prior to each term begin the process of reviewing the outcomes of the course(s) you intend to take. Decide if you need to request specific accommodations.
6. Meet with faculty – In order to be prepared each term, meet with the faculty member before the class begins. Your academic advisor or Academic Resource and Information Coordinator (ARIC) will contact the faculty member and work together with you to identify reasonable accommodations and resources. There is a “**Course Accommodation**” worksheet that will be used to identify and agree upon accommodations. A copy will be mailed to you from the Dean’s office once the documentation regarding your disability has been reviewed.

Granite State College
Support for Learners with Disabilities
Application for Support Services

Today's date _____

1. Name (last) _____ (first) _____ (middle) _____

2. Mailing address _____

3. Day phone _____ Evening phone _____

4. Student Identification Number _____

5. Male _____ Female _____ E-mail address _____

6. Date of birth _____

7. Race (for gov. reporting only): African/American _____ Native American
_____ Asian _____ Hispanic/Latino _____ White _____
Other _____

8. Education background:
High School Graduate _____ GED _____ Other _____

9. Previous college work _____
Did you receive support services at other college(s)? Yes _____ No _____
What were they? _____

10. Status at GSC:
Not in a degree program _____ Prospective student _____ Degree
program (identify) _____
Advisor (if degree candidate) _____
Other (please specify) _____

11. Division of Vocational Rehabilitation Status:
Application in process _____ Denied by DVR _____ Case closed _____ Current
client _____ did not apply _____
If current client, counselor's name & phone # _____

12. Are you a veteran? _____

13. Do you receive SSI? _____ SSDI? _____

14. Do you use a wheelchair? _____

15. Are you taking any prescribed medications? _____

If yes, please specify _____

16. Check all that apply (indicate primary disability, second disability if more than one)

_____ hearing impairment _____ mobility impairment _____ head injury

_____ visual impairment _____ upper body/extremities _____ chronic illness

_____ psychological disability (please specify) _____

_____ learning disability (please specify) _____

_____ other (please specify) _____

Please describe how your disability affects your academic studies:

Please indicate support services you may need:

_____ recording for the blind _____ readers _____ taped text

_____ extended test time _____ tape recorder _____ note taker/scribe

_____ adaptive technology _____ interpreters _____ classroom accommodations

_____ other (please specify) _____

Accommodations will be determined once all official documentation is received and reviewed. Please allow 3 weeks from date of receipt of all documentation. GSC does not discriminate on the basis of race, religion, sex, sexual orientation, national origin or citizenship status, age, handicap, or veteran's status and shall comply with Section 504, Title IX, and the ADA in employment, education, and all other areas.

Mail form to:

**Tessa McDonnell, Dean of Learner Services
Granite State College
8 Old Suncook Road
Concord, NH 03301**

GRANITE STATE COLLEGE
UNIVERSITY SYSTEM OF NEW HAMPSHIRE
Learner Services
8 Old Suncook Road, Concord, NH 03301
(603) 228-3000 ext. 308

Authorization to Review Documentation

I, the undersigned, authorize Tessa McDonnell, Dean of Learner Services to review all official medical and/or psychological documentation concerning my disability as it relates to my ability to participate in an academic program at Granite State College.

My primary care provider and anyone dealing with my disability may rely on the continued effectiveness of the “Release of Medical Information” in the absence of notice of revocation.

A photocopy of this Authorization shall be considered as valid as the original.

I understand that to best determine the appropriate accommodations for my disability, GSC staff members and instructors may need to discuss aspects of my disability, learning style, or past experiences. I hereby give permission, for the dean of learner services, my academic advisor, the academic resource coordinator, and instructors for courses in which I am enrolled, to discuss only the aspects of my disability and academic history which will effect needed accommodations for me to be successful at the college.

All official documentation will remain confidential.

Return this form to Tessa McDonnell, at the above address.

Learner’s signature _____

Address _____

Date _____

GUIDELINES FOR DOCUMENTING A LEARNING DISABILITY*

Learners who are seeking accommodations from the Granite State College on the basis of a diagnosed specific learning disability are required to submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973.

The following guidelines are provided in the interest of assuring that evaluation reports are appropriate to document eligibility. The dean of learner services at the Administrative Offices is available to consult with diagnosticians regarding any of these guidelines.

1. Testing must be comprehensive. It is not acceptable to administer only one test for the purpose of diagnosis. Minimally, domains to be addressed must include (but are not limited to):
 - a. *Aptitude*. The Wechsler Adult Intelligence Scale-Revised (WAIS-R) with subtest scores is the preferred instrument. The Woodcock-Johnson Psycho-Educational Battery-Revised: Tests of Cognitive Ability or the Stanford-Binet Intelligence Scale: Fourth Edition are acceptable. Must be administered and interpreted by a licensed psychologist.
 - b. *Achievement*. Current levels of functioning in reading, mathematics and written language are required. Acceptable instruments include the Woodcock-Johnson Psycho-Educational Battery-Revised: Tests of Achievement; Stanford test of Academic Skills (TASK); Scholastic Abilities Test for Adults; or specific achievement tests such as the Test of Written Language-2, Woodcock Reading Mastery Tests-Revised, or the Stanford Diagnostic Mathematics Test. The Wide Range Achievement Test-Revised is not a comprehensive measure of achievement and therefore is not suitable.
 - c. *Information Processing*. Specific areas of information processing (e.g., short and long term memory; sequential memory; auditory and visual perception/processing; processing speed) must be assessed. Use of subtests from the WAIS-R or the Woodcock-Johnson tests of Cognitive Ability is acceptable.

This is not intended to be an exhaustive list or to restrict assessment in other pertinent and helpful areas such as vocational interests and aptitudes.

2. Testing must be *current*. In most cases, this means within the past three years. Since assessment constitutes the basis for determining reasonable accommodations, it is in the learner's best interest to provide recent and appropriate documentation to serve as the basis for decision-making about the learner's needs for accommodations in a college environment which is academically competitive. Normally testing done while in high school is not admissible.
3. There must be *clear* and *specific* evidence and identification of a learning disability. Individual "learning styles" and "learning differences" in and of themselves do not constitute a learning disability.
4. *Test scores/data* should be included. This is important since certain College policies and procedures (e.g., petitioning for permission to substitute courses) require actual data to substantiate eligibility.
5. Professionals conducting assessment and rendering diagnoses of specific disabilities must be qualified to do so. Trained and certified and/or licensed psychologists, learning disabilities specialists, and educational therapists are typically involved in the process of assessment. Experience working with an adult population is *essential*.
6. Evaluators should be able to demonstrate that the selection of assessment instruments is based upon their suitability (i.e., reliability and validity) for use with an adult population.
7. Diagnostic reports must include the names and titles of the medical provider as well as the date(s) of the assessment.
8. Diagnostic reports must include:
 - a. How the disability impacts performance in an academic setting
 - b. Assessment of the degree and severity of the disability (mild, moderate or severe)
 - c. Recommendations for accommodations

GUIDELINES FOR DOCUMENTING A PHYSICAL DISABILITY*

Learners who are seeking accommodations from Granite State College on the basis of a physical disability are required to submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973.

The following guidelines are provided in the interest of assuring that evaluation reports are appropriate to document eligibility. The dean of learner services in the Administrative Office is available to consult with diagnosticians regarding any of these guidelines.

1. Documentation must be comprehensive. Physician or medical provider must address extent of disability and limitations it presents.
2. Documentation must be *current*. In most cases, this means within the past three years. Since assessment constitutes the basis for determining reasonable accommodations, it is in the learner's best interest to provide recent and appropriate documentation to serve as the basis for decision-making about the learner's needs for accommodations in a college environment which is academically competitive. Normally, testing done while in high school is not admissible.
3. There must be *clear* and *specific* evidence and identification of the disability. Inferences or speculation about limitations are not admissible.
4. Professionals conducting assessment and rendering diagnoses of specific disabilities must be qualified to do so. Physicians, licensed physical or occupational therapists, or if a learning disability also exists, trained and certified and/or licensed psychologists, learning disabilities specialists, and educational therapists are typically involved in the process of assessment. Experience working with an adult population is *essential*.
5. Diagnostic reports must include the names and titles of the medical provider as well as the date(s) of the assessment.
6. Diagnostic reports must include:
 - a. how the disability impacts performance in an academic setting
 - b. assessment of the degree and severity of the disability (mild, moderate or severe)
 - c. recommendations for accommodations

GRANITE STATE COLLEGE
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Release of Medical Information

I, the undersigned, authorize and request you to provide complete information concerning my medical condition as it relates to my ability to participate in an academic program at GSC.

Send complete documentation including test results to:

Tessa McDonnell
Dean of Learner Services
Granite State College
8 Old Suncook Road
Concord, NH 03301

My primary care provider and anyone dealing with my disability may rely on the continued effectiveness of the “Release of Medical Information” in the absence of notice of revocation.

A photocopy of this Authorization shall be considered as valid as the original.

Please use the “Guidelines for Documenting Disabilities” provided by the college when requesting and providing information.

Learner’s signature _____

Address _____

Date _____
