Disability Services Student Handbook 2013-2014

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Thank you for choosing Gateway Community and Technical College (GCTC)! We value you as a student. Disability Services is here to help make your transition to and through college easier.

This handbook is a guide to getting and then using Disability Services. It does not contain everything you need to know. After all, each student's situation is a little different. However, it will give you some important information to make your student life easier.

The easiest way to meet with us is to schedule an appointment. We have more offices than we have employees, so we are not at every campus every day. Please call the main Disability Service office at 859-442-4120 or send an email to GW-disabilityservice@kctcs.edu to schedule an appointment.

Your Rights

Several federal laws form the basis for Disability Services. The two most important are the Rehabilitation Act of 1973, with amendments, and the Americans with Disabilities Act (ADA) with amendments.

Section 504(a) of the Rehabilitation Act of 1973 states in part:

> *No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program activity receiving Federal financial assistance.*

The ADA of 1990 reaffirms Section 504. Its provisions are not limited to groups receiving federal funds. Both laws seek to

provide equal access for persons with disabilities. The legislation does not:

- guarantee equal results,
- establish quotas, or
- give preference to people with disabilities over those without them.

Congress passed the 2008 ADA Amendments (ADAA) "to carry out the ADA's objectives of providing 'a clear and comprehensive national mandate for the elimination of discrimination' by reinstating a broad scope of protection to be available under the ADA."

What is a "Qualified Individual?"

In this context, a qualified individual is a student who meets the requirements to attend the Kentucky Community and Technical College System. This may include college and program requirements and essential technical, academic and institutional standards.

Who Has A Disability?

The anti-discrimination laws define a person with a disability as someone who has a physical or mental impairment that greatly limits one or more major life activities.

The law says you are entitled to protection from discrimination, but maybe not accommodations, if:

- you have a disability,
- a history of disability, or
- are regarded as having a disability.

Major life activities may include caring for one's self, performing manual tasks, walking, seeing, hearing, breathing, learning, and working. This is not a complete list of major life activities.

Although not a complete list, below are disabilities that could greatly limit a major life activity:

- spinal cord injuries,
- cancer,
- psychiatric disorders,
- attention disorders
- brain injuries,
- learning disabilities,
- speech impairments,
- visual impairments,
- deafness,
- epilepsy,
- cerebral palsy,
- loss of limbs,
- diabetes,
- HIV/AIDS, and
- Orthopedic injuries.

Disability Services Mission, Value and Outcomes

Mission

To help ensure access to academic programs for qualified students who currently exhibit a condition that creates significant functional limitations in one or more major life activities.

Values

Disability Services provides equal access through appropriate academic adjustments and auxiliary aids, usually called accommodations. These accommodations are based on the limitations caused by the student's disability.

Disability Services creates partnerships with students, faculty, staff, and administration to reduce physical, programmatic, and attitudinal barriers for students with disabilities.
Disability Services seeks to empower students with disabilities toward self-advocacy and independence through provision of information and problem-solving skill development. We do this by referring students to campus and community resources and assisting students with developing problem-solving skills.

Disability Services promotes a culturally sensitive campus through practices that reflect the mission, vision, and values of GCTC. We believe Disability is a fundamental element of diversity and value the unique experiences each student with a disability brings to the Gateway family.

Unit Outcome Statements

1. Students with disabilities are aware of the resources available through Disability Services and understand the process to use those services.
2. Faculty, staff, and administration are aware of the resources available through Disability Services.
3. Students utilizing Disability Services will recognize these services as effective and provided in a timely and student-friendly manner.

Using Disability Services

If you want to use disability services, you must request those services separately from admission to Gateway. Simply stated, the Disability Services intake process is to:

1. Complete admission to Gateway.
2. Register for classes.
3. Provide documentation of your disability to Disability Services.
4. Schedule a meeting with Disability Services to discuss accommodations.

- You can reach Disability Services at 859-442-4120 or by emailing GW-disabilityservice@kctcs.edu.

Deciding on which accommodations will work best for you is an interactive process. It involves a conversation between you and Disability Services. We determine accommodations on a case-by-case basis. We build those accommodations on what you tell us in our conversation and the functional limitations that your professional described in your documentation. The conversation enables you to tell us how your disability affects your learning.

You do not need to complete the process in the order shown above. However, the courses you take often affect the type of specific accommodations you need.

Contact Disability Services as soon as you know that you will need accommodations. Some accommodations take longer to arrange than others. For example, arranging for accessible format texts, some adaptive hardware and software, or captioning and interpreters for the Deaf can require advance notice. The sooner you request accommodations, the quicker the approved accommodations can be put into place for you.

The easiest way to meet with us is to schedule an appointment. We have more offices than employees so we are not at every campus every day. Please call 859-442-4120 or e-mail GW-disabilityservice@kctcs.edu to schedule an appointment. We prefer our first meeting to be face-to-face; however, if your disability prevents you from meeting in an office setting, we can meet by phone or converse by email.

Examples of accommodations that students have used in past semesters include:

- American Sign Language (ASL) interpretation
- assistive listening devices (ALD)

- materials in accessible format—audio, enlarged, Braille
- access to lecture notes
- tests in a distraction-reduced environment
- tests read orally
- extended time on written tests
- auxiliary aids and adaptive technology
- ergonomic chairs and workstations
- permission to audio-record lectures.

Confidentiality

Your disability information is not kept alongside your other college records. Disability Services takes your right to privacy seriously, and we only disclose disability-related information with the faculty and staff on a need-to-know basis. Additional information about your privacy and records is available in Gateway's Student Handbook, notifications of rights under Family Educational Rights and Privacy Act (FERPA).

Disability Documentation Guidelines

Documentation is the paperwork that shows you have a disability. The documentation should show the limitations and barriers caused by your disability or disabilities. The documentation should provide descriptions and details regarding how your disability limits your ability to function in an academic setting. You *must* provide documentation unless:

- the disability is visible *and*
- the requested accommodations involve only the visible disability.

Gateway does not test for disabilities. However, we may refer students to the appropriate Vocational Rehabilitation agency for testing. You may find that your mental health provider or medical practitioner has the documentation information needed by Disability Services.

Documentation of a disability is usually created by a professional qualified to make such diagnosis. This can include but is not limited to: medical doctors, psychologists, psychiatrists, and counselors. Documentation should include the information below. However, depending on the disability, some of the sections may not apply.

- **Diagnosis:** Include a statement of the medical, physical, cognitive, or mental health impairment. We prefer that the diagnosis be from the most recent edition of the DSM or ICD;
- **How the professional arrived at the diagnosis if not apparent: Include relevant background information and discussion;**
- **Severity of disability:** Include how the disability greatly limits a major life activity or creates barriers at college;
- **Method(s) of current treatment:** Include the impact on learning that the treatment or medication causes;
- **Recommendation of accommodations: Include current and past accommodations that have reduced the impact of the limitations and barriers caused by the disability. Also, include unique accommodations that may work.**

Contact Disability Services for guidelines on professionals qualified to complete your disability documentation.

An Individual Education Program (IEP) or 504 Plan can be used as documentation. To use an IEP or 504 Plan as documentation, it should contain the following information:

- Disability diagnosis or category;
- Thorough discussion of the present levels of academic achievement and functional performance including how the

disability impacts participation in the general education curriculum;

- The accommodations used and how these are connected to the limitations or barriers caused by the disability or disabilities.

Disability Services may request a copy of the most recent multidisciplinary evaluation if the IEP does not provide enough specific information to make a decision on accommodations.

Not all of the accommodations on an IEP or 504 Plan apply at college. These plans were developed to meet Special Education and elementary or secondary anti-discrimination laws. Some of the accommodations may be unreasonable in a college setting.

A professional's accommodation recommendations are considered. However, the college is not obligated to provide accommodations recommended by your professional. Again, this is looked at on a case-by-case basis.

Accommodations may be provided for one semester with inadequate or incomplete documentation.

Disability Services has a Documentation Verification Form on the Gateway Website (www.gateway.kctcs.edu). Look under Academics, Admissions, or Student Life for the link to Disability Services.

What Disability Services Is NOT

Disability Services does not have funds available for tuition, books, supplies, transportation and the like. But, we have links to scholarships for persons with disabilities. Those links are in the section Helpful Websites.

Disability Services is not Financial Aid. We cannot answer most financial aid questions; you might get incorrect information! We usually do not help you complete your FAFSA. Please see Gateway's Website (www.gateway.kctcs.edu) for Financial Aid contact information.

Disability Services is not Vocational Rehabilitation. We do not know the specifics of your arrangements with your Vocational Rehabilitation Counselor (usually called OVR or Voc Rehab Counselor) or Office for the Blind Counselor (OFB).
We cannot tell you if OVR/OFB is buying your books or paying your tuition. However, we will gladly work with you and your OVR/OFB Counselor towards the best possible experience at Gateway.

Disability Services is not your advisor or the Registrar. We cannot:

- enter any student schedules,
- override enrollment for a class that is full,
- withdraw you from a class or from college, or
- verify that you completed your course of study.

Your advisor is listed in PeopleSoft under Student Services Center. Please see Advising on the Gateway Web site (www.gateway.kctcs.edu) under Academics.

Disability Services does not provide tutors. The tutoring schedule is on the Gateway Web site (www.gateway.kctcs.edu) under Academics. Tutoring and Learning Services are listed under Academic Resources. If Tutoring and Learning Services cannot find you a tutor, your OVR/OFB Counselor may be able to get one for you. Disability Services can help your OVR/OFB Counselor locate a tutor.

Disability Services is not counseling. We can work closely with other GCTC departments to get you the help you need.

Disability Services does not arrange or provide transportation.

Accommodation Basics

Accommodations are designed to provide you with right to use (access to) your classes and college activities. While you can achieve success by using accommodations, they are not specifically designed to provide student success. Remember, our role is to provide you access so that you can bring the success! Use of accommodations does not guarantee a passing grade in any class.

If you want to use accommodations, and qualify for them, Disability Services will provide you with an accommodation memo for each of your professors. We create these memos at the meeting described in *Using Disability Services*. If you do not have these memos by the first day of class, contact your Disability Services provider. Sometimes Disability Services sends your professors an e-mail notification of your accommodations. If so, we will talk about this at your accommodation meeting. (Professors receive an e-mail with your accommodations for classes that are completely online. You receive a copy of that e-mail.)

Accommodations begin when the professor receives notice from Disability Services. You usually deliver the notice to your professors. If you do not, they will not know that you get accommodations.

Accommodation memos and e-mail notifications do not usually disclose the nature of your disability. In addition, if you are not using accommodations, Disability Services does not tell your professors that you have a disability. We will tell your professors about your disability *if you ask us to do so*.

Talk with your professor about your recommended accommodations. Successful accommodations require communication! You may or may not be comfortable talking about your disability, but you need to be able to talk about what accommodations you need. Some accommodations require you and the professor to discuss how the accommodation will be provided.

Accommodations are not retroactive. This means your accommodations begin when your professors get the memo or e-mail. Any grades or actions you take in class before the professor is notified of the need for accommodation usually cannot be changed. This is another reason to meet with Disability Services before the semester begins.

You must contact Disability Services each semester *if* you want to keep using accommodations. If you have met in-person with Disability Services, and if you are requesting the same accommodations as the previous semester, then you can simply email or call and ask that your accommodation packet be created and prepared for pick-up.

CONTACT DISABILITY SERVICES IMMEDIATELY if the professor refuses to take actions on your approved accommodations **or** if the accommodations are not working for you.

Contact Disability Services if you change your schedule. This is especially important if you are using texts in accessible format, captioning or interpreting services, if your class location was changed to an accessible location, or if you are using adaptive technology that has to be moved or re-installed.

More about Accommodations

The list of accommodations that follows is not complete. In other words, the limitations or barriers caused by your situation may require different measures. These are the more requested accommodations.

- American Sign Language (ASL) interpretation
- Communication Access Realtime Translation (CART)
- materials in accessible format
- access to lecture notes
- tests in a distraction-reduced environment
- tests read orally
- extended time on written tests
- modification of specific course attendance policies
- adaptive technology
- specialized computer software
- ergonomic chairs and workstations
- permission to audio record lectures

Access to Lecture Notes

Notes are a summary of the important points of a class lecture or media that the professor or guest speaker presents in class. Notes are not every word said in class. You will need to audio-record lectures if you want every word.

The nature of some classes makes lecture notes unnecessary. Some examples of this would be:

- A drawing class where the lecture is a demonstration;
- A class that follows the textbook so closely that lecture notes are not necessary; in other words, you don't get new or different information from the lecture;
- The textbook is a summary of a demonstration. For example, in a computer class or lab class, the text gives the steps to complete a process.

You will talk with your professor about whether you will need lecture notes in a specific class. If you need lecture notes, you and the professor talk about how you will get the notes. You or the professor will fill out the Options for Access to Notes form on how you will get notes. The Options for Access to Notes form is attached to the accommodation memo you give the professor. You return the top (white) copy to Disability Services. You and the professor get the pink and yellow copies.

You are receiving access to notes if the professor provides lecture summaries in the form of copies of PowerPoint slides, posts lecture summaries on Blackboard, or provides lecture summaries in another form that she/he gives to students.
To justify a supplemental student note-taker, you would have to give specific reasons why these do not work for you as notes from the lecture.

A professor may not supply lecture summaries. In that case, the instructor will make an announcement in class seeking a supplemental student note-taker. The professor makes this announcement after he/she receives your accommodation memo. The announcement consists of a script Disability Services prepares and attaches to the accommodation memo.

The professor is not supposed to tell who gets the notes when he/she makes the announcement. When a student contacts Disability Services about being a note-taker, Disability Services usually sends you, the note-taker, and the professor an e-mail about who the note-taker is. This e-mail may have instructions regarding how to connect with the note-taker and decide on a way for you to receive copies of the notes. If you do not meet and speak with your note-taker, you may not get copies of the notes from the class.

If a professor does not supply lecture summaries, he/she needs to provide you with notes until a supplemental student note-taker is located.

Sometimes the supplemental student note-taker re-types the notes and sends them to you as an e-mail attachment if the limitation caused by your disability shows that this is a better way of providing you access. Sometimes the supplemental student note-taker scans the notes and sends them to you as an e-mail attachment.

Access to notes does not replace class attendance (there are very few exceptions to this). Your note-taker will not get copies of notes for you if you miss more than one class meeting at a time or have excessive absences.

CONTACT DISABILITY SERVICES IMMEDIATELY if the supplemental student note-taker stops attending class or the notes do not meet your needs. (You will need a good reason why the notes do not work for you.)

Testing Accommodations

The usual testing accommodations are extended time on written tests, tests taken in a separate or distraction-reduced test area, use of a scribe to write your answers, or use of software to create your answers, and having tests read to you by either software or a human reader.

Extended time is for written tests that have a specific time limit to complete the test, whether in-class or online. A specific time limit means the test has a set time for beginning and ending. This is for written tests regardless of the type of test question: multiple choice, matching, fill-in-the-blank, essay, etc. Extended time accommodation is not for take home tests or online tests that do not have a specific time limit to finish once you start the test. For

example, your professor assigns an online test. This test becomes available at noon on a specific day and you have one week to take it. It is a timed test that must be finished in 30 minutes once you begin. You would get more than 30 minutes to finish the test. But, you would not get extra days to take the test.

1.5 extended time on tests means that you get one and one-half more time on the test than time given to other students taking the same test. For example, on a 30-minute test, you would get 45 minutes (30+15=45). Double time means that you get twice the time allotted to other students taking the same test.
Using the 30-minute example, you would have 60 minutes. Some testing may require longer extended time depending on the type of test and the limitations caused by your disability.

Professors cannot "build in" extended time on tests for students with disabilities. That is, if the class is allowed X number of minutes to complete a test, the student with extended time as an approved accommodation gets X + their allowed minutes.

Distraction-reduced tests are given in an area that is usually separate from the class. This place has reduced noise and motion distractions. A separate testing area means that you take your tests in a room apart from where the class takes the test.

For scribed tests, a Disability Services employee or someone assigned by Disability Services will write your answers. The scribe will write exactly what you say to write. This accommodation includes extended time to complete the test. You can have the scribe read what you have told him/her to write. If an answer needs corrections, tell the scribe to make them. The scribe is responsible for spelling and sentence-ending punctuation unless the test requires you to spell specific words or place punctuation. However, you can direct the scribe to punctuate and spell as you wish. The scribe does not discuss answers with you, provide input,

organize, or edit your answer. You are responsible for the final product of a test or assignment.

A few students are approved to use a computer or speech-to-text software to answer essay test questions.

A test reader reads the test question aloud for you. This includes extended time to complete tests. Usually, a computer with screen-reading (text-to-speech) software reads the test to you. That way, you control what you want read. But, some students need a human reader.

A human reader can repeat the test items or parts of the test items if you ask. A human test reader does not discuss answers with you, provide input, organize, or edit your answer. You are responsible for the final product of a test or assignment.

You meet with the course professor about testing accommodations. You and the professor will talk about how you will get your testing accommodations. When you decide, you or the professor will fill out the Options for Accommodated Tests form showing your decision. The Options for Accommodated Tests form is attached to the accommodation memo you give the professor. You return the top (white) copy to Disability Services. You and the professor get the pink and yellow copies.

Disability Services will send directions to arrange testing accommodation(s) if we are going to provide the accommodation(s). We send the directions as an e-mail attachment.

Arrange testing accommodations at least a week in advance if Disability Services provides the accommodation(s). It is your job to set up testing unless you and the professor have decided that she or he will contact Disability Services.

You may have to remind your professor that you receive testing accommodations. This is especially important if Disability Services provides the testing accommodations, because the professor delivers the test to Disability Services.

You put aside personal items, including your cell phone, during tests proctored by Disability Services.

Unless your professor tells Disability Services you can use your book, notes, note cards, etc., you are not allowed to use them during a test that Disability Services proctors.

Unless your professor tells Disability Services you may leave the testing room to go the bathroom, get a drink, etc., you must stay in the room once the test starts.

You will take your test on the same day as the class takes the test. There are two reasons you would not take your test on the same day:

1. Disability Services has other obligations
2. You have made other arrangements with your professor

If you miss a test, you must make-up the test according to the directions on the syllabus. You may have to arrange with your professor to make up the exam with accommodations.
If you are late to start a test, it may take away from the time you have to take the test.

If Disability Services catches you cheating on a test, we will end the exam immediately and let the professor know. The professor makes the decision on the consequences of the cheating.

DON'T TALK TO OTHER STUDENTS ABOUT THE TEST IF YOU DON'T TAKE THE TEST WITH THE CLASS. You can't tell other students what is on the test if you take the test before the class does. You can't ask other students what is on the test if you take the class after the class does. This is a form of cheating. See the KCTCS Student Code of Conduct 2.3.

Disability Services only clarifies questions on test items that they know are not part of what is being tested. You mark the test items on which you have questions for the professor. Sometimes, we are able to e-mail, instant message, or text a professor about your question. Disability Services will answer questions regarding spelling words for an answer unless the professor tells us that we cannot provide that help.

Texts in Accessible Format

Check with Gateway's bookstore to see if you can buy or rent the e-text. Many of the e-texts from the bookstore can be read by using a feature on Nook Study. Nook Study is free software (http://www.barnesandnoble.com/nookstudy/index.asp).

Usually, Disability Services gets the electronic files of textbooks from the publisher. Then, they give those files to you on a CD or flash drive. The files can sometimes be downloaded directly to your computer. You sign a copyright agreement to use the electronic files of your textbooks. The electronic files are read to you by screen-reading software on a computer. Screen-reading software is also called text-to-speech software.

If you already have screen-reading software, we will work with you to make sure that the electronic texts work with your software. (Some students who are blind use screen-reading software that is not icon-based or use refreshable Braille display.)

If you do not have screen-reading software, Disability Services can give you a copy of Read and Write Gold software. Except in unusual cases, you need to bring us a blank 4G flash drive so we can make a copy of that software for you. Read and Write Gold software has screen-reading capability plus many other features. Read and Write Gold has tutorials in the help menu. The entire manual is under the help menu. This is handy for future reference. Disability Services can also show you how to use the software.

You can also download free screen-reading software.

- ReadPlease—http://www.readplease.com/
- Natural Reader—http://www.naturalreaders.com/.

Read and Write Gold software can change the electronic text into audio files that you can play on your MP3 player.

Sometimes you have to give Disability Services a copy of the receipt showing you have purchased the textbook for which you are receiving the e-files. Some publishers have this rule. We will let you know by e-mail if you need to bring us a receipt.

If the publisher does not release the electronic files, then Disability Services will scan a book *that you have purchased* to change it from print to an electronic document. You can also do this at home if you have the Optical Character Recognition (OCR) software and a scanner.

THIS IS A LONG PROCESS because we have limited staff. In addition, we may dismantle the textbook for easier scanning. This may greatly decrease the re-sell value.

Disability Services has magnifiers that enlarge textbooks or other materials. If you need a magnifier, we will make sure that one is available for you to use on the campuses where you are taking classes. Each library also has a magnifier.

If you need Braille textbooks, we need to start approximately one semester in advance, if possible, to make this resource available. Providing a textbook in Braille involves one of the following methods:

- Getting the electronic files from the publisher
- Scanning the textbook *that you have purchased* to change it to an electronic file that can be put in Braille, or
- Trying to borrow/purchase a Braille copy of the textbook from another college.

<u>Course Materials in Accessible Format</u>

Enlarged print materials: If you are not using a portable magnifying device, your professors should provide you with enlarged-print materials. Enlarged print materials include course syllabi, handouts, tests, notes (supplied by the professor), etc. The font size or percent of enlargement should be on your accommodation memos. Or, your professors may decide to send your course materials to you as an e-mail attachment. You can enlarge the materials using software or a magnification device.

Gateway has a site license for ZoomText screen-enlarging software. ZoomText is on at least one computer at each library. Hopefully, we have talked at your accommodation meeting about where you need ZoomText for your classes. However, it can be installed on any Gateway computer if you need it. Please let Disability Services know which Gateway computer needs to have ZoomText installed for your use.

If your professor does not supply you with enlarged-print handouts, speak with the professor about your accommodation needs and arrange to get the enlarged materials as soon as possible after the class meeting.

CONTACT DISABILITY SERVICES IMMEDIATELY if the professor does not take action on your reminder.

Your professors may not know that you need enlarged print materials if their first notification is the accommodation memo you give them on the first day of class. Give them time to take action on your request.

Materials in Braille: Disability Services will have to convert the professors' materials into Braille. Disability Services will send these professors an e-mail alerting them to the fact that your materials need to be converted into Braille. We will tell them they need to get materials to Disability Services for conversion at least one week in advance of use.

Your accommodation memo or e-mail lets the professors know if you cannot use Scantron answer sheets (fill in the shape or bubble-type answer sheets).

If you need a magnifier, we will make sure that one is available for you to use on the campuses where you are taking classes.

Interpreters and Captioners for the Deaf

Unfortunately, Gateway does not have full-time Interpreters or Captioners for the Deaf, due to the low number of Deaf students enrolled. If you stop by the college unannounced, an interpreter or captioner is not immediately available. You will need to communicate through writing.

Contact Disability Services at 859-442-4120 through Kentucky Relay or VRS or by e-mail at colleen.kane@kctcs.edu to schedule an interpreter or captioner.

This practice applies to scheduling an interpreter or captioner for information sessions, placement testing, Financial Aid appointments, advising appointments, meeting with your professor or any college entrance activity.
Let Colleen know your class schedule after you enroll in classes, so interpreters or captioners will be available for your classes. Also, let her know if you drop or add classes after interpreters or captioners are arranged.

Please cancel interpreting or captioning services if you know in advance that you are going to be absent. Contact Colleen at 859-442-4120 through Kentucky Relay or VRS or by e-mail at colleen.kane@kctcs.edu.

Interpreting and captioning services are free to students. But, if an interpreter or captioner is scheduled and the student does not show up for the class or activity, Gateway has to pay the interpreter or captioner for his/her time. Please let Colleen Kane know 24 hours ahead of time if you can.

Disability Services may temporarily suspend interpreting or captioning services. We may do this if you have:

- two consecutive unreported absences or
- three unreported absences during a two-week period or
- five unreported absences during one month for each class.

An unreported absence is if you do not show up for a class or activity that has an interpreter and you did not let Disability Services know. You will need to meet with Colleen to develop a plan to correct or report absences.

Let Colleen know your term schedule so that interpreters or captioners will be arranged before the start of classes. Also, let Colleen know if you change your schedule so the interpreters will come to the right place at the right time.

Interpreters or captioners will wait 15 minutes if the class meets for 50 minutes and 30 minutes for longer classes. If you are later than these limits, you will be considered a "no-show."

CONTACT DISABILITY SERVICES IMMEDIATELY if you are having difficulty with your interpreter or captioner. Problems could include interpreters, and sometimes captioners:

- being late for an assignment,
- not showing up,
- leaving early from an assignment,
- using the wrong type of language or interpretation for your needs,
- not having expertise in the subject matter, or
- breaking the RID Code of Ethics.

You rarely get a transcript of the class captioning. If you need lecture notes, you can get some type of access to notes.

<u>Assistive technology</u>

Examples of assistive technology Gateway students have used in the past include:

- enlarging software (ZoomText),
- screen-reading software,
- ergonomic chairs,
- alternative input devices,
- magnification devices,
- digital recorders,
- voice-activated software,
- larger, flat-panel monitors,

- assistive listening devices (ALD)
- captioned videos, and
- specialized lighting.

The Ease of Access features of Windows 7 may help you set a Gateway computer so it is easier for you to use. You can find the East of Access feature in the Control Panel. An Ease of Access icon is on the desktop at startup.

Picture of Ease of Access symbol

If you are a consumer with OVR/OFB, ask them for a technology consultation so we will know what works best for you. OVR/OFB may buy technology for you to use at college and at home.

Most assistive listening devices are prescribed for your level of hearing loss and the type of hearing aid you use.

If you are using technology that is specific for your access, such as JAWS screen-reading software, training from an expert is helpful. Try to get this training before you enroll in college classes.

When we decide on assistive technology, Disability Services arranges for the technology to be available on the campuses where you have classes (if the technology is not portable).

You will share some assistive technology, especially if it is in a public area such as the library. We will put a sign on the technology asking that persons using the technology to yield to students who need it for access.

If two or more students with disabilities use the same assistive technology on a campus, you will need to take turns. Be courteous to your fellow students.

If the technology is attached to a computer and all the computers in the room are being used, you will have to wait your turn. Students who do not need the technology will be asked to move to the first available station.

Technology that your OVR/OFB purchases for you or your own technology is your responsibility. However, let Disability Services know if it stops working so that we can arrange a substitute accommodation if needed.

You sign a checkout form for portable equipment and are responsible for the care of that equipment.

- You must return it at the end of the term, or Disability Services will put a financial hold on your records.

Technology sometimes fails! Usually, there is no one who can immediately repair computer-based technology. Contact Disability Services or the IT help desk (442-4100) about the technology problems.

Accessible Parking

You need a state-issued disabled parking permit to park in the accessible parking spaces on any campus.

No students have guaranteed parking spaces, so having an accessible parking permit does not guarantee one for you. If you have an accessible parking permit and cannot consistently find an accessible disabled parking space, contact Disability Services.

If you park in a designated accessible disabled parking space without an acceptable permit, you could get a ticket from the city where the campus is located. Or, the city may tow your car.

Temporary accessible parking permits are available at Disability Services or from the Administrative Assistant at any campus. Be aware that not all cities recognize Gateway's temporary parking permit. This means you could get a ticket.

- Temporary permits are usually for temporary conditions like a break, strain, or sprain and are issued for two weeks. If you need longer than two weeks, you will need to get a state-issued accessible parking placard.

Modification in Attendance Policy

Disability Services rarely approves this accommodation. This is because Disability Services does not determine course attendance policies/procedures. But, we can verify that you have a disability-related reason that could cause absences.

Course attendance and participation are a big part of the learning process. Modification in attendance also depends on the type of class and its requirements. For example, modification in attendance may not be reasonable in a class that only meets once a week. Modification in attendance may not be reasonable in a class where students read or grade another student's work or work in groups.

You must have a *chronic* medical condition or other established reasons related to a disability to qualify for modification in attendance. This condition has to have random or cyclical *acute* episodes. Times when your condition would probably not meet this definition are:

- diagnosis or onset later in the term or
- significant change in condition later in the term.

Both of those are like an unexpected or temporary illness or injury. You would talk with your professor about how to handle these. Be aware that modification in attendance is not retroactive. We may ask for updated documentation depending on the condition.

You and the professor meet to talk about modification in course attendance policies. You need to talk about the class attendance policy in the syllabus, number of absences permitted, how to notify the professor about absences, extension of deadlines for assignments, and make-up policies and procedures for work and quizzes/tests/exams.

You or the professor will fill out the Modification of Attendance form. You will write out your decisions on notification of absences, extension of deadlines for assignments, make up work, and other items on the form. The Modification of Attendance form is attached to the accommodation memo you give the professor. You return the top (white) copy of the Modification of Attendance form to Disability Services. You and the professor keep the pink and yellow copies.

You will still have attendance requirements for in-person classes as well as participation requirements and deadlines for in-person and online classes.

If you miss so many classes that you cannot meet course learning outcomes and objectives, you will probably need to drop the class. *Remember to talk to Financial Aid about how dropping a class will affect your eligibility*.

The deadlines for withdrawing are on Gateway's Website (www.gateway.kctcs.edu) under Academics. Look for the semester calendar.

- Please, please complete the online Drop/Add/Withdrawal form. If you stop attending classes without completing a Drop/Add/Withdrawal form, you will most likely get failing grades. As a result, you may be placed on probation or suspended from college for a semester. This could also affect your financial aid.
- You may be able to get a grade of Incomplete (I) in your classes. This means a *part* of the work for the course is not finished. See your Gateway Student Handbook for details on an "I" grade.

Extended Time to Complete Assignments

Disability Services rarely approves this accommodation. Like other accommodations, this is approved on a case-by-case basis. If there is quick-turnaround in the due date, usually less than two days, you might get a short extension. But, if the assignment has a longer due date, you will need to plan to get the assignment done on time. Usually, the longer assignments are on your syllabus. Disability Services can help you with planning and organization.

Service Animals

Service animals are dogs or miniature horses that are individually trained to perform tasks for people with disabilities. Such tasks include guiding people who are blind, alerting people who are Deaf, pulling wheelchairs, alerting and protecting a person who is having a seizure, or performing other tasks. Service animals are not pets.

Students and visitors to Gateway are allowed to bring service animals on all college property. You should be prepared to answer a question about the type of service the animal provides.

Your service animal must be under control. You may be asked to leave Gateway property if your animal is unruly, disruptive, dangerous, or creates a hazard.

A properly trained service animal is completely housebroken and fully socialized. A fully socialized service animal will rarely bark, yip, growl, or make other disruptive noises, has a good temperament, does not show fear, is not agitated when it sees another animal, and is not aggressive.

How to File a Discrimination Complaint

If you believe that you have been discriminated against because of your disability, Gateway has complaint procedures. These are published in the Student Handbook and are below.

Student Grievance—Informal Procedure
Most difficulties can be resolved by talking to someone. Therefore, students are encouraged to discuss these problems promptly and candidly with the EEO/Diversity Coordinator.

A. If a student feels that he/she has been discriminated against, the student shall bring the problem to the attention of the EEO/Diversity Coordinator within five (5) business days of learning of the cause for the grievance. The coordinator will conduct a preliminary investigation of the grievance.
B. The student, EEO/Diversity Coordinator, and other involved parties will work informally to negotiate a solution within five (5) business days. The informal procedure should be completed in approximately ten (10) business days from learning of the cause of the grievance.
C. If the grievance cannot be satisfactorily resolved by working informally, the student may proceed within five (5) business days to file a written grievance through the Formal Procedure.

Student Grievance—Formal Procedure

Step 1

A. Within fifteen (15) business days of learning of the cause of the grievance, a student will file written notice with the EEO/Diversity Coordinator. The student may use the Grievance Form, which is available from the EEO/Diversity Coordinator. The written notice shall identify the nature of the alleged discrimination, the date(s) of occurrence, and the desired result, and shall be signed and dated by the student filing the grievance.
B. As soon as possible, the EEO/Diversity Coordinator will initiate an adequate, reliable, and impartial investigation of the grievance.
C. Within ten (10) business days of receiving the student's written notice, the EEO/Diversity Coordinator shall respond in writing to the student. The response shall summarize the course of the investigation and determine the validity of the grievance and the appropriate resolution.

Step 2

A. If the student is not satisfied with the coordinator's response, the student may appeal in writing to the College CEO (or designee) within five (5) business days of the Step 1 response.
   The Step 2 appeal must contain all written documentation from Step 1 and the student's written reasons for not accepting the coordinator's response.
B. Within seven (7) business days from receiving the written Step 2 appeal, the College CEO (or designee) will respond in writing to the student as to the action to be taken.

Step 3

If the grievance is not resolved to the satisfaction of the student, the student may file an appeal in accordance with the KCTCS Code of Conduct Section 1.2.8 or the Office for Civil Rights.

Office for Civil Rights Philadelphia Office
U.S. Department of Education
100 Penn Square East, Suite 515
Philadelphia, PA 19107
Telephone: (215) 6568541 Fax: (215) 6568605
TDD: (215) 6568604 Email: **OCR_Philadelphia@ed.gov**
Web: http://www.ed.gov/about/offices/list/ocr/index.html

The deadlines established in this procedure may be waived in exceptional circumstances by the College CEO (or designee).

Gateway EEO /Grievance Coordinator is:

Dr. Michael Lee
Director of Inclusion and Cultural Initiatives/Assistant to President
Covington Campus
Phone: 859-815-7799
Fax: 859-292-6415

Useful Information

- Check your Gateway e-mail often. If your mailbox is full, you might miss important information. It is the way Disability Services usually gets in touch with you.

- DO NOT STOP ATTENDING CLASSES. You will get failing grades if you do not complete a Drop/Add/Withdrawal form. You can get this form online (http://www.gateway.kctcs.edu/Admissions/Registrar/Dropping_and_Adding_Classes). The deadlines for withdrawing are on Gateway's Website (www.gateway.kctcs.edu) under Academics. Look for the semester calendar. Remember to talk to Financial Aid about how dropping a class will affect your eligibility.

- Check out the Disability Services e-community on Blackboard. Any person working in Disability Services can get you the passphrase.

- If you transfer to another college, Disability Services can copy your disability paperwork for you. You can take it with you or we can send it to you. Usually, we cannot send it directly to the college. This is because of rules in the Family Educational Rights and Privacy Act (FERPA).

- You may not get the same accommodations at another college that you received at Gateway. Also, you may not get the same accommodations at Gateway that you got at another college.

- Summer term classes cover a lot of material in a short time. Think carefully before you sign up for a summer term class.

- Eight-week classes cover the same amount of information in half the time as a full semester class. Think carefully before you sign up for an eight-week class.

Helpful Websites

Gateway Community and Technical College
http://www.gateway.kctcs.edu/

Office for Civil Rights
http://www2.ed.gov/about/offices/list/ocr/index.html?src=mr

University of Washington's Disabilities, Opportunities, Internetworking and Technology (DO-IT)
http://www.washington.edu/doit/Student/college.html

Job Accommodation Network
http://askjan.org/

Southeast ADA Center
http://www.adasoutheast.org/

US Department of Labor, Office of Disability Employment Policy
http://www.dol.gov/odep/

Disability and Telling an Employer
http://www.ccsantacruz.org/disclosing-your-disability

Exceptional Nurse
http://www.exceptionalnurse.com/

American Foundation for the Blind
http://www.afb.org/default.aspx

National Federation of the Blind
http://www.nfb.org/

LD Online
http://www.ldonline.org/indepth

National Association of the Deaf
http://www.nad.org/

American Association of People with Disabilities
http://www.aapd.com/

Scholarships and grants specifically for students with disabilities (NO GUARANTEE)
http://staff.lib.msu.edu/harris23/grants/3disable.htm

http://www.rrcc.edu/disabilityservices/pdfs/DisaboomScholarshipList.pdf

http://www.collegescholarships.org/disabilities.htm

A Ragged Edge Online Magazine written for and mostly by Persons with Disabilities
http://www.raggededgemagazine.com/

Virginia Tech Handbook for Students with ADD/ADHD
http://www.ucc.vt.edu/academic_support_students/attention_deficit_disorder_handbook/index.html

Children and Adults with Attention Deficit/Hyperactivity Disorder (CHADD)
http://www.chadd.org/

Global and Regional Asperger Syndrome Partnership
http://grasp.org/

Online Asperger Syndrome Information
http://www.aspergersyndrome.org/

University of Southern California Asperger's Guide
http://www.aspergerssyndrome.org/