



CHANDLER-GILBERT COMMUNITY COLLEGE

Student Support & Transition Services
Department within Student Affairs

An Instructor's Handbook for Accommodating Students with Disabilities

Student Support & Transition Services Department
Disability Resources & Services

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Student Support & Transition Services
Department of Student Affairs

Disability Resources and Services

Management Team

Director, Student Support & Transition Services
Dawn Vucetich, MSW, LCSW

Student Support & Transition Services, Faculty Liaison
Scott Silberman, Ph.D.

ADA/504/Title IX Coordinator
William Crawford III, Vice President of Student Affairs

Student and Faculty Advocate
Lois Bartholomew

Student Support & Transition Services

Behavioral Health Consultants:
Alba Alvarez-Stewart, MSW, LCSW
(Bilingual, Spanish Speaking)
Gloria Hemphill, MSW, LCSW
Hugh McGill, LPC, LISAC
Neal Moses, BSW
Karen Ricotta, MC, LAC

Student Development Support Staff

Margaret Walker, Office Coordinator

- Academic and Personal “Coaching”
- Personal and Skill Development
- Connection to Women’s Resource Circle and Support “ WoRCS”
- Campus and Community Referrals and Resources
- Bilingual (Spanish–speaking) Professionals

When should a student be referred to Student Support & Transition Services?

- Difficulty transitioning to College may benefit from campus, community referrals or resources
- Assistance balancing personal and academic goals
- Verbalizes a desire or need for connection to college life
- Observe behaviors or comments that appear to be harmful to self or others
- Written statements (e-mails, assignments) that indicate stress, anxiety, or need of intervention
- Behaviors or actions that exhibit poor judgment and decision making
- Classroom behavior that is socially unacceptable or interferes with the learning process

Student Support & Transition Services, Behavioral Health Consultants:

Alba Alvarez-Stewart, MSW, LCSW
 Hugh McGill, LPC, LISAC
 Neal Moses, BSW

Gloria Hemphill, MSW, LCSW
 Karen Ricotta, MC, LAC
 Graduate & Undergraduate Student Interns

Disability Resources and Services (DRS):

Disability Resources and Services provide equal access and support to students who have a documented disability according to The Americans with Disabilities Act (ADA), and section 504 of the Rehabilitation Act. After review of all appropriate and current documentation, completion of placement testing, course accommodations will be implemented and monitored by the DRS office. Accommodations are determined on an individual basis. In addition, the DRS staff may provide registration and academic advisement for first year, new and returning students needing outside auxiliary services. DRS staff is also responsible for educating and monitoring college compliance of ADA. If you have any questions or concerns about a student’s academic status, accommodations, or course placement contact the DRS office.

DRS Services and Resources:

- Academic Advisement and Registration Support (first year student)
- Ongoing advocacy and support services
- Automated Instructor Notification Forms (INF)
- Automated mid-semester grade checks
- DRS brochure
- 5-Assistive technology computer centers and mobile cart

Faculty and Student Advocate:

Lois Bartholomew is serving as CGCC’s Faculty/Student Advocate in her forty nine percent retirement role. Lois was the former Vice President of Student Affairs. She is here to support both residential and adjunct faculty who may be experiencing issues with students. Please feel free to contact Lois for issues related to student discipline. Lois also supports the crisis management team led by Dawn Vucetich and Scott Silberman.

Hours:

Spring 2009: Monday through Thursday 8:00a.m. - 8:00p.m., Friday 8:00a.m. - 5:00p.m.

H.E.L.P.
Healthy Empowerment of Life Planning

This department consists of three student support centered services:

- **Student Support Services** – provides academic and personal intervention and support for CGCC’s diverse student population. Services may include: individual or group support, crisis management, short-term intervention, personal and skill development, campus and community referrals and resources.
- **Transition Services** – provides intervention, support, and planning for the adult learner. Meeting each at their own life stage, this may include those students who have delayed enrollment to college, attend part-time, work full-time, re-careering, all while juggling their personal and academic goals.
- **Disability Resources and Services (DRS)** – provides access and support to students who have a documented disability according to The Americans with Disabilities Act (ADA), and section 504 of the Rehabilitation Act. Students must self identify and register in the DRS Office. The DRS staff will assist the newly enrolled, first year, and students needing outside auxiliary services with academic advisement and registration. All placement testing and course accommodations will be implemented and monitored by the DRS office.

Every Student Counts Initiatives:

- **myCGC Portal** – is an interactive network created for students, staff and faculty to work together to plan for student’s persistence and success.
- **iStart Smart** – is a college wide success program implemented to support the first time college student, enrolled in 12 or more credits, and who have placed into one or more developmental classes.
- **Early Alert Retention and Success Program** – is a voluntary student focused retention and success program. This program is designed for faculty and staff to identify those students who may be struggling academically or personally and could benefit from early detection, intervention, support and resources.

Services and programs are confidential and free of charge for CGCC registered students

Office Information:

- **Location:** Pecos Campus, Student Development Center, SC164, (North of Student Pavilion)
- **Telephone:** 480-857-5188, TTY 480-732-7066, Fax 480-212-0915 (use all ten digits)
- **Hours:** Spring 2009: M-TH 8:00a.m.-8:00p.m., F. 8:00a.m.-5:00p.m.
- **Director:** Dawn Vucetich MSW, LCSW
Email: dawn.vucetich@cgcmail.maricopa.edu
- **Department website:** www.cgc.edu/student-services

Every Student Counts

DISABILITY LAW

- ❖ **Section 504 of the Rehabilitation Act**
- ❖ **The Americans with Disabilities Act (ADA)**

In 1973 Congress passed **Section 504 of the Rehabilitation Act**, which prohibited discrimination on the basis of physical or mental handicaps in federal assisted programs. Section 504 states that:

“No otherwise qualified handicapped individual in the United States . . . shall, solely by reason of his handicap, 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 older term *handicapped* (currently referred to as disabled – see Communication section of this handbook) includes the following diseases or conditions: speech; hearing; visual and physical impairments; cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis; cancer; AIDS; diabetes; heart disease; mental retardation; psychological disorders; specific learning disabilities, including perceptual disorders, dyslexia, minimal brain dysfunction, and developmental aphasia.

In 1990, the **Americans with Disabilities Act (ADA)** was passed. The ADA prohibits discrimination against people with disabilities in the areas of private employment, public accommodations and services, transportation and telecommunications. Much of the substance of the ADA was borrowed from Section 504.

Under the ADA, a person has to be a ‘qualified’ person in order to be protected by the ADA. To be ‘qualified’ the person has to meet one of the following:

An **Individual with a disability** is one who:

- (1) has a **physical or mental impairment** that **substantially limits** one or more of the individuals **major life activities**;
- (2) has a **record** of such impairment; or
- (3) is **regarded** as having such an impairment.

Both Section 504 and the Americans with Disabilities Act prohibit postsecondary educational institutions from discriminating on the basis of disability. Postsecondary educational institutions must make reasonable accommodations or adjustments for ‘qualified’ individuals with known disabilities. The Department of Education’s (DOE) Section 504 regulations suggest three types of accommodations that may be made to assist a student with a disability in obtaining a postsecondary education: (1) academic adjustments; (2) modification or alteration of course examination; and (3) provision of auxiliary aids. Academic adjustments include modification to the length of time permitted for completion of degree requirements, substitution of specific courses required for the completion of degree requirements. Note, however, that academic requirements that are essential to the program of instruction do not have to be altered or changed. With regard to modification or alteration of course examinations, the DOE’s Section 504 regulations provide that a recipient college or university: “shall provide such methods for evaluating the achievements of students who have a handicap that impairs sensory, manual, or

speaking skills as will best ensure that the results of the evaluation represent the student's achievement in the course, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where such skills are the factors that the test purports to measure)". [34 C.F.R. § 1044.44(c)]. Auxiliary aids may include: taped texts, interpreters or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and accommodations. [34 C.F.R. § 1044.44(d)(2)]. Also, auxiliary aids do not have to be provided for individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature. Unreasonable accommodations would include: alterations of course assignments that alter the nature of the course, extra points for trying hard if not given to all students, reducing homework assignments.

It is important to remember the following:

- Students with disabilities must be afforded the opportunity to participate in any activity offered by the recipient college.
- All programs and activities must be offered in the most integrated setting possible.
- Academic requirements must be modified, on a case by case basis, to afford qualified students with disabilities an equal educational opportunity.
- A recipient college may not impose upon students with disabilities, rules that have the effect of limiting their participation in the recipient's educational program or activity, for example, prohibiting tape recorders in the classroom or guide dogs in campus buildings.
- Students with impaired sensory, manual or speaking skills must be provided auxiliary aids, such as taped texts, interpreters, readers, and classroom equipment adapted for persons with manual impairments.
- Students with disabilities must be provided counseling, placement, and services in a nondiscriminatory manner. Specifically, qualified students with disabilities must not be counseled toward more restrictive career objectives than are non-disabled students with similar interests and abilities.
- Faculty who do not comply with a student's reasonable accommodations as set forth by the DRS office are putting themselves at risk in many ways. Faculty should never alter a student's accommodations without first consulting the DRS office for approval. For example, giving a student extended test time in the classroom rather than the testing center may be done under good intentions, yet could be seen as a violation of the student's right to reasonable accommodations. Violation of civil rights can result in complaints, grievances, and even litigation against you and the college. Since the DRS office represents the college in providing accommodations, it is possible that CGCC will not support you in your decision not to provide accommodations that are set forth by the DRS office. Faculty who are seen as not complying with accommodations will be contacted by the DRS office staff or by the faculty liaison, Dr. Scott Silberman. If the issue is not resolved in a satisfactory manner the faculty member may be asked to meet with the Dean of Instruction. CGCC is required to document any issues of non-compliance that rise to this level.
- Accommodations are not special treatment or special advantages for students. Reasonable accommodations 'even the playing field' and make the class accessible for students with disabilities.

- Vice President of Student Affairs, Lois Bartholomew, ADA/504/Title IX Coordinator for CGCC. Please direct any concerns about reasonable accommodations that cannot be resolved with the DRS office to Vice President Bartholomew at (480) 732-7309.

A student requesting accommodations will schedule an appointment with the DRS advisor, discuss accommodations they are requesting, and provide the DRS office with proper documentation of the disability (as set forth by the MCCC legal department). The advisor may consult with the faculty liaison about the appropriateness of an accommodation or to see if the accommodation request is substantiated by the disability documentation. The student should give this process about 2-3 weeks. The student will then call for an appointment to meet with the DRS advisor to discuss the accommodations that have been approved. Colleges are not required to provide the requested or preferred accommodation, although they often can provide an accommodation similar to that requested by the student. Colleges are required to provide reasonable and effective accommodations for disabilities that are adequately verified and documented. Colleges are not required to provide accommodations that are of personal nature (i.e. personal attendants, transportation to and from campus). Accommodations cannot be retroactive, and begin only after documentation is received and reasonable time for accommodation review has been allowed.

Family Educational Rights and Privacy Act of 1974 (FERPA)

FERPA provides faculty with free access to educational information in institutional files regarding students with whom they are working. All students enrolled in DRS services fill out a Release of Information form authorizing the DRS office to discuss with specified individuals (i.e., faculty, parents, etc.) specified information (typically, how their disability affects them in the academic setting). Disability related records are excluded from free access under FERPA. Disability related information and documentation is treated the same as medical information and handled under strict rules of confidentiality. Such information is shared only on a limited basis within the institutional community, and then only when there is a compelling reason for the individual seeking the information to have knowledge of a specific aspect of this confidential information.

Title IX and Section 504 Grievance Procedures

CGCC ADA/504/Title IX Coordinator

William Crawford III, Vice President of Student Affairs

Location: 2626 east Pecos road, Chandler, Arizona 85225-2499

Pecos Campus, Student Center (SC 153)

Phone: (480) 732-7309

Maricopans with Disabilities website is located at:

<http://www.maricopa.edu/disab/>

- **Student Discrimination Complaint Procedures**

<http://www.maricopa.edu/legal/harassment/dcpstudent.htm>

- **Student Discrimination Complaint Form**

<http://www.maricopa.edu/legal/harassment/dcfstudent.htm>

ADA Definition of “Disability”

“**Person with disability**” means an individual who:

- (1) has a **physical or mental impairment** that substantially limits one or more **major life activities**;
- (2) has a **record of such an impairment**; or
- (3) is **regarded as having such an impairment**.

Physical or Mental Impairment		Major Life Activities	Record of Impairment	Regarded Impairment
Physiological Disorder, contagious disease, cosmetic disfigurement or anatomical loss in one or more systems;	Mental or psychological disorder including:	<ul style="list-style-type: none"> * Self-care * Manual tasks * Walking * Seeing * Hearing * Speaking * Breathing * Sitting * Standing * Reaching * Thinking * Concentrating * Reading * Interacting with others * Learning * Reproducing * Sleeping * Working 	The individual has:	The individual has:
<ul style="list-style-type: none"> * Neurological * Musculoskeletal * Respiratory * Cardiovascular * Reproductive * Digestive * Genito-urinary * Hemic * Lymphatic * Skin * Endocrine 	<ul style="list-style-type: none"> * Mental retardation * Organic brain syndrome * Emotional or mental illness * Specific learning 		<ul style="list-style-type: none"> * A history of impairment <li style="text-align: center;">or * A record of having been misclassified as having an impairment. 	<ul style="list-style-type: none"> * An impairment not limiting a major life activity, but is treated as disabled by the covered entity * No impairment, but is treated as disabled by the covered entity.
<ul style="list-style-type: none"> * Substance abuse - which does not include current, illegal drug users. 				

DISABILITIES

Psychological Disorders

Definition:

People with psychological/psychiatric disabilities are people whose emotional or mental abilities to cope with life are impaired. Psychiatric disorders are biologically-based brain diseases that profoundly disrupt a person's ability to think, feel, and relate to others or their environment. Academic stress factors may trigger depression in students with psychological disorders.

Educational Implications:

Psychological disorders such as depression, bipolar disorder, schizophrenia, anxiety disorders, mood disorders, personality disorders and post traumatic stress disorders can impact the students' learning and academic performance. Most students with psychological disorders receive treatment from outside mental health agencies. Thus, they may be taking medication that impacts them and their academic performance.

Communication is critical when working with students with psychological disorders. The nonverbal "message" is often more important than the verbal. Nonverbal communication refers to tone of voice, posture, eye contact, facial expression, and physical distance between speakers.

Possible Accommodations:

- Provide a structured learning environment so the student can have a balance between familiarity and novelty.
- Encourage the use of the Learning Center.
- Some students may be absent due to crisis or adjustments to medication changes. It is helpful when instructors listen and try to be flexible assisting the student as much as possible.
- Allow time for exams and/or separate testing site as noted on the student's Instructor Notification Form (INF).

Blindness and Visual Impairments

Definitions:

The term *legally blind* applies to individuals with visual acuity of 20/200 or worse in the better eye with the best possible correction, or a field of vision no larger than an arch of 200. A student may be classified as legally blind and still have some residual vision. The term *partially sighted or visually impaired* applies to individuals with visual acuity between 20/20 and 20/70 in the better eye with the best possible correction. The causes of visual impairments are varied and include heredity, tumors, infectious diseases, and injuries. A student's visual acuity may fluctuate dramatically on an individual basis.

Educational Implications:

The stability of the physical layout of the classroom is important, because the student needs to become familiar with the location of his/ her seat, any materials he/she may need, etc. The student may use a guide dog as a mobility aid. In the classroom the dog will sit on the floor adjacent to the student. It is recommended that no one pet the dog without the owner's permission. The student may have to use large print, Braille, or tape recorded materials to obtain

information. Exams or assignments may need adaptation. Instructors will need to provide textbook and outside reading lists 6-8 weeks in advance to the semester to allow for order and preparation of taped, Braille, or large print copies.

Possible Accommodations:

- Provide textbook and outside reading lists 6-8 weeks in advance of new semester to allow ordering of taped, Braille, or large print copies.
- Allow guide dogs in classrooms.
- Verbalize anything that you write on the chalkboard.
- Allow tape recording of the class.
- Alternate test room.

Deafness and Hearing Impairments

Definition:

A *deaf person* is someone who is unable to understand speech even with the help of a hearing aid. A *hard-of-hearing person* is someone who, generally with the help of a hearing aid, can understand speech.

Educational Implications:

As an instructor, you need to be aware that a deaf or hard-of-hearing student's language level is frequently not the same as that of a hearing person of the same age and experience. However, this does not mean that you should grade more leniently – especially in English classes. The student may be accompanied to class by an interpreter who translates, with factual and emotional accuracy, the content of all the classroom communication into sign language. He /she also interprets whatever the student says into spoken English. The interpreter should be allowed to sit or stand in front of the class, near enough to the instructor so that the student can see both. Extra time should be allowed so that the student can see what is being said. The interpreter can describe films, songs, etc., if he/she is positioned near the screen in a lighted area. When the student asks a question or gives a response, he/she will probably use sign language and then the interpreter voices the response. If you notice strain or lack of hand movement, you are probably speaking too rapidly, and the interpreter has lost you because not all words have signs. The interpreter has to spell out complex and technical terms on his/her fingers, and this takes extra time.

An interpreter cannot interpret more than one speaker at a time, so class discussions may sometimes be confusing to the student. Do not be concerned about the distraction to the rest of the class caused by moving hand(s), studies show that this distraction becomes minimal or nonexistent as the weeks progress. It is difficult for the deaf student to take notes while watching the instructor and the interpreter; therefore, the student may need a note-taker.

Most people who are deaf or hard-of-hearing can lip-read to some extent. However, due to the structure of spoken language, approximately 50% of sounds do not show on the lips or are identical to other sounds. It is important to articulate clearly at a normal pace. Any sort of exaggeration distorts the patterns a student with deafness has learned. Check with the student periodically to make sure you are understood.

Possible Accommodations:

- Seat student, interpreter, note-taker, and yourself in clear visibility of each other.
- Face the student and try not to obscure your face with hands or objects, as much as possible.
- Use media to illustrate principles – even a simple chalkboard diagram helps.
- Make sure assignments are understood.
- Make sure explanations are clear and straightforward. Keep in mind that the deaf student may have limited vocabulary and lower reading skills than the average student.
- Write calculations, technical words, and other complex information on the chalkboard, or use handouts.
- Call on students by name to enable the interpreter to distinguish between speakers while signing.
- Allow sufficient time for the student to participate in discussion. Group participation may need to be modified for the student to participate.
- If verbal instructions are given for an exam, make sure these are interpreted for the student.
- When using a chalkboard or projector, leave the material within view of the student a little longer than usual.
- During classroom discussions, seat the student who is deaf where he/she can view others.

Learning Disabilities**Definition:**

A specific Learning Disability (LD) is a neurological condition. LD is not the same disorder as mental retardation or mental illness. LD is manifested in persons of average to superior general intellectual ability. According to the State of Arizona Rehabilitation Services Administration (RSA):

“A specific learning disability is a disorder in one or more of the central nervous system processes involved in perceiving, understanding, and/or using concepts through verbal language or nonverbal means. This disorder manifests itself with a deficit in one or more of the following areas: attention, reasoning, processing, memory, communication, reading, writing, spelling, calculation, coordination, social competence, and emotional maturity.”

LD is an umbrella term encompassing a number of information processing differences. Few persons will have difficulties in all areas. However, many will experience a combination of information processing deficits; for example, dyslexics often have difficulty in spelling and writing, as well as with reading. There is no single cause of a specific learning disability.

LD is often referred to as an “invisible” disability. Many students with a LD have learned to compensate for a particular deficit; for example, a student with a visual information processing problem may have developed exceptional social interaction skills. Symptoms can be different in each person with a LD. A student with a documented specific learning disability will develop a structured learning approach based on his/her strengths and weaknesses and the specific course requirements.

Educational Implications:

The student with a LD may request notes from a classmate or an instructor and/or ask permission to tape record lectures in order to play back and supplement notes. Use of a word processor with “spell check” function may be recommended. The students’ accommodations will be indicated on his/her Instructor Notification Form.

To assist the student with a LD in your class, make sure you understand how the deficit(s) affects the student and what accommodation(s) may be needed. Ask the student specific questions about the deficit(s) in order to understand how to accommodate him/her, but remember that any conversations about the disability must be done after the student has volunteered information about his/her disability to you.

Common characteristics of a student with a LD in an academic setting may include one or more of the following, depending on the specific deficit(s):

- Average to superior general intellectual functioning.
- Good verbal expression but poor writing and test-taking ability.
- Difficulty understanding information presented (auditorally); student may nod head in understanding then walk away confused.
- Poor directionality (knowing left from right, etc.)
- Difficulty interpreting social cues and subtle differences in body language.
- Difficulty following directions.
- Poor note-taking ability
- Slow speed of performance.
- Poor verbal expression.
- Poor interpretation of word problems and attention to detail.
- Inability to pay attention for a reasonable length of time.
- Difficulty in following conversations in a noisy setting.
- Difficulty discriminating a particular image within a competing background, such as a word on a crowded blackboard.

Possible Accommodations:

- Provide students with a structured learning environment, including syllabus, course outline and study guide.
- Present information in a variety of ways (visually, auditorally, kinesthetically) to accommodate a variety of learning styles. Give students a variety of ways to demonstrate that they have mastered the subject matter (discussion, in writing, demonstration, etc.) to class standards.
- Encourage students to participate in study sessions with other students and to utilize the Learning Center.
- Permit students to tape record sessions and/or share notes with other students to supplement their notes.

Types of Learning Disabilities:

Disability	Functional Limitations
Dyslexia (reading)	Difficulty with any task in which reading is an essential component. Examples: reading texts, articles, exams, notes.
Dysgraphia (writing)	Difficulty with the physical act of writing.
Dyscalculia (math)	Difficulty with calculation; difficulty with rapid processing of math facts.
Attention Deficits	Difficulty concentrating for long periods of time; easily distracted; difficulty organizing work and budgeting time; problems staying at a desk or task for long periods of time.
Auditory Perception	Difficulty taking information in through the senses of hearing and/or in processing information; difficulty discriminating similar sounds; difficulty related to listening to and remembering verbal instructions; trouble hearing sounds over background noise; fatigue when trying to listen to a talk or lecture; difficulty hearing sounds in the correct order and problems taking phone messages.
Memory Deficits	Difficulty remembering; retaining numerical information such as multiplication tables, dates, etc., difficulty applying learned skill or a new task.
Reasoning Deficits	Trouble thinking in an orderly logical way; difficulty prioritizing and sequencing tasks; difficulty applying a learned skill to a new task.
Spatial	Problems perceiving the dimension of space; trouble distinguishing left from right; north from south; up from down; ahead from behind.
Social Skills	Difficulty discriminating visual cues such as facial expressions and body language; difficulty with auditory cues such as voice intonation, enunciation, and voice quality; difficulty accepting constructive criticism and interpreting humor or sarcasm.
Language Deficits	Difficulty articulating words; difficulty recalling words to express a feeling or event; difficulty in communicating similarities and differences; difficulty distinguishing past, present, and future forms of verbs.

Visual Perception

Difficulty processing information; trouble seeing a specific image within a competing background, such as picking a line out of a book, difficulty taking information in through the perception of sight; trouble seeing the difference between two objects; trouble seeing how far away or near an object might be; difficulty filling in computerized exam forms; difficulty copying information from the board.

Physical Disabilities

Definitions:

Individuals use wheelchairs, crutches, or leg braces as a result of a variety of disability including spinal cord injury, multiple sclerosis, muscular dystrophy, arthritis, cerebral palsy, polio, spina bifida, or temporary injuries like a broken leg or surgery.

Educational Implications:

Access is one of the major concerns of students who use a wheelchair, scooter, walker, cane, or braces. The student must learn routes that do not present barriers to and from classes. It is difficult to make generalizations about the classroom needs of students who use wheelchairs or other mobility equipment. Some students will have full use of their hands and arms while others will have minimal or no use of them.

Possible Accommodations:

- A wheelchair is part of the person's body space. Do not hang or lean on the chair.
- Allow students with speech problems to write messages or to use a speaking device, if they desire. Don't be afraid to ask the student questions and/or involve the student in classroom discussion.
- Push a wheelchair only after asking the person if assistance is needed.
- Allow extra time for students with speech impairments to participate in discussions.
- A note taker or tape recording the class may be reasonable accommodations.

OTHER CONDITIONS

ASTHMA: This is characterized by recurrent attacks of labored wheezing, coughing, and a sense of constriction due to spasmodic contraction of the bronchial tubes. Obvious symptoms include: Wheezing and coughing, shortness of breath, and inflamed eyelids. The student with asthma should avoid sudden temperature changes, heat, cold, humidity, excessive physical exertion, and exposure to irritants including dust, smoke, gas, fumes and vapors.

DIABETES: This is a metabolic disorder which adversely affects the body's ability to manufacture and utilize insulin, a hormone created by the pancreas. The body uses insulin to convert carbohydrates into energy. Diabetes cannot be cured, but it can be controlled through diet, exercise, and insulin treatment. If a student is experiencing low blood sugar, he/she may perspire excessively; have a headache, dizziness, blurred vision, lack of coordination, and or nausea. The student may need to ingest some sugar in the form of a candy bar or two large sugar cubes.

EPILEPSY: This is a hidden disability and a disorder of the nervous system. Seizures are a primary characteristic of epilepsy, but they can be controlled or prevented by the use of medication. Seizures are characterized by a sudden electrochemical discharge in the brain.

The “**grand mal**” seizure may be preceded by an aura such as an odor, nausea, or nondirective fear; this warns the individual that a seizure is beginning. The body stiffens and the person loses consciousness. Often the tonic (stiff) phase is followed by clonic (jerking) spasms. There may be loss of bowel and bladder control. Respiration decreases and the person may become pale or bluish. Normal breathing will resume at the end of the seizure, which may last about five minutes.

The “**petit mal**” seizure involves a momentary loss of consciousness which may be evident as a vacant stare, blinking or nodding, and usually lasts about five to ten seconds. Sometimes there are slight muscle spasms or sudden loss of muscle tone and falling.

The “**Jacksonian**” is a focal seizure. The jerking movement begins at one part of the body and progresses to other parts. The individual may not lose consciousness completely.

The “**psychomotor**” seizure manifests itself as a marked change in behavior, and is without spasms. The individual may exhibit bizarre behavior while in a trance-like state. He/she may walk around, speak, or hallucinate. Most seizures last only a few minutes and many individuals receive enough warning to avoid falling or other injury.

ACQUIRED IMMUNODEFICIENCY SYNDROME: AIDS is caused by either of two varieties of the human immunodeficiency viruses, designated HIV-1 and HIV-2. Current medical information indicates AIDS is not easily transmitted. It is not spread through casual contact, but is transmitted through the exchange of body fluids or blood, intimate sexual activities, transfusion of infected blood or blood products, shared use of intravenous needles, or by an infected mother to her unborn. There is no current evidence that students who are HIV positive or are infected with the AIDS virus can spread the infection by casual, or ordinary contact. There is no specific, standard accommodations that need to be made for student with AIDS in the classroom.

DRS Policies

**STUDENT SUPPORT & TRANSITION SERVICES
DEPARTMENT WITHIN STUDENT AFFAIRS
DISABILITY RESOURCES AND SERVICES**

Policy and Procedure for Testing Accommodations

1. Students must meet with a DRS advisor, request testing accommodations, and provide appropriate documentation.
2. After the documentation is received and reviewed, the Instructor Notification Form (INF) will indicate the testing accommodation.
3. Students will be responsible for picking up the INF from the DRS office, obtaining the instructors' signature, and then returning the signed INF back to the DRS office.
4. One week before the test/exam the student is responsible for reminding the instructor that he/she has testing accommodations.
5. The student is responsible for calling the Testing Center (480-732-7338) one week in advance to make an appointment to take the test. The student should inform the Testing Center of the accommodation(s) (extended time, quiet room, scribe, reader) indicated on the INF – this will allow the Testing Center to have adequate personnel available.
6. ALL testing accommodations should be given in the Testing Center (located in the A Building).
7. Testing time should be scheduled as close as possible to the time your class is taking the test. If an alternative day is needed you must clear this request with your instructor.
8. The instructor will deliver the test to the Testing Center and fill out a form that details what may be used during the test (notes, books, calculator, etc.). Any unauthorized materials in the testing room will be confiscated, testing will cease, and the instructor will be notified.
9. Once you start the test, you must finish. Allow yourself enough time to complete the test. Turn the test into the Testing Center attendant.
10. The Testing Center will hold the test for pick up by the instructor.
11. If you have any questions or concerns or experience any difficulties with your testing accommodations please contact the DRS office at **(480) 857-5188**.

No Show/Tardiness Testing Policy

1. Punctuality is essential! Your allowable time to take the exam starts at the scheduled time of the exam, not 15 minutes later. You should arrive a few minutes early in order to get started on time.
2. If you arrive late and begin your test late, you do not receive extra time at the end.
3. If you are a no show, the exam will be returned to the instructor. It is then up to you to talk with your instructor to request a make-up exam. The instructor is not required to grant a make-up exam due to tardiness or forgetfulness.

**STUDENT SUPPORT & TRANSITION SERVICES
DEPARTMENT WITHIN STUDENT AFFAIRS
DISABILITY RESOURCES AND SERVICES**

Instructor Notification Form (INF) Policy

The INF system is designed to communicate with Faculty, regarding a student's approved classroom accommodations. INF's are provided and monitored by the DRS office.

1. All students with disabilities are responsible for contacting the Disability Resources and Services (DRS) office in order to:
 - ♦ Self-identify their disability
 - ♦ Complete the DRS Registration and Intake Process
 - ♦ Complete and update all DRS Forms (each semester)
 - ♦ Provide current documentation of their disability
 - ♦ Request classroom accommodations

Current documentation consists of: a written, current diagnostic report of any disabilities that are based on appropriate diagnostic evaluations administered by trained and qualified (i.e., certified and/or licensed) professionals (e.g., medical doctors, ophthalmologists, neuropsychologists, audiologists). CGCC adheres to the MCCCDC Disability Documentation Policy located on their web site:

http://www.maricopa.edu/publicstewardship/governance/adminregs/students/2_8.htm

2. Once registered for classes, the student needs to connect with the DRS office to request and/or discuss classroom accommodations. INF's may be received in one or more of the following ways:
 - ♦ Individual meeting with DRS Program Advisor or staff
 - ♦ Attending an INF Group Orientation Meeting
 - ♦ Picked up at DRS office located in SC164

Accommodations are based on individual need, documented disability, registered courses, course content, assessment and review of functional limitations, according to the Americans with Disability ACT (ADA) and section 504 of the Rehabilitation Act.

3. All INF's must be signed by three individuals:
 - ♦ A DRS Program Advisor or staff
 - ♦ Student
4. All original INF's must be returned to the DRS office with complete signatures and dates. When the student returns their completed INF's, DRS will stamp them with the date received. At this time accommodations are active and the DRS staff can advocate on behalf of the student. If the completed INF's are not returned to the DRS office, accommodations are not valid and DRS advocacy cannot be provided for the student.

Additional Information:

- ♦ INF's are provided to faculty to notify them of the student's accommodations, not about the nature of the disability.
- ♦ If needed, the INF's may be sent to the Testing Center in order to implement approved testing accommodations.
- ♦ Students are encouraged to keep their copy of the INF form for each course.
- ♦ Any additions or corrections to the original INF must be reviewed and implemented by DRS staff; unauthorized changes will void the accommodations.
- ♦ Students are responsible to communicate difficulties related to their accommodations directly with the DRS office as they occur; do not wait until the end of the semester.
- ♦ Accommodations cannot be retroactive; the DRS office cannot go back in time to advocate for students concerning accommodations if the correct process is not followed.
- ♦ Students have the choice to disclose the nature of their disability to instructors.
- ♦ Students have the choice to use their accommodations or not. You may be asked to sign a denial or waiver form.
- ♦ Any student or faculty requesting a change to academic accommodations should meet with the DRS Program Advisor or staff. Changes can only be made by DRS staff once discussion occurs, and after reviewing.
- ♦ Problems and concerns that cannot be resolved within the DRS Department can be appealed using the following steps:
 - a. Request a meeting with the Director of Student Support & Transition Services
 - b. Request a meeting with the ADA Coordinator, Lois Bartholomew

Student signature indicates that I have read and understand the Instructor Notification Form (INF) Policy.

Student Signature

Date

Printed Name

DISABILITY RESOURCES AND SERVICES
Instructor Notification Form

Instructor: _____		
Student: _____	Student ID: _____	
Course: _____	Section: _____	Semester: _____

- _____ 1. **Interpreter for the Deaf** _____ **CART**
- _____ 2. **FM Assistive Listening Device** (Student will bring to class and explain its use).
- _____ 3. **Note Taking Assistance** (class volunteer)
- _____ 4. **Tape Recording of Lectures**
- _____ 5. **Accommodations for Tests and Exams** _____ **1 ½ times** _____ **double time**
 _____ **Private Room** _____ **Quiet Room** _____ **Reader** _____ **Scribe**
 _____ **Assistive Technology** _____
- _____ 6. **Preferential Seating** _____
- _____ 7. **Assistive Technology** _____
- _____ 8. **Other Arrangements:** _____

I have received this Instructor's Notification Form and have been made aware of the academic accommodations for this student. If I have any questions I will contact the DRS office directly.	
Instructor's Signature: _____	Date: _____
Student's Signature: _____	Date: _____
Choosing not to use/Refusing INF's: _____	Date: _____

DISABILITY DOCUMENTATION IS ON FILE IN THE DRS OFFICE TO CERTIFY THAT THIS STUDENT IS ENTITLED TO RECEIVE REASONABLE ACCOMMODATIONS UNDER THE AMERICANS WITH DISABILITIES ACT, AND SECTION 504 OF THE REHABILITATION ACT.

If you have any questions or concerns regarding the above named student or accommodations please contact the DRS office at 857-5188.

DRS Representative Signature: _____ Date: _____

Instructor Notification Form (INF) Check List ✓

_____ 1) **Make an INF appointment** with DRS Program Advisor as early as possible up to one month prior to the start of classes. (480) 857-5188

_____ 2) **Write the INF appointment** date and time in your calendar/planner

_____ 3) **Remember to Pick up INF's in the DRS Office** on your first day of class

_____ 4) **On your First day of class** ask to speak to the instructor before or after class regarding your INF.

_____ 5) **Each INF Form** needs to have three signatures; student, faculty and DRS Office

_____ Return the INF form to the DRS office

_____ You will be provided a copy

_____ The instructor will be e-mailed a copy

_____ The testing center will be e-mailed a copy

- **If INF's are not returned to the DRS Office accommodations will not be effective and enforced.**
- **All changes to INF's need to be approved and implemented by DRS office**
- **Be aware, and understand CGCC's Notetaking and Testing policies**

STUDENT SUPPORT & TRANSITION SERVICES
DEPARTMENT WITHIN STUDENT AFFAIRS
DISABILITY RESOURCES AND SERVICES

Policy and Procedure for Alternative Text

1. You must be registered with the Disability Resources and Services (DRS) **(480-857-5188)** office and submit a written diagnostic report, administered by a trained and qualified professional, substantiating your need for an accommodation of alternative text.
2. You must notify the DRS office **eight weeks before classes begin** if you are registered for classes and are in need of alternative text.
3. You are required to purchase one copy of each required textbook or print material for each course. You will need to **submit a sales receipt** for every textbook converted.
4. The DRS office will attempt to obtain an electronic copy of the textbook from RFB&D. If the text is not available from RFB&D, the DRS office will attempt to obtain an electronic copy from other sources. NOTE: See RFB&D information below.
5. In order to play RFB&D audio books, you will need to use specially adapted CD players. A limited number of these players are available through the DRS office and are checked out on a first come first served basis.
6. If an electronic copy of the text book is not available from other sources, the student will be responsible for providing a copy of the textbook to the DRS office so that an internal e-text copy may be produced. In some cases, the textbook may need to have the binding cut in order for it to be properly scanned. DRS does not assume responsibility for not being able to return the book to the campus bookstore for credit.
7. You must notify the DRS office immediately of a course drop/add.
8. You are responsible for returning all alternative text materials to the DRS office upon completion of the course or upon dropping the class. A hold will be placed on your MCCC account until the materials are returned.
9. If you have any problems with the quality of the alternative text materials please contact the DRS office immediately **(480-857-5188)**.

Recordings for the Blind and Dyslexic (RFB&D)

We strongly recommend that any student with a print disability be registered with RFB&D. This service will be available to you in the future for your academic and pleasure reading. It's easy to register with RFB&D. The cost of an individual membership is \$35 a year, plus an initial registration fee of \$65.

1. Complete an individual membership application.
2. Obtain a signature from a DRS representative who attests to the physical basis of the visual, perceptual, or other physical disability, which limits your use of standard print.
3. Complete and sign the copyright acknowledgement form.
4. Return the form to RFB&D.

In order to play RFB&D audio books, you will need to use specially adapted CD players. A limited number of these players are available through the DRS office and are checked out on a first come first served basis. If you have a private membership, you may purchase the playback devices through RFB&D. Refer to their web site for details: <http://www.rfbd.org>

Assistive Technology Software that provides reading and writing solutions:

Kurzweil: This is for students who have reading, writing, and learning differences. This program reads aloud while you are reading or writing and highlights words as it reads. It provides a dictionary for word meanings and spellings with an audible spell check. It includes some powerful study skills features like: bookmarks, outlines, word lists, etc. Text books or handouts may be scanned into Kurzweil for students who prefer having their text read to them. *This software is available in four locations on the CGCC campus and in one location on the Williams campus.*

ReadPlease: This is a screen-reading program that reads any text you see on the computer screen. It is a FREE download from the readplease.com web site. It is not as sophisticated or user friendly as Kurzweil but it is free! ReadPlease Plus is \$60.00 and provides more features.

What can I do if I don't have medical documentation to support the academic accommodation of alternative text?

1. Use the high-speed scanner and the Kurzweil software in the Computer Lab, B123 to create electronic text from your textbooks.
2. The Copy Center can cut the binding on your books to make the scanning quicker and easier.
3. Once scanned, you can save your electronic text in a variety of formats depending upon how you wish to access it, i.e.: text file, Kurzweil file, MP3 file.
4. Be sure to have a USB drive or CDROM for storage.

If you have any questions or concerns please contact the DRS office at **(480) 857-5188**.

Instructor's Guide to Interpreter Services

If a hearing impaired or deaf student is enrolled in your class then there will be either one or two interpreters in your class, depending on the length of the class. The interpreter acts as a channel of communication between two persons who do not share one another's language and/or mode of communication. Classroom Suggestions:

1. Provide a list of new vocabulary/terminology to the interpreter before it comes up in class. Provide a copy of your lecture notes if possible.
2. Allow the student to be seated near the front of the class where he/she can see the face of the instructor and the board.
3. Allow the interpreter to sit or stand where the student can maintain eye contact with both the interpreter and you.
4. Speak clearly and naturally using your normal facial expression and gestures.
5. Avoid standing in front of a window or other light sources.
6. When addressing a deaf student, face that individual and speak directly to him/her and not to the interpreter. Avoid phrases such as "ask him" or "tell her".
7. Relax and talk normally, but realize there is a "lag time" involved between the spoken message and the interpretation.
8. If possible, limit speaking to one person at a time, especially during group discussions.
9. Try to avoid talking to the class while facing the chalkboard. This makes it difficult for the student to read your lips.
10. Try to refrain from using words like "this" and "that" when referring to items on the chalkboard. The deaf students are unable to watch the interpreter and the chalkboard simultaneously.
11. If possible, let the interpreter know before class when you plan to use media materials, such as overhead projectors, films, or slides. It may be necessary to bring in a lamp to illuminate the interpreter.
12. The hearing-impaired or deaf student will probably need to utilize a note taker in class. The student must concentrate on the interpreter and instructor and is unable to take notes.

If you have any questions or concerns or experience any difficulties with an interpreter, please contact College Student Services, at **(480) 857-5188**.

STUDENT SUPPORT & TRANSITION SERVICES
DEPARTMENT WITHIN STUDENT AFFAIRS
DISABILITY RESOURCES AND SERVICES

**Policy and Procedure for Interpreter Services for
Students who are Deaf or Hard-of-Hearing**

1. You must be registered with the Disability Resources and Services (DRS) office and submit a written diagnostic report, administered by a trained and qualified professional, substantiating your hearing loss.
2. You must notify the DRS office (**480-857-5188**) four weeks before classes begin if you are registered for classes and are in need of interpreter services.
3. Failure to notify the DRS office (four weeks before classes begin) of your current semester schedule and need for interpreting services may result in a delay of services. Due to the lack of interpreters available in the state of Arizona, it may cause undue hardship to CGCC to find an interpreter with less than four weeks notice.
4. If you know you will miss a class, give the Disabilities Resources and Services Program Advisor **at least 48 hours advance notice**. In some situations, such as an emergency, you may not be able to provide 48 hours notice; however any advance notice is appreciated (see (e) below). Failure to provide any advance notice is considered a “No-show”. To give advance notice you may:
 - a. Call the DRS office (**480-857-5188**) and either speak with or leave a message for the Disabilities Resources and Services Program Advisor
 - b. Send an email message to the Disabilities Resources and Services Program Advisor (
5. Failure to provide notice will result in the following actions:
 - a. **First “No-Show”**: A letter or email will be sent to remind you of the policy and appropriate procedures.
 - b. **Second “No-Show”**: A letter or email will be sent to remind you that you have two “No-Shows”. In addition, the letter will remind you of the policy and appropriate procedures.
 - c. **Third “No-Show”**: Services will be temporarily suspended and a letter or email will be sent informing you of the policy and the appropriate procedure. Services will remain suspended until you make an appointment and meet with the Disabilities Resources and Services Program Advisor or the College Student Services Director to discuss reinstatement of services.
 - d. **For each subsequent “No-Show” (4th, etc.)**: Services will be suspended and a letter or email will be sent to you informing you of the policy and the appropriate procedures. The services will remain suspended until you make an appointment and meet with the Disabilities Resources and Services Program Advisor or the College Student Services Director to discuss reinstatement of services.

- e. **Repeated cancellations of interpreter services with less than 48 hours notice may also result in suspension of services.**
 - f. These policies will be followed even if you have not received notification. For example, if you have 3 or more “No-Shows” in a week, interpreting services will be suspended, even if you have not received a letter from DRS. Two classes missed on one day will count as two “No-Shows”.
 - g. If you are late for class, the interpreter will wait outside of the classroom for 15 minutes before leaving. If you arrive in class before the interpreter leaves, do not ask the interpreter what you missed. It is your responsibility to ask your instructor, note taker, or other students what you missed, either after class or during break.
6. If the instructor cancels a class and either puts this information in the syllabus or makes an announcement in class, you must notify the Disabilities Resources and Services Program Advisor as soon as possible.
 7. If you need interpreter services for additional activities related to your academic plan here at CGCC, i.e.: outside meetings, events, learning community assignments, etc. your request will be assessed on a case-by-case basis. Two weeks notice is required for interpreting services at these additional activities and the above no-show policy applies.

I have read the above policy and understand the contents.

Student Signature

Date

Printed Name

DRS Staff Signature

Date

STUDENT SUPPORT & TRANSITION SERVICES
Department within Student Affairs
DISABILITY RESOURCES AND SERVICES

Policy and Procedure for the Student Note taker

1. If choosing to be reimbursed for note taking services, you must complete the “Online Training: Note taking for Students with Hearing Loss” (<http://netac.rit.edu/onlinenotetakertraining.html>) and submit a copy of the certificate of completion to the DRS office which we will keep on file. This training will take approximately one hour to complete and needs to be accessed through Internet Explorer.
2. You must go to the DRS office (SC164) to complete your W9 Form, sign your contract, and fill out the pink Note Taking Request Form. The DRS office is open Monday-Thursday 8am until 8pm and Fridays 8am until 5pm. This paperwork needs to be completed by the fourth week of classes.
3. If your paperwork is not completed in a timely manner then you will be considered a volunteer and will not be paid for your services.
4. You must notify the DRS office of any address or telephone number changes. If you fail to notify us of any changes then your payment may be delayed.
5. If you fail to attend the class for which you are taking notes three or more times, or according to the class syllabus attendance guidelines, then you will be subject to replacement and non-payment.
6. If the student requesting your service withdraws from the class after the first eight weeks, then you will continue to be paid in full for the services that you provided. Withdrawal prior to the first eight weeks will result in an adjusted payment.
7. You can stop by the DRS office to pick up extra carbonless paper Monday – Thursday 8am until 8pm and Fridays 8am until 5pm.

Thank you for agreeing to be a note-taker. We appreciate your willingness to assist a fellow student. If you have any questions or concerns, please do not hesitate to contact our office at **(480) 857-5188**.



The Maricopa County Community College District is an EEO/AA institution.

**STUDENT SUPPORT & TRANSITION SERVICES
DEPARTMENT WITHIN STUDENT AFFAIRS
DISABILITY RESOURCES AND SERVICES**

NOTE TAKING REQUEST FORM

Instructor:

Please make the following in-class announcement on behalf of the student who is to receive notetaking services. The student's name should be kept confidential!

I would like to ask for a volunteer who would be willing to share their notes with a student in this class. You will be able to use carbonless paper or make copies of your notes. You will be paid \$25.00 per credit hour for this service once you connect with Student Support & Transition Services and complete the required paperwork. If you are interested, please fill out the bottom of this form and take it to the Student Support & Transition Services Office, SC164 where you can finalize the process.

RETURN THIS FORM TO THE DRS OFFICE, SC164

Student Note Taker: _____ Phone: _____

Last 4 numbers of ID#: _____ Email Address: _____

Student enrolled in DRS: _____

Last 4 numbers of ID#: _____

Course: _____ Section: _____

of class credit hours: _____ Starting Date: _____

ALL PAPERWORK MUST BE PROCESSED BY THE FOURTH WEEK OF THE SEMESTER IN ORDER TO BE REIMBURSED FOR SERVICES

**STUDENT SUPPORT & TRANSITION SERVICES
DEPARTMENT WITHIN STUDENT AFFAIRS
DISABILITY RESOURCES AND SERVICES**

Placement Test Accommodations

This is to inform you that this student is registered with the DRS office. This student will need the following accommodations for the Placement Testing.

Name: _____

ID#: _____

Phone #: _____

ACCOMMODATION(S) REQUESTED FOR THE FOLLOWING EXAMINATION

_____ ASSET _____ Accuplacer _____ COMPASS _____ CELSA

_____ Extended time: _____ 1 ½ times _____ double time

_____ Private Room

_____ Reader _____ Scribe

_____ Assistive Technology _____

_____ Visual Enlarger

_____ Sign Language Interpreter _____ CART

_____ Large Print

_____ Other: _____

_____ Refused Accommodations Student Signature _____ Date: _____

It is the student's responsibility to call the Testing Center (480-732-7159) to schedule their test. Please inform the Testing Center of your accommodations. The Testing Center will verify and coordinate with the Disability Resources and Services office for any additional support that may be needed. Allow 1 week for any accommodations. Be sure to bring this form and a valid picture ID with you when you go to take your test.

Please call the Disability Resources and Services office if you have any questions or concerns. Our number is 480-857-5188. If testing accommodations are unable to be verified, they will not be enforced.

DRS Program Advisor: _____ Date: _____



CGCC Faculty Resources

Comparison of the Individuals with Disabilities Education Act (IDEA),
Section 504 of the Rehabilitation Act (Section 504), and the Americans
with Disabilities Act (ADA)

	IDEA	Section 504	ADA
Requirements in the Law	<ul style="list-style-type: none"> Provides a free, appropriate public education in the least restrictive environment. 	<ul style="list-style-type: none"> Requires any agency, school or institution receiving federal financial assistance to provide persons with disabilities to the greatest extent possible, an opportunity to be fully integrated into the mainstream. 	<ul style="list-style-type: none"> Extends coverage of Section 504 to employment, public, and private educational institutions, transportation providers and telecommunications, regardless of presence of any federal funding.
Definitions in the Law	<ul style="list-style-type: none"> Specific disability categories are defined in the law; covers students with educational disabilities that require special services from specially trained teachers. Not all students with disabilities are eligible. 	<p>Defines persons with disabilities who:</p> <ul style="list-style-type: none"> Have a physical or mental impairment which limits one or more major life activities; Have a record of such an impairment, or Are regarded as having impairment. 	<ul style="list-style-type: none"> Definition of disability essentially same as Section 504, and extends coverage to persons without disabilities who may be related to or associated with a person with a disability; Includes HIV status, contagious and non-contagious diseases.
Who is Covered	<ul style="list-style-type: none"> Covers students with educational disabilities that requires special education services age 3-21, or until graduation. 	<ul style="list-style-type: none"> Protects all persons with a disability from discrimination in educational setting based solely on disability. 	<ul style="list-style-type: none"> Protects all persons with a disability from discrimination in educational setting based solely on disability.
Services Provided	<ul style="list-style-type: none"> Offers educational services that are remedial in addition to services available to mainstream student s(i.e. PE, Art, field trips) 	<ul style="list-style-type: none"> Eliminates barriers that would prevent a student from full participation in programs/services offered to the general school population. 	<ul style="list-style-type: none"> Eliminates barriers that would prevent a student from full participation in programs/services offered to the general school population.

	IDEA	Section 504	ADA
Funding	<ul style="list-style-type: none"> Schools receive federal funding to provide remedial services 	<ul style="list-style-type: none"> Requires that schools not discriminate based on student's disability and must provide appropriate accommodations, but schools receive no additional financial support to provide support services or auxiliary aids. 	<ul style="list-style-type: none"> Same Funding as Section 504.
Evaluation/Documentation	<ul style="list-style-type: none"> School district is responsible for identifying and evaluating students with disabilities. 	<ul style="list-style-type: none"> Same as IDEA for elementary and secondary schools. Same as ADA for students in college. 	<ul style="list-style-type: none"> Students must self-identify as having a disability and must provide adequate documentation of disability
	<ul style="list-style-type: none"> Evaluations are the responsibility of the school and are performed at no expense to student/parent. 	<ul style="list-style-type: none"> Same as IDEA for elementary and secondary schools. Same as ADA for students in college. 	<ul style="list-style-type: none"> Evaluations and documentation of disability are student's responsibility and expense.
	<ul style="list-style-type: none"> Parents must consent to evaluations and placement decisions. 	<ul style="list-style-type: none"> Same as IDEA for elementary and secondary schools. Same as ADA for students in college. 	<ul style="list-style-type: none"> Student has responsibility for advocacy and negotiating accommodations plan.
IEP/Accommodations	<ul style="list-style-type: none"> Individual Education Plan (IEP) developed with parents, teachers and other specialists involved. 	<ul style="list-style-type: none"> 504 Plan developed with parents, teachers, school personnel involved (for elementary/secondary students) Same as ADA for college/postsecondary. 	<ul style="list-style-type: none"> Accommodations developed with student, Disabilities Services Coordinator on campus with proper documentation.
Classroom Placement	<ul style="list-style-type: none"> Placement must be in the least restrictive environment; may be special classrooms, resource, or regular classroom. (Elementary and secondary students) 	<ul style="list-style-type: none"> Placement in regular classroom with support services to eliminate barriers to the educational experience (Elementary, secondary, & college students) 	<ul style="list-style-type: none"> All courses are mainstream with accommodations provided to students who qualify under the ADA.

AUTOMATED GRADE CHECKS

Grade checks occur at mid-semester and are used to monitor a student's academic progress and classroom accommodations. If you have not signed an Instructor Notification Form (INF) then the student has chosen not to inform you that they are registered with the DRS office or to utilize their accommodations. Grade checks are done automatically through the campus e-mail system. You may receive an e-mail from the DRS office, which asks you to complete a short form indicating the student's mid-term grade and any comments you may wish to add. Your response will help us gauge the effectiveness of the students' accommodations. We will call the student into the DRS office for a meeting if the grade is a C or lower, or if you have stated any specific comments or concerns.

This automated grade check system was initiated during the Fall of 2005 and has been very effective in improving student success and retention. If you have any problems with the automated system, please call our office at (480) 857-5188.

GRADING, ABSENCES and WITHDRAWS

It is important that students with disabilities are graded the same as all other students. All students should be graded under the same policy. Additionally, all students should be held accountable under the same absence policy. Your syllabus should state clearly what the class policy is regarding grading and absences. Treat your syllabus as a contract between yourself and the student. If a student is excessively absent and says it is due to his/her disability then please contact the DRS office.

If a student earns a failing grade then the student should be given the failing grade rather than withdraw. All students have the right to fail. It is a disservice to students to give them a grade that they did not earn because it makes them believe that they are ready for higher-level courses. Added strain may be placed on the next instructor if the instructor is forced to explain to the student why he/she is not doing well when the previous class was completed satisfactorily. CGCC is open to all learners in the community, so you may encounter some students who have difficulty with learning beyond the typical student. If you encounter such a student you should make them aware of DRS services. The DRS office can meet with students to discuss various community options and employment.

If you consider withdrawing a student, please read the policy on 'Repeating a Course' (found in the Chandler-Gilbert Community College Catalog & Student Handbook). If a student is withdrawn from a class then he/she can continue to repeat that class an unlimited number of times. If the student is given a grade (rather than a "W" or "Y") then he/she will only be able to repeat the course up to three times.



CHANDLER-GILBERT COMMUNITY COLLEGE

COLLEGE STUDENT SERVICES
DEPARTMENT WITHIN STUDENT AFFAIRS
DISABILITY RESOURCES AND SERVICES

Assistive Technology Software

Kurzweil: for students who have reading, writing, and learning differences. This program reads aloud while you are reading or writing and highlights words as it reads. It provides a dictionary for word meanings and spellings with an audible spell check. It includes some powerful study skills features like: bookmarks, outlines, word lists, etc. Text books or handouts may be scanned into Kurzweil for students who prefer having their text read to them.

Inspiration: for students who are visual learners. It uses diagrams and outlines to organize new information (concept mapping). Inspiration can take an outline and automatically put it into a visual diagram or it can take a visual diagram and put it into outline form. It strengthens critical thinking, comprehension, and writing skills.

Jaws: for students who are blind or visually impaired. Jaws is a screen reading software program which reads aloud what is displayed on the computer screen. It is very sophisticated and primarily uses keyboard shortcuts. Jaws can also output to a refreshable Braille display. Jaws is very popular in the blind and visually impaired community and has a fairly high learning curve.

ZoomText: for students who are visually impaired. ZoomText is a computer screen magnification and reading software program. It enlarges, enhances, and reads aloud everything on the computer screen. It is very user friendly.

Dragon Naturally Speaking: for students who have difficulty writing or using the computer keyboard. Dragon Naturally Speaking (DNS) is a voice recognition program which is fully integrated with Microsoft Office products. DNS allows you to access the Microsoft programs using your voice, not your hands. Good for people who have difficulty using the computer keyboard due to carpal tunnel syndrome, repetitive stress injuries, cerebral palsy, etc.

Assistive Technology Mobile Cart: CGCC mobile computer cart is designed to provide access to classroom content through assistive technology software and hardware for student's disabilities. This cart has state of the art equipment for visual impairments, learning disabilities, and orthopedic impairments. Technology includes: hydraulically adjustable table, portable CCTV, 24" monitor, cordless keyboard & mouse, large workspace, and the following software programs: ZoomText, Jaws, Kurzweil, Inspiration, and Dragon Naturally Speaking.



The Maricopa County Community College District is an EEO/AA institution.

EVACUATION OF PERSONS WITH DISABILITIES

The following guidelines should be considered when assisting people with disabilities during an evacuation. College Safety personnel and faculty/staff should familiarize themselves with these procedures. The following steps should be taken only if emergency personnel (i.e., fire/police department, College Safety) are not immediately on the scene. If emergency personnel are present, please allow them to assist individuals with disabilities, unless you are instructed to do so.

ASSISTING PERSONS WITH VISUAL IMPAIRMENTS: Describe the nature of the emergency and offer to guide him/her to the nearest emergency exit. Have the person take your elbow and escort him/her, advising of any obstacles such as stairs, narrow passageways or overhanging objects. When you have reached safety, orient the person to where he/she is and ask if further assistance is needed.

ASSISTING PERSONS WHO ARE DEAF OR HARD OF HEARING: Most buildings are not equipped with flashing light alarms, and persons with impaired hearing may not understand that an emergency exists. Communicate with the person by writing a note or through simple hand gestures. If an interpreter is present, the interpreter will interpret your verbal instructions.

ASSISTING PERSONS WHO USE WHEELCHAIRS: Ask the person what method of assistance he/she prefers. If time permits, contact College Safety for assistance. Some people have minimal ability to move, and lifting them may be dangerous. Some people who use wheelchairs have respiratory complications and should be immediately escorted out of buildings that contain irritating smoke or fumes. If the elevators are not functioning, and it is necessary to evacuate the person down the stairs, keep the following considerations in mind:

- ❖ Ask if he/she wants to move forward or backward down the stairs
- ❖ Wheelchairs have many moveable or weak parts
- ❖ Power wheelchairs have very heavy batteries
- ❖ If a seat belt is available, use it!

If the person prefers to be removed from his/her wheelchair for evacuation, ask his/her preference on the following:

- ❖ Ways of being removed from the wheelchair
- ❖ Whether to move extremities or not
- ❖ Being moved forward or backward down stairs
- ❖ Whether a seat cushion or pad should be brought
- ❖ What is necessary for after-care

Mobility aids should be retrieved as soon as possible. Contact College Safety with the location of wheelchair/and or other mobility aids if needed.

People First Language

By Kathie Snow

The difference between the right word and the almost right word
is the difference between lightning and the lightning bug.

Mark Twain

Who are “the handicapped” or the “disabled?”

According to stereotypical myths, they are:
People who *suffer* from the *tragedy* of *birth defects*. *Paraplegic heroes* who *struggle* to become *normal* again. *Victims* who *fight* to *overcome* their *challenges*. Categorically, they are called *retarded*, *autistic*, *blind*, *deaf*, *learning disabled*, etc., etc., etc., - ad naseum!

Who are they, really?

Moms & Dads . . . Sons & daughters
Employees & Employers . . . Friends &
Neighbors . . . Students & Teachers . . . Leaders
& Followers

Scientists (Stephen Hawking)

Movie Stars (Marlee Matlin)

They are people.

They are people, first.

People with disabilities constitute our nation's largest minority group, which is simultaneously the most inclusive and the most diverse! Everyone's represented: people of both genders and of all ages, as well as individuals from all religions, ethnic backgrounds, and socioeconomic levels. Yet the only thing people with disabilities truly have in common with one another is dealing with societal misunderstanding, prejudice, and discrimination. Furthermore, the “disability community” is the only minority group which any one can join, at any time. Some join at birth. Others join in the split second of an accident, through illness, or by the aging process. If and when it happens to you, will you have more in common with others who have disabilities or with family, friends, and co-workers? And how will you want to be described? How will you want to be treated? Disability issues affect all Americans!

Inaccurate Descriptors

“The handicapped” is an archaic term—it's no longer used in any federal legislation—that evokes negative images (pity, fear, and more). The origin of the word is from an “Old English” bartering game, in which the loser was left with his “hand in his cap,” and he was thought to be at a disadvantage. A legendary origin refers to a person with a disability begging with his “cap in his hand.” This antiquated, pejorative term perpetuates the stereotypical perception that people with disabilities are homogenous group of pitiful, needy people.

The Power of Language & Labels

Words are powerful. Old, inaccurate, and inappropriate descriptors perpetuate negative stereotypes and attitudinal barriers. When we describe people by their labels or medical diagnoses, we devalue and disrespect them as individuals. What is the purpose of a disability label? It's a sociopolitical passport for services! But we mistakenly use labels to determine how/where people with disabilities will be educated, what type of job they will/won't have, where/how they'll live and more. Worse, labels are frequently used to define a person's potential and value! In the process, we crush people's hopes and dreams and relegate them to the margins of society.

Using People First Language is Crucial!

**People first language puts the person before the disability,
and it describes what a person has, not what a person is.**

Are you “myopic” or do you wear glasses? Are you “cancerous” or do you have cancer? Are you “freckled” or do you have freckles? Is a person “handicapped” or “disabled” or does she have a disability?

If people with disabilities are to be included in all aspects of our communities – in the ordinary, wonderful, and typical activities most people take for granted – we must use the ordinary, wonderful, typical language used about people who don’t have disabilities.

A person’s self-image is strongly tied to the words used to describe him. For generations, people with disabilities have been described in negative, stereotypical language which has created harmful, mythical portrayals. We must believe children and adults with disabilities are unique individuals with unlimited potential to achieve their dreams, just like all Americans.

Examples of People First Language

Say:

People with disabilities
He has a cognitive disability.
She has autism.
He has Down Syndrome.
She has a learning disability.
He has a physical disability.
She’s of short stature/she’s a little person.
He has an emotional/mental health disability.
She uses a wheelchair/mobility chair.
He receives special ed services.
Typical kids or kids without disabilities.
Congenital disability
Brain injury.
Accessible parking, hotel room, etc.
She needs . . . or she uses . . .

Instead of:

The handicapped or disabled.
He’s mentally retarded.
She’s autistic.
He’s Down’s
She’s learning disabled.
He’s a quadriplegic/crippled.
She’s a dwarf/midget.
He’s emotionally disturbed.
She’s wheelchair bound/confined
He’s in special ed.
Normal or healthy kids.
Birth defect.
Brain damaged.
handicapped Parking, hotel room, etc.
She has a problem with . . .



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**STUDENT SUPPORT & TRANSITION SERVICES
DEPARTMENT WITHIN STUDENT AFFAIRS
DISABILITY RESOURCES AND SERVICES**

DISABILITY ISSUES IN THE CLASSROOM

DO...

Know that we (colleges and universities) are required to accommodate students with disabilities.

Know that accommodations are based on documented disabilities where medical doctors and /or licensed psychologists report that such accommodations are necessary for the student.

Know that accommodations must be 'reasonable' and not change the curriculum of a given class.

Treat all of your students equally, even those with disabilities. The accommodation should be the only thing that you are doing differently with a DRS student.

Follow the accommodations listed on the INF and report any accommodations to DRS staff that you feel are not reasonable for your particular class.

Know that having a student with a disability in your class may cause more work for you.

Inform any student with suspected issues of the DRS office and its services.

Know that students with disabilities do not have to use their accommodations if they choose not to do so.

Know that it is always best to document and keep records of instances where a student who presents an INF to you does not wish to use his or her accommodations.

Do Not...

Ask a student specific questions about his/her disability unless you truly need to know such information in order to effectively teach the student.

Require or coerce a student to visit DRS.

Grade a student with a disability easier than you would grade other students.

Bring up a student's disability to the rest of the class or discuss such issues where others may hear you.

Ignore or otherwise disregard the accommodations listed on the INF.

Make up and/or implement your own accommodation(s) listed on the INF.

Think that a student with a disability was somehow placed in your class when students are free to sign up for any classes that they meet the prerequisites for, regardless of the advice given by college staff.

Penalize a student in any way for receiving accommodations

Try to talk to a student out of using his or her accommodation(s)

Don't hesitate to call Scott Silberman (480) 732-7078 or the DRS office (480) 857-5188 with any questions or concerns.

The Top Ten Things the Faculty Should Know about Students with Disabilities

1. Under the ADA, a person has to be a “qualified” person in order to be protected by the ADA. To be “qualified” the person has to meet one of the following:
An Individual with a disability is one who:
 - Has a physical or mental impairment that substantially limits one or more of the individual’s major life activities;
 - Has a record of such impairment; or
 - Is regarded as having such an impairment
2. Students have to provide current and required medical documentation to support their disability
3. Students are responsible to self identify their disability to the DRS department.
4. Students must complete and return all paperwork, including INF’s in order to be an active DRS student.
5. DRS are responsible to provide reasonable accommodations. Accommodations are done to level the playing field not give unwarranted advantage.
6. Accommodations are based on individual need, documented disability, and courses the student is registered for. Student’s have the right to choose not to use them at any time.
7. Students are responsible to contact the DRS department about any concerns or changes that need to be made to their accommodations. Only DRS staff can alter or change the students accommodations.
8. DRS promote self-determination and personal responsibility for students with disabilities.
9. Students have to sign a release form giving DRS staff permission to speak with their faculty and to get grade checks.
10. Use First Person: students are seen as individuals with a disability, not a disabled person.

LOCAL DISABILITY RESOURCES

ADVOCACY

Advocates for the Disabled, 4232 S. Central Ave., Phoenix, AZ 85040
(602) 268-0211

AZ Foundation for the Handicapped, 3146 E Windsor, Phoenix, AZ 85008
(602) 956-6341

Parent Training Information Project, 4750 N Black Canyon Hwy, #101, Phoenix, AZ 85017
(602) 242-4366

AZ Center for Disability Law, 3839 N 3rd Street #209, Phoenix, AZ 85012
(602) 274-6287

Disabilities Helpline of Arizona, 1515 E Osborn Rd, Phoenix, AZ 85014
(602) 263-8845

Pilot Parents of Southern Arizona, 2600 N Wyatt Drive, Tucson, AZ 85712
(520) 324-3150

DEVELOPMENTAL

Developmental Disabilities Planning Council, 1717 W Jefferson St, Phoenix, AZ 85007
(602) 542-4049

Gov. Council Dev. Disabilities, 1717 W Jefferson St, Phoenix, AZ 85007
(602) 542-4049

State Developmental Disabilities Program, PO BOX 6123, Phoenix, AZ 85005
(602) 542-0419

SIGN LANGUAGE INTERPRETING SERVICES

Arizona Interpreting Services, 13220 S 48th St, #1036, Phoenix, AZ 85044
(480) 961-7331

Statewide Interpreting Services, PO BOX 39916, Phoenix, AZ 85069
(602) 973-8072

Freelance Interpreting Services, 6420 E Calle De Las Estrella, Cave Creek, AZ 85331
(480) 595-9515

Valley Center for the Deaf, 3130 E Roosevelt St, Phoenix, AZ 85008
(602) 267-1921

MENTAL HEALTH

Arizona State Hospital, 2500 E Van Buren St, Phoenix, AZ 85008
(602) 244-1331

Veterans Administration Medical Center, 650 E Indian School Rd, Phoenix, AZ 85012
(602) 277-5551

Southwest Behavioral Health, 1424 S 7th Ave., Phoenix, AZ 85007
(602) 257-9339

Value Options, 24-hour Crisis Intake/Evaluation Line
800-564-5465

Jewish Family and Children's Services, 2033 N 7th St, Phoenix, AZ 85006
(602) 257-1904

SERVICES FOR THE BLIND

Arizona Industries for the Blind, 3013 W Lincoln St, Phoenix, AZ 85067
(602) 269-5131

Sun Sounds, 3124 E Roosevelt St, Phoenix, AZ 85008
(602) 231-0500

Recording for the Blind & Dyslexic, 9449 N 99th Ave., Peoria, AZ 85345
(602) 290-3014

AZ Center for the Blind and Visually Impaired, Inc. 3100 E Roosevelt St, Phoenix, AZ 85008
(602) 273-7411

Foundation for Blind Children, 1235 E Harmont Dr., Phoenix, AZ 85020
(602) 331-1470

PHYSICAL DISABILITIES

Arthritis Foundation, 711 E Missouri, #116, Phoenix, AZ 85014
(602) 264-7679

Arizona Spina Bifida Association, 1001 E Fairmount Ave, Phoenix, AZ 85014
(602) 274-3323

Arizona Bridge to Independent Living, 1229 E Washington St, Phoenix, AZ 8534
(602) 256-2245

Desert Samaritan Hospital Rehabilitation, 1400 S Dobson Rd, Mesa, AZ 85202
(480) 835-3000

Disabled American Veterans, 3225 N Central Ave., Phoenix, AZ 85012
(602) 277-8215

Epilepsy Society of Central Arizona, 1515 E. Osborn, Rd, Phoenix, AZ 85014
(602) 265-1733

United Cerebral Palsy Association, 7337 N 19th Ave., Phoenix, AZ 85021
(602) 864-1300

LEARNING DISABILITIES

Arizona Literacy and Learning Center, 77 E Columbus #214, Phoenix, AZ 85012
(602) 212-1089

International Dyslexia Association, 8044 N 72nd Place, Scottsdale, AZ 85258
(480) 905-7022

Learning Disabilities Association of Arizona, PO BOX 30606, Phoenix, AZ 85046
(602) 495-1175

Life Development Institute, 18001 N 79th Ave #E71, Glendale, AZ 85308
(623) 773-2774

JOB PLACEMENT ASSISTANCE

Arizona State Department of Economic Security, 1717 W Jefferson St, Phoenix, AZ 85007
(602) 542-6578

Arizona One-Stop, 735 N Gilbert Rd #134, Gilbert, AZ 85234
(480) 497-0350

SERVICES FOR THE DEAF

Arizona Commission for the Deaf and the Hard of Hearing, 1400 W Washington St, Room 126, Phoenix, AZ 85007
(602) 542-3358

Phoenix Association of the Deaf, Inc., 1545 W Osborn Rd, Phoenix, AZ 85015
(602) 941-4748

Phoenix Day School for the Deaf, 1935 W Hayward Ave., Phoenix, AZ 85021
(602) 336-6885

CHEMICAL DEPENDENCY

East Valley Alcoholism Council (EVAC), 554 S Bellview, Mesa, AZ 85204
(480) 962-7922

Local Alcoholism Reception Center (LARC), 3101 E Watkins Rd, Phoenix, AZ 85034
(602) 231-0050

Al-Anon/Alateen, 6829 N 21st Ave., Phoenix, AZ 85015
(602) 249-1257

OTHER RESOURCE LISTINGS

Alzheimer's Disease & Related Disorders	(800) 621-0379
AMC Cancer Information	(800) 525-3777
American Council of the Blind	(800) 424-8666
American Foundation for the Blind	(212) 620-2080
American Kidney Fund	(800) 638-8299
Attention Deficit Disorder Association (ADDA)	(800) 487-2282
Cancer Information Service National Line	(800) 4-CANCER
Children & Adults with Attention Deficit Disorders (C.H.A.D.D.)	(800) 233-4050
HEATH Postsecondary Options for People with Disabilities	(800) 54-HEATH
International Dyslexia Association	(800) 222-3123
International Hearing Society	(800) 521-5247
Lung Line (lung disorders, allergies)	(800) 222-LUNG
National Adult Literacy & Learning Disabilities Center (NALLD)	(800) 953-2553
National Aids Hotline	(800) 342-AIDS
National Association for Hearing & Speech Action (Voice or TDD)	(800) 623-TALK
National Center for Stuttering	(800) 221-2483
National Cystic Fibrosis Foundation	(800) 344-4823
National Down's Syndrome Society	(800) 221-4602
National Easter Seal Society	(800) 221-6827
National Health Information Clearing House	(800) 336-4797
National Rehabilitation Information Center	(800) 34-NARIC
Spinal Bifida Hotline	(800) 621-3141

DISABILITY WEB PAGES

AbilityHub [Assistive Technology]

<http://www.abilityhub.com>

ABLEDATA [Assistive Technology]

<http://www.abledata.com>

Access Board [Federal Agency Committed to Accessible Design]

<http://www.access-board.gov>

Access-Able Travel Source

<http://www.access-able.com>

ADA & IT Technical Assistance Centers

<http://www.adata.org>

Administration on Developmental Disabilities

<http://www.acf.dhhs.gov/programs/add/>

Alexander Graham Bell Association for the Deaf

<http://www.agbell.org>

Alliance for Technology Access [Assistive Technology]

<http://www.ataccess.org>

American Academy for Cerebral Palsy and Developmental Medicine

<http://www.aacpdm.org>

American Paraplegia Society

<http://www.apssci.org>

American Spinal Injury Association (ASIA)

<http://www.asia-spinalinjury.org>

Architecture & Home Modification

<http://www.disabilityresources.org/ARCHITECTURE.html>

Arizona Alliance for the Mentally Ill

<http://az.nami.org>

Arizona Bridge to Independent Living (ABIL)

<http://www.abil.org>

Arizona Center for Disability Law

<http://www.acdl.com>

Arizona Center for the Blind and Visually Impaired

<http://www.acbvi.org>

Arizona Commission for the Deaf and Hard of Hearing

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

Arizona Department of Economic Security: Rehabilitation Services Administration

<http://www.de.state.az.us/rsa/>

Arizona Families On-Line (AFOL)

<http://aztec.asu.edu/afol/afol.html>

Arizona Spinal Cord Injury Association

<http://www.azspinal.org>

Arizona TASH

<http://www.arizonatash.org>

Arizona Vocational Rehabilitation

<http://www.de.state.az.us/rsa/vr.asp>

Assistive Technology

<http://www.disabilityresources.org/AT.html>

Autism National Committee (AUTCOM)

<http://www.autcom.org>

Autistics.org

<http://www.autistics.org>

Bazelon Center for Mental Health Law

<http://www.bazelon.org>

The Boulevard [Disability Resource Directory of Products & Services]

<http://www.blvd.com>

Brain Injury Association of America

<http://www.biausa.org>

Center for Research on Women with Disabilities (CROWD)

<http://www.bcm.tmc.edu/crowd>

Children and Adults with Attention-Deficit Disorder/Hyperactivity

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

Clear Path Job Internship Program for People with Disabilities
<http://www.ci.phoenix.az.us/PARKS/clearpth.html>

Consortium for Citizens with Disabilities (CCD)
<http://www.c-c-d.org>

Council for Learning Disabilities
<http://www.cldinternational.org>

Deaf and Hard of Hearing
<http://www.deafandhh.com>

Department of Education
<http://www.ed.gov>

Department of Labor
<http://www.dol.gov>

Disability Rights Education & Defense Fund (DREDF)
<http://www.dredf.org>

Disabled American Veterans
<http://www.dav.org>

Disabled Sports USA
<http://www.dsusa.org>

Equal Employment Opportunity Commission (EEOC)
<http://www.eeoc.gov>

Families USA [Health care]
<http://www.familiesusa.org>

Family Village
<http://www.familyvillage.wisc.edu/index.htmlx>

Family Voices [Advocates]
<http://www.familyvoices.org>

Financial Aid for Students with Disabilities
<http://www.finaid.org/otheraid/disabled.phtml>

Findlaw [Case Law]
<http://www.findlaw.com/casecode/>

The Gray Center for Social Learning and Understanding
<http://www.thegraycenter.org>

Housing Urban Development (HUD)
<http://www.hud.gov>

Human Services Research Institute
<http://www.hsri.org>

IBM Accessibility
<http://www.austin.ibm.com/sns/guidelines.html>

LD OnLine
<http://www.ldonline.org>

Learning Disabilities Association of America
<http://www.ldanatl.org>

Maricopans with Disabilities
<http://www.maricopa.edu/disab/>

National Alliance for the Mentally Ill (NAMI)
<http://www.nami.org>

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

National Association of Protection and Advocacy Systems
<http://www.napas.org>

National Center for Learning Disabilities, Inc (NCLD)
<http://www.nclld.org>

National Center for the Dissemination of Disability Research (NCDDR)
<http://www.ncddr.org>

National Center on Physical Activity and Disability (NCPD)
<http://www.ncpad.org>

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

National Mental Health Consumers' Self-Help Clearinghouse
<http://www.mhselfhelp.org>

National Mental Health Information Center

<http://www.mentalhealth.org>

National Spinal Cord Injury Association (NSCIA)

<http://www.spinalcord.org>

Office of Civil Rights

<http://www.ojp.usdoj.gov/ocr/>

Outdoor Explorations

<http://www.outdoorexpl.org>

Paralyzed Veterans of America

<http://www.pva.org>

Recording for the Blind & Dyslexic

<http://www.rfbd.org>

Registry of Interpreters for the Deaf, Inc (RID)

<http://www.rid.org>

Resources for Rehabilitation

<http://www.rfr.org>

Social Security Administration

<http://www.ssa.gov>

Speech Strategies

<http://www.speechstrategies.com>

TASH [Advocacy]

<http://www.tash.org>

The ARC

<http://www.thearc.org>

The Institute on Independent Living

<http://www.independentliving.org/index.html>

U.S. Department of Justice ADA Home Page

<http://www.usdoj.gov/crt/ada/adahom1.htm>

U.S. Equal Employment Opportunity Commission

<http://www.eeoc.gov>

U.S. House of Representatives

<http://www.house.gov>

Untangling the Web: Where do I go for Disability Information?

<http://www.icdi.wvu.edu/others.htm>

Vocational Rehabilitation Services of Arizona

<http://www.de.state.az.us/rsa/vr.asp>

World Institute on Disability (WID)

<http://www.wid.org>

MARICOPA COLLEGE DISABILITY WEB SITES

Gateway Community College

<http://www.gwc.maricopa.edu/ss/disabled/index.html>

Glendale Community College

<http://www.gc.maricopa.edu/dsr/>

Mesa Community College

<http://www.mc.maricopa.edu/services/disability>

Paradise Valley Community College

<http://www.pvc.maricopa.edu/~drc/>

Phoenix College

<http://www.pc.maricopa.edu/SpecialServices/DSS/index.html>

Rio Salado Community College

http://www.rio.maricopa.edu/services/student/enrollment/disability_services

Scottsdale Community College

<http://www.sc.maricopa.edu/disabled/>

South Mountain Community College

<http://www.smc.maricopa.edu/services/drs/index.html>

STATE UNIVERSITY DISABILITY WEB SITES

Arizona State University

<http://www.asu.edu/drs/>

Northern Arizona State University

<http://www2.nau.edu/dss/>

University of Arizona

<http://drc.arizona.edu/>

INSTRUCTOR FEEDBACK FORM

After you have read this handbook please fill out this form and return it to the Disability Resources and Services office (SC164). The information we receive from you will be used to further assist Chandler-Gilbert Community College faculty in their teaching efforts with students with disabilities. Please contact the DRS office if you have any questions. (480) 857-5188.

Instructor Name _____ Date _____

Course Title: _____ Course Number _____

The most effective way to assist CGCC faculty in accommodating students with disabilities is:

Written Materials (Handbooks, etc.)

Conferences/Lectures

Service Workshops

Consultations with the Faculty Liaison, Dr. Scott Silberman

Consultations with the DRS staff : Individual Department Meetings

I found the information in this handbook useful: Yes No

This handbook could be improved and made more useful by:

The following special equipment and services should be available for students:

Other Comments:

**Please return this form to:
Disability Resources and Services, SC164**