

# FACULTY HANDBOOK



## **Contents**

<b>Disability and the Law .....</b>	<b>2</b>
<b>Responsibilities .....</b>	<b>3</b>
<b>Determining Accommodations .....</b>	<b>4</b>
<b>Accommodation Basics .....</b>	<b>6</b>
<b>Deliberative Process .....</b>	<b>11</b>
<b>Frequently Asked Questions.....</b>	<b>12</b>
<b>A Word about Technology.....</b>	<b>17</b>
<b>Common Misperceptions .....</b>	<b>17</b>
<b>Contact Us .....</b>	<b>18</b>

## Disability and the Law

In 1973, Congress passed Section 504 of the Rehabilitation Act of 1973 (Section 504). This law prohibits discrimination on the basis of physical or mental disability (29 U.S.C. Section 794). It states: *No otherwise qualified individual with a disability in the United States. . . shall solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. . . .*

Under the provisions of Section 504, colleges may not discriminate in the recruitment, admission, educational process, or treatment of students. Students who have self-identified, provided documentation of his/her disability, and requested reasonable accommodation are entitled to receive approved modifications of programs, appropriate academic adjustments, or auxiliary aids that enable them to participate in and benefit from all educational programs and activities. Section 504 regulations apply to all recipients of federal funding, including institutions of higher education.

The Americans with Disabilities Act (ADA) was enacted in 1990. This law reinforces the provisions of Section 504, but also extends accessibility requirements to all state and local agencies, including those who do not receive federal funding. The ADA requires that “No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity or be subjected to discrimination by any such entity.”

Title II of the ADA addresses public entities, including community colleges. Title II mandates that a public entity, including its educational programs, make reasonable modifications to policies, practices, or procedures when modifications are necessary to avoid discrimination on the basis of a disability unless these modifications present undue hardship or substantially alter a program. **Expense of an accommodation or the extra time it may incur for a faculty or staff member is not an undue hardship.** Providing an appropriate auxiliary aid, which requires the college to incur a cost, does not constitute undue hardship to the college. In determining what constitutes an undue hardship, the OCR examines the entire financial resources of the college or system to which it belongs (in this case, KCTCS) rather than any single department within the college.

Denying appropriate auxiliary aids and academic adjustments to students with disabilities that result in an inability to access programs is discriminatory and prohibited by Section 504. The Office of Civil Rights in the U. S. Department of Education enforces regulations implementing Section 504 with respect to programs and activities that receive funding from the Department. If found to not be compliant with the law, the Office of Civil Rights can impose various means of resolving discrimination, up to removing federal funding from an institution. Also, Title V of the ADA allows individuals with disabilities to take their cases to court and to receive punitive damages and lawyer fees. Read more at <http://www2.ed.gov/policy/rights/guid/ocr/disability.html>.

## Responsibilities

### **Disability Services Office (DS) Responsibilities:**

1. Verifying disabilities and need for accommodations
2. Approving reasonable accommodations
3. Informing students of their rights and responsibilities
4. Advocating program access

DS encourages all students to practice self-advocacy; therefore, all students are ultimately responsible for themselves. Disability Services works with students and, when appropriate, with their instructors, to determine two things: reasonable accommodations and identification and/or referral to appropriate campus and community services. DS provides students with the tools necessary for achieving equal access.

### **Students Responsibilities:**

1. Self-Identification
2. Requesting reasonable accommodations in a timely manner
3. Meeting the academic standards expected of all students

Ultimately, responsibility lies with the student. They must contact DS and faculty with questions and concerns in a timely manner. Through the cooperation of all parties, reasonable accommodations are provided.

### **Faculty Responsibilities:**

1. Being open to accommodating students
2. Providing program access
3. Meeting with students to discuss their needs
4. Implementing reasonable accommodations
5. Maintaining confidentiality

It is the obligation of the faculty to assume a shared responsibility in providing reasonable accommodations for students with disabilities.

Faculty must maintain appropriate confidentiality and discretion regarding both records and communication when working with students with disabilities. Any explicit or implicit inference to a particular student and the disability is inappropriate.

Faculty members have a responsibility to assist in the provision of accommodations as described in the accommodation memo.

**Please note:** If a faculty member is notified by a student of a disability, or if the student brings a medical statement to the instructor, it is the faculty member's responsibility to refer that student with the medical statement to Disability Services.

Admitted/enrolled students can stop by any of the Disability Services offices to complete a student registration form (previously known as self-identification form). Students will be given further instructions regarding next steps at that time. Contact Disability Services for a copy of this form as needed.

**Everyone is responsible for:**

- Problem-solving issues/concerns
- Maintaining academic standards for course and degree program

## **Determining Accommodations**

Disability Services is the department at Gateway assigned to receive documentation of students' disabilities, to receive requests for academic adjustments and auxiliary aids (accommodations), to review that documentation in light of the students' accommodation requests, and to determine accommodations. Disability Services approves accommodations that should give students with disabilities equal access to the college programs and courses and prevent discrimination charges against the college. Students provide Disability Services with the paperwork (documentation) that proves they have a disability that causes a substantial limitation and reflects the current impact of the disability.

Determining appropriate accommodations is an interactive process between the student and Disability Services. Accommodations are determined on a case-by-case basis, built on the student interview and the functional limitations that the professional describes in the documentation. The interview enables the student to tell Disability Services how his/her disability affects his/her learning. If Disability Services approves the accommodation, then the instructor is obligated to provide it *unless* the accommodation alters the essential requirements of the course (see section on deliberative process).

### **What is a reasonable accommodation?**

Reasonable accommodations are adjustments in the learning environment or to policies/procedures that permit students with disabilities to compete at the college. The accommodations modify nonessential elements of college programs. Examples of "reasonable accommodation" include: extended testing times, audio books, large print material, sign language interpreters, adaptive computer software, accessible classrooms, or a way to get notes from lectures.

DS coordinates and provides reasonable accommodations to qualified students with disabilities. Accommodations are individualized to address specific functional limitations resulting from a disability. There must be a logical link between the functional limitation and the accommodation.

DS staff rely on documentation of the disability and a student interview discussing the history, functional limitations, and possible strategies when determining accommodations. Accommodations not requested by students will not be provided. Students with disabilities must perform at satisfactory levels in their academic pursuits at Gateway. If they do not request reasonable accommodations and perform poorly without them, their civil rights have not been violated. The student must then deal with the consequences of unsatisfactory academic progress.

### **Are these accommodations fair to other students?**

This question is often asked of students with disabilities. The underlying assumption of the question is that fairness and equal treatment are synonymous with “the same” treatment. However, the same treatment doesn’t always measure fairly.

ADA and 504 of the Rehabilitation Act protect students with disabilities. The assumption of the law is that modifying non-essential tasks through accommodations should give the student with a disability an equal or fair chance to demonstrate their ability.

A student whose limitations in the way they learn, i.e., a learning disability that involves eye hand coordination or thought processing, may need accommodations that assist with their learning. These include, but are not limited to audio books, readers and scribes for tests, screen readers (text-to-speech software), or help with marking Scantron answer sheets. Providing these accommodations helps with effectively expressing the knowledge of the course subject.

DS staff make a point to give case-by-case consideration as required under the law. What one student receives does not necessarily mean that other students with disabilities will receive the same accommodations. The laws protect students with disabilities from being measured in an area that they cannot show their true level of abilities. Reasonable modification allows students with disabilities an equal opportunity to perform at a standard equivalent to students without a disability. While an accommodation may present an advantage to students without a disability, it isn’t an advantage for a student with a disability, but an equalizer.

### **Example:**

A student whose limitations in the physical task of writing or other fine motor manipulations may be an excellent writer even though they cannot print or type the letters and words. Thus, the physical act of writing is a non-essential task. The student’s mastery of language and course material must not, under the law, be judged by their ability to manipulate a pencil or pen, or by use of a keyboard.

Accommodating the student by providing a scribe or allowing the use of computer software to record the student’s essay responses permits the student to show whether they can write effectively and whether they have acquired the information and critical skills the instructor wished to convey in the course.

## Accommodation Basics

As an instructor at Gateway, you may encounter a variety of accommodations approved by Disability Services. This section explains accommodations and the required notification process (if applicable). Instructors will be notified of student accommodations by email; each email will include an accommodation memo specific to the student the email is addressing. The purpose of these emails is to document the agreements made regarding how students will receive their accommodations and to verify that the specified accommodations are addressed. If necessary, emails will include a request for information from the instructor regarding specific accommodations, such as extended test time or notetaking. The information provided by email also serves as documentation should a question or concern arise from any party regarding the accommodations throughout the semester.

### *Accommodation Memo:*

- Includes the student's name, ID number, and accommodations. It also gives the Disability Services staff member who met with the student about accommodation.
- It does not list the student's disability. This information is confidential, but the student is free to tell you his/her disability if he/she chooses. You can ask student if he/she feels comfortable discussing his/her disability with you. If the student refuses, you have the answer.
- The information contained in this memo is CONFIDENTIAL, and should not be shared with other members of the class, nor should the student be identified to others as a student with a disability.
- The accommodations are NOT retroactive, so you do not have to allow the student to redo any previous work with the listed accommodations.
- The memo lists the accommodations that the student is entitled to by law, with a description of each accommodation. ***Please read the descriptions carefully to ensure accurate provision of the accommodation.***
- The student should discuss the accommodations with you to ensure an understanding of each accommodation and how they will be implemented.
- Please keep the accommodation email for your records. Students will also receive an electronic copy for their records.

## *Options for Accommodated Tests*

Extra time as an accommodation for a student with a disability gives that student the opportunity to demonstrate knowledge of the subject by removing the barrier posed by the disability. Although many students are concerned about the amount of time allotted to complete exams, there is a distinction between the need for extra time due to a disability and the preference for extra time shared by many non-disabled students.

- If the student receives testing accommodations of any kind (as per the accommodation memo), information will be provided in the body of the email. **This information will require a response from the instructor.**
- The student will need to discuss with you how he/she is going to receive accommodated testing in your class.
- Accommodated testing may be provided through one of three ways:
  1. There may not be any in class written exams. Please remember that if timed\* online exams are given, you will still need to extend the time for the student.
  2. You, the instructor, or someone from your division/department, are going to provide the accommodations to the student. Disability Services will send you and the student an e-mail with some hints on accommodating tests when you are providing testing accommodations.
  3. Disability Services can provide the accommodations to the student, meaning the student will not attend your course for the exam. Disability Services will send you and the student an e-mail with directions on how to arrange testing accommodations with us. \*Please note: it is the student's responsibility to schedule all tests, quizzes, and exams with Disability Services.
- If Disability Services is providing test accommodations, an email will be sent prior to any test scheduled by a student. This email requests pertinent information so Disability Services can ensure the test is given properly.

\*More about timed tests: Extended time is for tests that have a specific beginning and ending time, not for the days that the test is available. For example, an in-class test that starts at 9:00 and ends at 10:30 or an online test that ends in 30 minutes once a student starts the test. ***It is not*** for the type of test where students have a specified number of days to retrieve and take the test and the test does not close within a specified time limit once the student starts it.

- Instructions for Accommodated Test When Instructor Providing Accommodations

Instructor and student responsibilities

1. Discuss how test accommodations will be provided
  - A. when (before, during, or after the class takes the test),
  - B. where (instructor's office, different campus, in what room).
2. Make sure that the student knows how test accommodations are arranged.

### Student responsibilities

1. Remind the instructor that you get testing accommodations when she or he announces the test or after the instructor reminds students of an upcoming test if test dates are listed on the syllabus.
  - A. Note: Failure to remind your instructor that you get test accommodations may result in you not receiving accommodations for that test.
  - B. **DO NOT CONSULT OTHER STUDENTS ABOUT THE CONTENT OF THE TEST IF YOU TAKE THE TEST AFTER THE CLASS TAKES THE TEST OR DISCUSS THE CONTENT OF THE TEST IF YOU TAKE IT BEFORE THE CLASS TAKES THE TEST. DOING SO MAY RESULT IN YOU BEING CHARGED WITH ACADEMIC DISHONESTY AS REFERENCED IN THE KCTCS ACADEMIC POLICIES AND PROCEDURES 2.3.**

### Instructor responsibilities

1. Announce tests far enough in advance so that accommodated test can be scheduled.
2. Arrange with student for test date and time.
  - A. Note: It is agreeable for you to designate another person to be the test proctor or reader.

### *Access to Lecture Notes:*

- If the student is approved for access to notes as an accommodation (as per the accommodation memo), information will be provided in the body of the email. **This information will require a response from the instructor.**
- The student will need to discuss with you how he/she is going to receive access to notes in your class.
- Access to notes can be provided through one of three ways:
  1. Notes may be unnecessary in your course if the course instruction follows the book so closely that no additional notes are needed or if the course is performance-based. You will need to cue students on the pages from which you are lecturing and may need to tell them to mark points pertaining to one or more of the course outcomes i.e., points on which you'll test.
  2. You will provide notes to the student through copies of power points, outlines, or another means.
  3. You will find a student in the course to provide copies of the notes.
    - You will need to create or give the student lecture notes until a supplemental student notetaker is identified.
    - Upon notification, Disability Services will provide the instructor with a script for announcing the need for a notetaker.

- DO NOT announce the name of the student for whom the notes are being taken. Read the script exactly as printed, and maintain the student's confidentiality.
    - Save this script until a notetaker is found for the student. If no notetaker is found, you will need to re-read this script at a later class period to assist in finding a notetaker for the student.
  - You provide the notetaker with the name or names of the students receiving the notes and provide the students receiving the notes the name of the notetaker.\*
    - Note-takers keep all assignment and customer-related information confidential. They may divulge the name of the student(s) receiving notes to their substitute.
    - The limitation of a student's disability or disabilities may make typing the notes a requirement for the notetaker. This will be in the accommodation memo.
    - You can show the notetaker where a copier is that he/she can use to make copies of the notes.\*
    - The notetaker makes multiple copies if multiple students are receiving notes in a class.\*
    - Note-takers and students discuss and decide on arrangements for note delivery such as e-mail or a common drop-off location.\*
    - The note-taker asks another student in the class to be a back-up note-taker when he/she is not able to attend class. The note-taker should give the back-up instructions for delivering the notes to the student.
  - Let Disability Services know the name of the notetaker

*Modified Class Attendance:*

- Disability Services does not determine class attendance policies because attendance may be integral to the pedagogic process. Policies/procedures identifying the number of allowable absences in a class before they impact grades may be designed to motivate attendance, reflect the interactive or participatory nature of a course, or be based on department, college, or accrediting agency rules. Similar to other policies, attendance policies/procedures are subject to modification, but rarely elimination, based on their nature and purpose in the design and delivery of the course (see section on deliberative process). Disability Services verifies that a student has a medical condition that is chronic or episodic in nature and that modifications to attendance policies may be appropriate.
- If the student has Modification in Attendance Policy as an accommodation, information will be provided in the body of the email. **This information will require a response from the instructor.**
- You and the student will need to discuss the terms of this accommodation and complete the information requested in the notification email.

- Together, you will need to determine the limitations of this accommodation and the procedures for the student to follow when needing to miss a class due to his/her disability.
- If you and the student are unable to agree to the terms of this accommodation, because you believe that modifying the attendance in your course would fundamentally alter the essential requirements or because you cannot agree on how to modify the attendance policy/procedure, immediately contact the Disability Services office. Disability Services will set up a meeting with the appropriate individuals to assist in making a decision (see section on deliberative process).

**For Consideration:** Discourse between an instructor and a student is a critical aspect of learning in a literature course. Thus, it would not be possible simply to read the assigned texts and copy another student's notes before an exam. Similarly, a science lab course requires students to work, often together, to observe phenomena in experiments and record findings. In these examples, minimal leniency is appropriate.

In other courses, such as large lecture courses, there may be more flexibility in attendance than in the previous two examples. Discussion between the student and instructor is essential. DS staff is also willing to participate in such discussions. There is no substitute for attendance and participation. Exam grades may reflect this and would not be altered as a result of missed material due to absence leniency.

## Deliberative Process

The deliberative process is used to determine whether a specific standard or requirement is an essential program requirement that cannot be modified. Below is an excerpt from a Department of Education, Office for Civil Rights (OCR) letter describing the need for a college to have a deliberative process in place and what that process should entail:

The Section 504 Regulation, at 104 C.F.R. 104.44 (a), regarding academic adjustments, requires a postsecondary institution to make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate against a qualified student or applicant with a disability. The regulation *also* states that academic requirements that the recipient can demonstrate are essential to the program of instruction being pursued by such student or to any directly 'related licensing requirement will not be regarded as discriminatory. The regulation implementing Title II of the AE, at 28 C.F.R. 35.130 (b) (7), states that a public entity shall make reasonable modifications in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the public entity can demonstrate that making the modifications would fundamentally alter the nature of the service, program or activity.

A key issue *is* how OCR should review an institution's determination of whether a specific standard or requirement is an essential program requirement that cannot be modified. OCR cannot require an institution to waive or lessen essential requirements. OCR can require a modification of the requirement, if the requested modification does not lower academic standards, fundamentally alter the nature of the program or impose an undue burden on the College or University, and the modification meets the underlying reason for the requirement.

The degree of deference accorded the institution on these types of decisions should correspond with the nature of the decision. Courts generally defer to academic determinations by Colleges and Universities based on the expertise of the institution and the right to academic freedom, but may not defer to those institutions regarding non-academic determinations. To the extent that a decision or standard *is* an academic one, it is entitled to more deference. In general, a determination of the requirements to graduate with a degree in mathematics, law or art *is* an academic determination. To the extent that a decision at issue *is* more about the accommodations or academic adjustments that a student needs to complete the requirements in a program, it is not an academic determination and therefore *is* entitled to less deference. The elements and content of a history test typically are academic determinations. Generally, the academic adjustments that would be appropriate to provide to disabled persons, such *as* additional time to complete the same history test to compensate for a learning disabled person's reading deficiencies, are not academic determinations. Other examples of academic adjustments might include the amount of time to complete a course or program, unless time is of the essence, and the provision of other testing accommodations, such as a reader or extended time.

There typically are two types of essential requirements. Certain requirements are related to an intended course of study to prepare an individual for a type of job or profession, such as doctor, lawyer, truck driver, teacher, nurse, or physical therapist. These requirements are often related to a student mastering certain skills that are believed to be necessary to perform the duties of the job upon completion of the program. The second type of requirements, such as language requirements, involve liberal arts curricula or requirements for what a "properly educated person should know".

Courts indicate that an appropriate process to determine whether an academic requirement is an essential requirement should have the following elements:

- A. The decision is made by a group of people who are trained, knowledgeable and experienced in the area;
- B. the decision makers consider a series of alternatives *as* essential requirements; and,
- C. the decision should be a careful, thoughtful and rational review of the academic program and its requirements.

OCR strongly recommends that the decision should be documented, including an explanation for the purposes or objectives of the academic program and how the essential requirement is necessary to achieve those objectives. It *is* very helpful for this to be clearly documented prior to a challenge.

Upon request by a disabled student for a modification of a requirement, a college or university has an additional duty. At that time, the institution should have a request by an individual with specific disability-related limitations who is requesting specific accommodations or modification(s) to the institution's academic program. The institution should determine if the requested changes would lower academic standards, fundamentally alter the nature of the program or impose an undue burden on the institution. In making the first portion of this determination, courts indicate that the institution's process should include the elements identified above and the institution should also:

- A. carefully consider whether appropriate alternatives are available, including a consideration of feasibility and cost;
- B. determine if the essential requirement in question cannot be modified for a specific disabled student; and,
- C. ensure that the determination is not based only on the past tradition of the institution, such as an assertion that we have "always" done this or required this, without a valid basis for the determination.

The requested modifications should not lower academic standards or require substantial alteration of the program. A requirement may be essential but the institution should consider if a disabled student could meet the required aspects of the requirement with modifications or academic adjustments. The institution should focus on the underlying reason

for the requirement, and whether an appropriate alternative is available that meets the underlying reason for the requirement. For example, an institution should consider whether, if the underlying reason for a foreign language requirement is to expose a student to different cultures, a disabled student could meet this requirement by taking a course such as Asian history or European or African art and culture. The determination should not be based on inaccurate presumptions, prejudices or stereotypes about disabilities or disabled persons. For example, an institution should not presume that persons who have received counseling cannot withstand the rigors of law school or that a person with a certain type of disability automatically cannot complete a certain program. It may be that a person with a disability cannot meet the requirements for completing a requirement or a program but the individual should be judged on the ability to meet requirements, not on assumptions about the individual's limitations. A disabled student also should be provided with appropriate academic adjustments or auxiliary aids, such as extended time for testing or a quiet environment for testing, if such requests are properly supported by documentation.

## **FAQ:**

### **What if faculty suspects a student has a disability?**

- Approach as any other student having difficulty.
- Inquire what might be impacting their performance.
- If presence of a disability is disclosed, refer the student to the DS.
- If the student suspects they have disability refer them to DS.

### **Can I see the documentation of a student's disability?**

Under FERPA, only those with a "need to know" may see the documentation. Faculty do not need to review diagnostic information about a student's disability. Faculty do need to know what accommodations are necessary to provide the student with an equal educational opportunity.

### **May I talk with the student about his or her disability?**

Yes, but only if the student wants to discuss her/his disability. Focus on the need for accommodations. Be wary about appearing to probe for information about the disability itself, and do not discuss the disability in class. Information about the student's disability is confidential and should not be discussed with other faculty members.

### **Who is responsible for obtaining equipment and services for the student?**

After the student is approved for services, a DS staff person makes arrangements for assistive technology, special furniture, or services. If a student experiences any problems with the accommodations or finds the special furniture is not in the appropriate location, the student should contact the DS office. At no time should the student risk injury by moving the furniture

### **What if a student with a disability requests a letter of recommendation?**

The letter should be written to report what was achieved, not how it was achieved. The letter should be written with regard to how well the student performed in relation to peers.

### **What if a classroom is moved?**

Classrooms may be moved if the room is inaccessible to a student registered in the course. Whenever possible, the least intrusive intervention is taken. For instance, a student may be moved to another section of the same course at the same time if that section is scheduled in an accessible location. Faculty should be advised that not all students with severe mobility disabilities, who may require room changes, have visible disabilities.

### **What if a student with a disability is failing my course?**

Do what you would do for any student in your class who is struggling plus contact the DS staff person who created the accommodation memo. It is OK to give a student with a disability a failing grade if he/she did not meet the course objectives.

### **What if a student with a disability is enrolled in a program that requires specific certification?**

No student can be denied access to any program based solely on his or her disability. All students must adhere to the standards of the program with necessary accommodations made according to his or her disability so long as the accommodations do not fundamentally alter the objectives of the program. When the standards are not met and the student has been given appropriate accommodations, it is reasonable that the student may be denied certification in the program.

### **What if a student is observed cheating on an exam at the Disability Services Office?**

All students must leave textbooks, notes, backpacks, and electronic devices in a place separate from where they are taking the test or away from their reach before beginning an exam. They are permitted additional materials only when the respective instructor provides a note explaining exceptions. Students are monitored by DS staff during the exam. In the rare instance when a student is found to be cheating on an exam DS removes the exam and returns it uncompleted to faculty with a note explaining the situation. The course of action taken against the student is determined by the instructor and based on previously established policy, usually the Student Handbook. Further testing accommodations cannot be withheld from a student, but additional caution will be used to maintain the integrity of the exam.

### **What if a student uses a sign language interpreter or captionist in class? What are the interpreter's/transcriber's/captionist's responsibilities in the classroom?**

Students who are d/Deaf may request the use of a sign language interpreter or captionist in order to have access to course lectures and other college activities. A sign language interpreter's job is to provide access by interpreting lecture and other spoken communication into signed communication, usually American Sign Language (ASL). A captionist's job is to type what is said in class while the student reads the typing on a computer. Interpreters maintain a professional level of distance in the classroom when interpreting. Students handle requests for sign language interpreters and captionists directly with the DS.

The interpreter/transcriber/captionist is there to facilitate classroom communication. The interpreter/transcriber/captionist is not an extra pair of hands to pass back exams or tutor the student who is hearing impaired

DS will send the instructor an e-mail in advance of the start of classes if a student in the class is using interpreting or captioning services. That way, you will not be surprised if a stranger shows up in your class.

**Example:** The instructor should look directly at the student and speak in the first, not the second, person; he/she does not look at the interpreter or captionist. Likewise, if a student does not speak and wishes to ask a question, the interpreter will voice the student's question or comment or the captionist will type what the student says. It is not ethical for the interpreter or captionist to carry the student's part of the conversation with the instructor or other students. The interpreter's job is to interpret spoken language into sign, and to voice signed language. The captionist's job is to type any spoken communication. Neither is responsible for the student's grasp of material, homework, testing arrangements, or attendance. These are the student's responsibility.

## **What if an off-campus activity is planned or required?**

Some courses/programs require the completion of activities outside of the classroom as part of the standard curriculum.

Examples of such courses are:

- field trips
- field experiences
- practicum
- student teaching
- professional internships

DS adheres to its over-arching policies regarding program access, reasonable accommodations and prohibition against discrimination with respect to these educational experiences.

When a student asks us to do so, DS provides reasonable accommodations such as readers, scribes, signed language interpreters, and assistive technology. At no time does a student pay fees for reasonable accommodations. However, personal services such as personal care attendants, drivers, etc. are the responsibility of the student.

**Example:** The student arranges a practicum, internship, field trip or field experience, through the appropriate Gateway process. If accommodations are likely to be required, the student must make the request. For example, use of an aid in student teaching would be requested by the student in advance. The purpose, activities, and time necessary for the accommodations would be discussed by the DS and the student, along with the practicum supervisor. Staff at the practicum site may need to be included as well. In other cases, the student makes the requests directly to the practicum site personnel. DS and the student agree on which accommodations are necessary and reasonable, and the authorization to implement them is granted to the student. Supervising faculty should discuss the potential need for accommodations with students when appropriate.

## **What if I am an adjunct faculty member and have a student with a disability enrolled in my course?**

Adjunct faculty have the added burden of limited time on campus and access to departmental offices during business hours. DS would be happy to assist adjunct faculty in implementation of accommodations in keeping with the ADA and Gateway policy.

## **What if a student with a disability registered with the DS is absent from class, should I require a letter from a physician before excusing the absence?**

Verification by accommodation letter for students who do not have reoccurring illnesses is adequate notification. For students who receive the accommodation for modification in attendance a request for additional verification is appropriate for extended absences and hospitalizations.

## A Word about Technology...

The Department of Education, Office of Civil Rights, has been looking closely at the accessibility of currently available and emerging technologies. You can read the entire “Dear Colleague” sent to college presidents and the complementary FAQs by visiting the links listed below. While the letter speaks specifically to e-readers and students who are blind or have a visual impairment, both address colleges using technology that is not accessible to students with disabilities.

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-20100629.html>

<http://www2.ed.gov/about/offices/list/ocr/docs/dcl-ebook-faq-201105.html>.

## Common Misperceptions

Negative attitudes toward students with disabilities are often more disabling than the disability itself. Negative attitudes are often based on the following myths and stereotypes about students with disabilities.

✗ Students with disabilities who request accommodations are looking for a way to do less work.	✓ Most students with disabilities have to work much harder than non-disabled students. Many students with disabilities don't want to ask for help.
✗ Providing accommodations means lowering academic standards.	✓ The law does not require lowering standards for students with disabilities. Accommodations allow students with disabilities to meet the college's standards.
✗ Accommodations give students with disabilities an unfair advantage over other students.	✓ Providing accommodations simply "levels the playing field" for students with disabilities. Barriers created by a student's disability must be removed or at least lessened, in order to fairly evaluate the academic performance of disabled students.
✗ If a student with a disability can't perform like non-disabled students, she or he doesn't belong in college.	✓ Students with disabilities can have the same intellectual potential as non-disabled students. If they meet admissions and program standards, they are entitled by law to attend and to receive accommodations
✗ Students with learning disabilities aren't intellectually capable of doing college work.	✓ Students with learning disabilities have average to above average intelligence. The process by which they learn, not their ability to learn, is what is impaired.
✗ Providing accommodations takes too much time for faculty and costs too much.	✓ 90% of all accommodations require minimal time and money.

## **Medical Emergencies; Medical Health Emergencies; Intoxication**

Such as: Heart Attack, Seizure, Cuts/Lacerations, Broken Bones, Asthma Attacks, and Burns

- a) Call 9-911 after assessing the emergency
- b) Attend to the individual; remain calm; administer first aid/CPR or call campus first aid provider. First aid should be rendered until emergency medical personnel arrive
- c) Notify campus administration and crisis management team

## **CONTACT US:**

**MAIN OFFICE PHONE NUMBER: 859-442-4120**

**MAIN OFFICE LOCATION: EDGEWOOD CAMPUS**

**Student Service Center Building  
Offices E105Q and E105R**

**OTHER OFFICE LOCATIONS:**

**BOONE CAMPUS**

**CAM Building  
Office B01D**

**URBAN METRO CAMPUS**

**TIE Building  
UB 107**

**\*Staff may be available at Boone and Urban Metro Campuses by appointment only.  
Please contact our office for more details.**

**DEPARTMENT EMAIL ADDRESS:**

**[GW-DISABILITYSERVICE@KCTCS.EDU](mailto:GW-DISABILITYSERVICE@KCTCS.EDU)**