# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Contact Information</td>
<td>4</td>
</tr>
<tr>
<td>Mission &amp; Purpose of Faculty</td>
<td>4</td>
</tr>
<tr>
<td>Notification of Nondiscrimination</td>
<td>4</td>
</tr>
<tr>
<td>The Law</td>
<td>5</td>
</tr>
<tr>
<td>Student Rights &amp; Responsibilities &amp; Student Self Advocacy</td>
<td>6</td>
</tr>
<tr>
<td>The Counseling Center’s Rights &amp; Responsibilities</td>
<td>7</td>
</tr>
<tr>
<td>Faculty Member Rights &amp; Responsibilities</td>
<td>7-8</td>
</tr>
<tr>
<td>Syllabus Statement</td>
<td>8</td>
</tr>
<tr>
<td>Section 508</td>
<td>8</td>
</tr>
<tr>
<td>Blackboard and Students with Disabilities</td>
<td>9</td>
</tr>
<tr>
<td>Accommodations</td>
<td>9</td>
</tr>
<tr>
<td>Late Requests for Accommodations</td>
<td>9</td>
</tr>
<tr>
<td>Descriptions of Common Academic Accommodations</td>
<td>10-15</td>
</tr>
<tr>
<td>Note-Taker Hiring Requirements</td>
<td>13</td>
</tr>
<tr>
<td>General Considerations for Faculty &amp; Staff</td>
<td>15</td>
</tr>
<tr>
<td>Confidentiality of Student Records</td>
<td>16</td>
</tr>
<tr>
<td>Documentation Guidelines</td>
<td>17</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>18-20</td>
</tr>
<tr>
<td>ADD/ADHD</td>
<td>21-22</td>
</tr>
<tr>
<td>Visual Impairments</td>
<td>23-25</td>
</tr>
<tr>
<td>Hearing Impairments &amp; Deafness</td>
<td>26-27</td>
</tr>
<tr>
<td>Physical Disabilities</td>
<td>28-30</td>
</tr>
<tr>
<td>Psychological Disabilities</td>
<td>31</td>
</tr>
<tr>
<td>Chronic Health Disabilities</td>
<td>32-34</td>
</tr>
<tr>
<td>Speech Impairments</td>
<td>34-35</td>
</tr>
<tr>
<td>Huskings and Learn and Earn Students with Special Needs</td>
<td>36</td>
</tr>
<tr>
<td>Disability Grievance Procedure</td>
<td>37-39</td>
</tr>
<tr>
<td>Evacuation &amp; Emergency Plans for Students with Disabilities</td>
<td>40</td>
</tr>
<tr>
<td>First Aid and Emergencies (911)</td>
<td>40</td>
</tr>
<tr>
<td>Parking</td>
<td>40</td>
</tr>
<tr>
<td>Campus Accessibility</td>
<td>41</td>
</tr>
<tr>
<td>Service Animals</td>
<td>41</td>
</tr>
<tr>
<td>Library Information</td>
<td>42</td>
</tr>
<tr>
<td>College Sponsored Programs</td>
<td>42</td>
</tr>
<tr>
<td>Computer Lab Facilities</td>
<td>42</td>
</tr>
<tr>
<td>Course Substitutions</td>
<td>42</td>
</tr>
<tr>
<td>Voter Registration</td>
<td>42</td>
</tr>
<tr>
<td>Faculty Training</td>
<td>42</td>
</tr>
<tr>
<td>Contributing Resources</td>
<td>43</td>
</tr>
<tr>
<td>Appendix- Examples of Forms</td>
<td></td>
</tr>
<tr>
<td>Confidentiality Form (Example)</td>
<td>44</td>
</tr>
<tr>
<td>Accommodation Notification Form (Example)</td>
<td>45</td>
</tr>
<tr>
<td>Personal Attendant/Assistant Policy</td>
<td>46</td>
</tr>
<tr>
<td>Contract for Use of Tape Recorder (Example)</td>
<td>47</td>
</tr>
<tr>
<td>Provisions of Interpreting Services (Example)</td>
<td>48</td>
</tr>
</tbody>
</table>
STAFF CONTACT INFORMATION

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MISSION

Gaston College is committed to providing individuals with disabilities an equal access to a higher education. As part of our mission, we are committed to serving the lifelong learning needs of a diverse population by providing comprehensive educational programs and services to all students. The Counseling Center of Gaston College is responsible for providing reasonable accommodations to any student with a documented disability that requires accommodation. The College faculty and staff are mindful of the diversity of the student body and assist in promoting the academic success of each individual.

NOTIFICATION OF NONDISCRIMINATION

Gaston College is committed to affirmative action and equal opportunity in employment and education, and does not discriminate against current or potential employees or students on the basis of race, color, religion, sex, national origin, age, or disability. Inquiries or complaints concerning the college’s affirmative action/equal opportunity policy should be directed to the following individuals: Human Resources Director or Director of Counseling, 201 Highway 321 South, Dallas, NC 28043 or call 704.922.6200.

PURPOSE OF THE FACULTY GUIDE

This guide was created as a resource for all faculty members who work with students with diagnosed disabilities. The mandate to provide reasonable accommodations stems from federal law and from the mission of the College to provide an educational opportunity to all its students. Questions not answered in this resource guide should be addressed to the Special Needs Counselor at Gaston College.

All full-time and part-time faculty members are provided with The Faculty Resource Guide for Disability Services. This resource guide provides information about disability law, procedures, and suggestions for providing reasonable accommodations. The Student Guide to Disability Policies and Procedures is available on the College’s website: www.gaston.edu. The Faculty Guide is available on the ‘Employees Only’ page on the College’s website. Additional copies of both publications are available in the Counseling Center.
The Student Guide to Disability Policies and Procedures includes information on how and where to declare a disability, what documentation to submit, and how to request reasonable accommodations as a Gaston College student. Students are responsible for knowing and abiding by the procedures and timelines stated in the Student Guide.

THE LAW

Section 504 of the Rehabilitation Act of 1973 states that “no otherwise qualified handicapped individual in the United States shall, solely by reason of …disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

According to Section 504, a person with a disability includes “any person who (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has a record of such impairment, or (3) is regarded as having such impairment.”

The Americans with Disabilities Act (ADA) of 1990 extended non-discrimination legislation to include institutions of higher education. Since the enforcement of ADA in 1992, higher education institutions have been under a mandate to ensure equal access for students with disabilities.

Section 504 protects the rights of qualified individuals who have disabilities such as, but not limited to:

- Blindness/visual impairment
- Cerebral palsy
- Deafness/hearing impairment
- Epilepsy or seizure disorder
- Orthopedic/mobility impairment
- Specific learning disability
- Speech and language disorder
- Spinal cord injury
- Tourette’s syndrome
- Traumatic brain injury
- Chronic illnesses, such as: AIDS, Arthritis, Cancer, Cardiac disease, Diabetes, Multiple sclerosis, Muscular dystrophy, Psychiatric disability

Additionally, under the provisions of Section 504, the College MAY NOT:

- Make pre-admission inquiries as to whether an applicant has a disability;
- Limit the number of otherwise qualified students admitted that have a disability;
- Exclude an otherwise qualified student with a disability from any course of study;
- Provide less financial assistance to students with disabilities than is provided to other students, or limit eligibility for scholarships on the basis of disability;
- Counsel students with disabilities into more restrictive career paths based solely on their disability;
- Measure student achievement using modes that adversely discriminate against the student with a disability;
- Establish rules and policies that have the effect of limiting participation of students with disabilities in educational programs or activities.

The ADA Amendments Act of 2008 (ADAAA) became effective January 1, 2009. The Act serves to broaden the scope of coverage under both the ADA and Section 503 of the Rehabilitation Act.
STUDENT RIGHTS

Students with disabilities at Gaston College have the right to:

- Equal access to courses, programs, services, jobs, activities, and facilities available through the College;
- Reasonable, appropriate, and effective accommodations, academic adjustments, and/or auxiliary aids determined on an individual basis;
- Appropriate confidentiality of all information pertaining to his/her disability with the choice of whom to disclose their disability to, except as required by law;
- Information available in accessible formats.

STUDENT RESPONSIBILITIES

Students with disabilities at Gaston College have the responsibility to:

- Meet the College’s qualifications and essential technical, academic, and institutional standards;
- Identify themselves in a timely manner as an individual with a disability when seeking an accommodation;
- Provide documentation from an appropriate source that verifies the nature of the disability, functional limitations, and the need for specific accommodations;
- Follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids.

STUDENT SELF-ADVOCACY

In higher education, college students with disabilities are expected to advocate for themselves. Therefore, the responsibility of self-identifying and declaring a disability, providing documentation, requesting accommodations, and filing grievances falls on the student. Students who request disability-related services at Gaston College are expected to:

- Declare their disability to the Special Needs Counselor at Gaston College prior to the request for accommodations;
- Make timely requests for accommodations (at least five (5) business days in advance);
- Provide official medical or other diagnostic documentation of disability and limitations to the Special Needs Counselor;
- Complete necessary paperwork with the Special Needs Counselor (i.e., Confidentiality Form, Accommodation Forms, etc.)
- Introduce themselves to their instructors during the first few days of classes and discuss their requests for reasonable accommodations with their instructors.
- Communicate with the Special Needs Counselor any concerns or problems that may arise with regards to their accommodations;
- Complete updated accommodation forms at least five (5) business days prior to the beginning of each academic semester;
- Follow up with the Business Office and any third parties regarding payment of tuition, fees, and textbooks. This includes knowing the procedures for payment of fees by Vocational Rehabilitation, Division of Services for the blind, etc.
- Provide the Office of the Registrar with a current address and phone number.
THE COUNSELING CENTER’ RIGHTS

The Counseling Center of Gaston College has the right to:

- Maintain the College’s academic standards;
- Request current documentation from a student completed by an appropriate professional source to verify the need for reasonable accommodations and academic adjustments;
- Discuss a student’s need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional source of his/her documentation with the student’s signed consent authorizing such discussion;
- Select among equally effective and appropriate accommodations, adjustments, and/or auxiliary aids in consultation with students with disabilities;
- Deny a request for accommodation or academic adjustment if the documentation does not identify a specific disability, the documentation fails to verify the need for the requested accommodation(s), the documentation is outdated according to the College’s guidelines, or the documentation is not provided in a timely manner;
- Refuse to provide an accommodation, academic adjustment, and/or auxiliary aids that is/are inappropriate or unreasonable because they may: pose a direct threat to the health and safety of others, constitute a substantial change or alteration to an essential element of a course or program, or pose an undue financial or administrative burden on the College.

THE COUNSELING CENTER’S RESPONSIBILITIES

The Counseling Center at Gaston College has the responsibility to:

- Provide information regarding policies and procedures to students with disabilities and assure its availability in accessible formats upon request;
- Provide reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids for students with disabilities upon a timely request by the student;
- Maintain appropriate confidentiality of records and communication concerning students with disabilities except when disclosure is required by law or authorized by the student;
- Inform students with disabilities of college policies and procedures for filing a formal grievance through the Office of Affirmative Action and/or through external agencies such as the Office of Civil Rights.

FACULTY MEMBER RIGHTS

- Faculty is not obligated to consider a student’s request for accommodations if the student has not been sufficiently documented and able to provide an approved accommodation form from the Counseling Center.
- A faculty member has the right to challenge accommodation requests in the following situations: 1) if there is a reason to believe the student is not otherwise qualified; 2) the accommodation would result in a fundamental alteration of the program or an essential component of the course; 3) the institution is being asked to address a personal need; 4) the accommodation would impose undue financial or administrative burden.
- Students who behave in a disruptive manner and are unable to abide by the Gaston College Student Code of Conduct can be deemed “not qualified” and can be dismissed by the appropriate authorities.
Accommodation requests are based on documentation on file in the Counseling Center. If warranted, temporary services are sometimes provided while documentation is being obtained. Due to confidentiality matters, the nature of the disability may not be disclosed to the faculty unless there is a specific need to know. The Special Needs Counselor will determine need-to-know basis. When beneficial to the faculty/student relationship, students are encouraged to self-disclose.

**FACULTY MEMBER RESPONSIBILITIES**

- It is the responsibility of the faculty to assume a shared responsibility in providing reasonable accommodations for documented students with disabilities.
- If a faculty member is notified by a student of a disability, or if the student brings medical documentation to the instructor, it is the faculty member’s responsibility to refer that student to the Counseling Center in order to officially register for accommodations for students with disabilities.
- Faculty must maintain appropriate confidentiality and discretion regarding In order to receive services under the Americans with Disabilities Act and Section 504, the student is responsible for supplying appropriate documentation of a disability to the Counseling Center well in advance of class registration. Students should also schedule a meeting with a counselor in the Counseling Center to discuss individual needs regarding reasonable accommodations. The Counselor for Special Needs may be reached at (704) 922-6224 or in Myers Center Room 231. See the *Gaston College Catalog* for details. Any explicit or implicit inference to a particular student and the disability is inappropriate.
- On every course syllabus, including online courses, it is important that instructors include the following statement:

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IMPORTANT NOTE

In order to receive services under the Americans with Disabilities Act and Section 504, the student is responsible for supplying appropriate documentation of a disability to the Counseling Center well in advance of class registration. Students should also schedule a meeting with a counselor in the Counseling Center to discuss individual needs regarding reasonable accommodations. The Counselor for Special Needs may be reached at (704) 922-6224 or in Myers Center Room 231. See the *Gaston College Catalog* for details.
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**SECTION 508**

In 1998, Congress amended the Rehabilitation Act to require Federal agencies to make their electronic and information technology accessible to people with disabilities. Inaccessible technology interferes with an individual's ability to obtain and use information quickly and easily. Section 508 was enacted to eliminate barriers in information technology, to make available new opportunities for people with disabilities, and to encourage development of technologies that will help achieve these goals. The law applies to all Federal agencies when they develop, procure, maintain, or use electronic and information technology. Under Section 508 (29 U.S.C. 794d), agencies must give disabled employees and members of the public access to information that is comparable to the access available to others. *(This information was taken from the Section 508 website. Visit [www.section508.gov](http://www.section508.gov) for further information.)*
BLACKBOARD AND STUDENTS WITH DISABILITIES

All courses are expected to be accessible to all students. If extended time for testing is approved as an accommodation for any student, this shall include quizzes or tests through Blackboard. Faculty with basic questions about designing or using Blackboard courses with regards to accessibility are encouraged to visit Blackboard at www.blackboard.com/accessibility for more information. In addition, faculty should contact the Director of Distance Education or the Instructional Technology Specialist with questions related to Blackboard.

ACCOMMODATIONS

After the accommodation memos have been completed by the student and the Special Needs Counselor, the Special Needs Counselor is responsible for providing a copy of the memo to each of the student’s instructors. One additional copy is provided for the student, and one copy remains in the student’s confidential file located in the Counseling Center. Accommodation memos must be completed each semester and at least five (5) days prior to the beginning date of classes. Upon the approval of accommodations by the Counseling Center, approved accommodations must be implemented by the instructor(s). Students, however, are not required to use their approved accommodations unless they need them.

Instructors are asked to implement approved accommodations when necessary. Academic freedom does not permit instructors to decide whether accommodations will be provided for students with documented disabilities. If there is ever a question about accommodations, contact the Special Needs Counselor immediately. Once approved by the Counseling Center, the accommodations are a legal entitlement of the student. Concerns or questions regarding accommodations should be directed to the Special Needs Counselor.

Accommodations approved by the College will be made available at no cost to the student. Equipment for personal use, attendant care, and educational assistants to be used outside the classroom are the responsibility of the student. Gaston College is not responsible for the location, scheduling, or funding of such services.

Requested accommodations not supported by the student’s documentation will be denied by the College. However, students whose documentation requires that a personal assistant accompany a student to a class must have prior approval by the Special Needs Counselor so that appropriate arrangements can be made.

LATE REQUESTS FOR ACCOMMODATIONS

Students who self-disclose and provide appropriate documentation to the Counseling Center are told that some accommodations require more planning than others. Deadlines for accommodation requests are intended as a guide by whom students can plan. Requests for accommodations submitted after the recommended deadline of (3) days notice, will not be denied for that reason. However, a reasonable delay in the start of the accommodation should be expected.
TEMPORARY ACCOMMODATIONS

Temporary accommodations may be provided for students for a specific number of working days or one semester, pending the receipt of official and complete documentation of a student’s disability or disabilities. These cases will be handled individually and at the discretion of the Special Needs Counselor. Temporary accommodations, if approved, will be for one semester only pending further appropriate documentation.

In addition, some disabilities are temporary and may require accommodations for a limited time. Each case is considered individually. The following documentation is required for accommodations based on a temporary disability: Letter on letterhead from a qualified professional stating diagnosis, functional limitations necessitating the accommodations and estimated length services will be needed.

DESCRIPTIONS OF COMMON ACADEMIC ACCOMMODATIONS AND ADJUSTMENTS

Accessible Classroom Locations, Tables and Desks -
A student who requires a certain height for a desk due to wheelchair capability must inform the Special Needs Counselor at least 5 days prior to the beginning of the academic semester. In addition, if the student needs an accessible work space or lab space, this must be brought to the attention of the Special Needs Counselor so that proper physical classroom arrangements can be made. Students are permitted to bring small pillows or cushions to their classes as long as it is brought to the attention of the instructor. These items are not provided by the College. Students who require special accommodations regarding specific furniture needed inside the classroom must be approved by the Special Needs Counselor prior to the student attending class. Although not a disability, students who require a left-handed desk can contact the Special Needs Counselor who will work with the individual in order to accommodate this request.

Alternative Format for Text Books -
Most textbooks can be ordered directly from the publisher in alternative format. (Processing by the publishers can take up to 4 weeks) Contact the Special Needs Counselor for further information. In addition, the Printing Department has the ability to scan textbooks and produce documents in PDF format, then copy the document to a CD as long as permission has been received from the publisher to do so. Please allow at least a 3 or 4 day turnaround for the Printing Department projects that require scanning and reproduction in PDF format. Students must coordinate this service through the Special Needs Counselor. Any student books that are taken apart and scanned will not be rebound. In addition, since the books are taken apart, there is no resale value. Students should not distribute or copy the alternative format material to any other person(s) as this is an infringement of the Copyright Law.

Assistive Listening Devices (ALD’s) -
Should students need the assistance of ALD’s, contact the Special Needs Counselor. The Counseling Center will work with the individual student to accommodate this request.

Assistive Technology (i.e. Spell master, magnification aids, etc.)- Students who need the assistance of specific technology devices inside the classroom must have these devices approved in advance by the Special Needs Counselor in consultation with the individual instructor.
Attendance-
While leniency in class attendance may be an appropriate and reasonable accommodation in some instances, there is no provision for the Special Needs Counselor to ask an instructor to “waive” their attendance policy. Attendance policies at Gaston College are set at the discretion of each instructor. If the student can provide documentation of absences to the Special Needs Counselor and the absence was directly related to their documented disability, the Special Needs Counselor will work with the instructor to determine the best course of action for the student. When possible, this might include the submission of an assignment via e-mail, the possibility of a make-up quiz or test, or alternative work assignments. A note-taker is not a substitute for a student’s class attendance. In addition, the instructor and/or Special Needs Counselor can determine if attendance is essential and required.

Closed Captioned Videos-
If a student has been approved to have closed-captioned videos as an accommodation, it is the instructor’s responsibility to implement this accommodation. It is strongly encouraged that every department update or order appropriate materials on DVD with either ‘open’, ‘burned-in’, ‘hardcoded’, or ‘subtitled’ captioning capability. An alternative accommodation would be to provide the student with a written transcript of the material. The Counseling Department does not pay for captioning services for academic departments since it is an instructor’s individual choice whether or not to incorporate videos as a class component. However, instructors who need assistance with ordering closed captioned videos may contact the Special Needs Counselor for resources and assistance.

Distraction-Reduced Testing Room-
Students who need a quiet setting or low distraction test environment should work with their individual instructors on the arrangements of this accommodation. Instructors can utilize the Learning Center’s Test Room with proper notification to the Center. The Learning Center operates on both the Dallas and Lincoln campuses. Some instructors may be willing to allow students to test in their offices or in a private classroom instead of the Learning Center. This is up to the individual instructor and the student. In addition, the Counseling Center may also be contacted, in advance, if a quiet setting or low distraction room is needed for an upcoming test or exam.

Enlarged Materials-
All class handouts including, but not limited to: course information, syllabus, terms and definitions, instructor notes, diagrams and charts, etc, must be made available to the student in an enlarged format if noted as an approved accommodation. The handout should be given to the student at the same time as the rest of the class, if possible, even if the handout is not intended for use in class. Enlarged font can be printed using word processing programs. (Example: 20 bold font) Also, an 8 ½ “X 11” page can be enlarged to 11” X 17” paper size. Instructors should work with the Printing Services Department for enlarged materials. Please allow at least a 2-3 day turnaround for the Printing Department projects.

Extended Time on Quizzes, Exams, and In-Class Assignments-
Students who are approved for extended time on quizzes, exams, and in-class assignments will be allowed 1.5 times the length allowed for the class. (One-and-a-half times or 150% the length given to the class) On occasion, double time is approved as an accommodation. This will be noted on the
Accommodation Form. This includes any testing on Blackboard. Any time provided beyond time and a half is at the discretion of the Special Needs Counselor or the instructor. This accommodation does not apply to take-home exams or homework assignments. Arrangements for extended time can be made with the individual instructor or the Learning Center on the Dallas or Lincoln campuses, or with the assistance of the Special Needs Counselor. Arrangements for extended time are coordinated by the student and the instructor PRIOR to the test, quiz, exam, or in-class assignment. Students who are approved for extended time testing are responsible for making those arrangements in advance with their instructors. Students taking evening classes and Saturday classes must work out prior arrangements for extended time with their instructors. Students in allied health programs are generally only granted extended time for the written component of tests, not the lab or clinical portions.

**Extra Travel Time between Classes**
Instructors are expected to work with students whose disabilities require a little extra travel time between classes. This is especially important for students who use wheelchairs, walkers or crutches and have scheduled back-to-back classes. Whenever possible, students are encouraged to schedule breaks between classes. Also, there are some medical conditions that prevent a student from walking too briskly to class. Instructors should use their best judgment in determining an appropriate level of travel time and tardiness.

**Frequent Breaks**
With prior approval by the Special Needs Counselor, some students are approved to take frequent breaks from the classroom setting. Students who need to do so should quietly excuse themselves from the class without disruption to other students or the instructor. Students should use good judgment in determining the length of the needed break. Students are still held responsible for all class responsibilities when they utilize breaks.

**Interpreters**
A qualified interpreter will be arranged and provided to students who are deaf or hard of hearing students who request and qualify for this service. Typically, American Sign Language (ASL) is what is preferred by most students, but this will depend on the individual student. Arrangements for an interpreter must be made at least three (3) days in advance in order to guarantee services. Students must provide the Special Needs Counselor with the dates, times, locations, and class or test name before arrangements can be made. Once this information has been provided, the Special Needs Counselor will make the arrangements for the interpreter to be present on the specified day and time. Gaston College hires qualified interpreters on an independent basis, as well as the use of qualified interpreters through Fluent Language Solutions. The College pays all expenses for interpreting costs. Although every effort will be made for an interpreter to arrange a regular schedule with the student, this is not guaranteed due to scheduling conflicts. If a student is using the services of an interpreter and cannot attend class, it is the student’s responsibility to contact the Special Needs Counselor immediately. Contact should be made by voice mail, e-mail, or personal contact. Interpreters typically wait at least fifteen minutes for students to arrive to class past the designated class beginning time. If the student does not show, the interpreter will leave. At least three (3) days prior to first exam date, students must provide their exam schedule to the Special Needs Counselor before interpreting arrangements can be made. All students requesting interpreter services will be required to sign the **Student’s Responsibilities Regarding Provisions of Interpreting Services** contract. See the example contract on page 48.
Note-Takers-
Note-takers are peers who are hired by the Counseling Center. Class notes are not required to be in any special format; rather, note-takers should take notes just as they would for themselves. Note-takers notes are intended to supplement, not replace, the disabled students’ notes. Note-takers are not expected to write down every word the instructor says.

Note-Taker Expectations- Note-takers are expected to attend class regularly and be on time. The note-taker/student relationship should remain confidential. The note-taker should provide the student with notes after each class meeting, or at least the same day.
The Counseling Center will provide non-carbon paper to note-takers and/or provide the expenses of photocopying notes. If photocopying is done, it must be completed in the Counseling Center with the Note-Taker Photocopy Card. Note-takers who have to drop or withdraw from their class must notify the Special Needs Counselor of this change in their schedule. Pay will be pro-rated, depending on factors such as withdrawal date and the amount of notes provided up to that point. If a note-taker is absent from a class, they are expected to find a classmate’s notes for their student in their absence. It is a good idea for the note-taker and the student to exchange phone numbers and/or e-mail addresses. Note-takers will be evaluated by their student at the end of the semester.

NOTE-TAKER HIRING REQUIREMENTS
All note-takers must meet at least one of the following requirements: must have at least a 3.00 cumulative grade point average; must be approved by the student in need of the accommodation; must be a registered student at Gaston College; must be approved by the Special Needs Counselor. If a note-taker is needed for a particular class, the instructor is notified by a letter that is attached to the Accommodation Notification form, that a note-taker is needed. The instructor is asked to make an announcement to the class that a note-taker is needed. The student in need should not be identified, as this is a confidential arrangement. The instructor tells the class that note-takers are paid and hired by the Counseling Center. Interested students are instructed to contact the Special Needs Counselor for further information. If an appropriate note-taker is not hired in a timely manner, the instructor will be required to assist with providing lecture notes.

If the note-taker is hired within the first week of class, the payment is $161.04 for the semester. If the note-taker is hired after the first week of class, the payment is pro-rated. The full stipend is paid in two installments during the fall and spring semesters. During the summer months, the payment will be paid at the end of August in one lump sum (Appropriate taxes will be deducted.) All note-takers must complete proper employment paperwork in the Counseling Center, including an employment application, tax forms, and a Temporary Contract. These completed forms must be on file with the Counseling Center before payments will be made. Background checks are completed for all note-takers, as they are considered temporary employees of Gaston College. Depending on the situation, some students volunteer to be a note-taker without payment.

Oral Testing-
The instructor is responsible for making arrangements for a student who requires and is approved for oral testing. Oral testing can be done with the Learning Center, with the instructor, or with the Special Needs Counselor. The instructor should contact the Special Needs Counselor at least two days in advance if assistance is needed in making arrangements. In addition, the test material should be
provided at this time. Either the designated staff member or Special Needs Counselor will read items aloud to the student. The reader will read in a clear voice exactly what is on the exam page, without further explanation or commentary. The student will tell the reader which selections to read, in what order, and when he/she is ready to move to the next item. The reader will repeat selections if the student requests. The reader will mention words that are bolded, underlined, or distinguished in some other way. The student and the reader will be provided a quiet environment for testing outside of the classroom. Typically, the testing will take place in a private room in the Counseling Center or the Learning Center. In addition, Kurzweil 3000 software, located in Student Services, can also be utilized for oral testing. See the Special Needs Counselor for further information.

**Permission to use a tape recorder for class lectures-**
(contract on file in the Counseling Center) 
The student has permission to use a tape recorder for lecture material to supplement or replace hand-written notes. On the contract, students agree that the recordings are for personal use; the tapes or transcripts will not be reproduced or distributed; the instructor’s copyright of the lectures will not be challenged; students can only record lectures they attend. Students are responsible for providing their own recording devices. See the example contract on page 47.

**Personal Assistants/Attendants-**
The College does not supply personal assistants/attendants to enrolled students or to any person attending college-sponsored events. However, if a student requires the use of an outside personal assistant/attendant in order to attend class, the student must be documented with the Special Needs Counselor, and an official letter must be provided to the Special Needs Counselor that describes the need and purpose of the personal attendant/assistant. This letter must be on file with the Special Needs Counselor before a student begins a class. Without official documentation and approval from the Special Needs Counselor, the assistant/attendant will not be allowed to accompany the student to class. See the ‘Personal Attendant/Assistant Policy’ on page 46 for further information.

**Priority Registration-**
Some students, depending on their disability, will be approved for priority advising and registration of their classes. This accommodation is approved by the Special Needs Counselor. It is the student’s responsibility to contact the Special Needs Counselor prior to the beginning of a registration period in order to check on the possibility of this request.

**Seating in the Front Row or Near Instructor-**
A student who requires seating in the front row or near an instructor should be accommodated by the instructor inside the classroom. An instructor is not expected to “save a seat” for the student; however, every effort should be made by an instructor to accommodate the student’s request. Assigned seating arrangements could allow the student to sit in the front row or in a chair and desk near the instructor.

**Tutorial Assistance (Unlimited) –**
Peer tutoring, available for specific classes, is available in the Learning Center, by appointment. Most students are limited to sessions with their tutors, except those who are approved for unlimited tutoring sessions. Contact the Learning Center for further information. Tutoring is not available in all subject areas.
Written Test and Assignment Instructions -
Instructors can work with their students to provide written test and assignment instructions instead of orally explaining an assignment.

GENERAL CONSIDERATIONS FOR FACULTY & STAFF
Specific suggestions for teaching students with disabilities will be offered in the following sections devoted to each disability. In the meantime, here are some general etiquette guidelines for communicating with students with disabilities:

What does it mean to “have a disability?” In terms of the definition we use at a college level, the exact definition is “any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment.” (According to Section 504 of the Rehabilitation Act of 1973)

- Words and concepts to AVOID when referring to someone with a disability: “cripple”, “victim”, “invalid”, “wheelchair bound”, “different”, “not normal”, “abnormal”, “deformed”, “he/she is retarded”, “idiot”, “moronic”, “confined/restricted to a wheelchair”, “defective”, “afflicted with”, “suffers from”, “LD”, or “handicapped”

- Better choices—“a student with a disability”, “a student who is Deaf”, “a student who is hearing impaired”, “a student who uses a wheelchair”, “a student with special needs”, “a student with cerebral palsy”, “a student with a mental disability”, “a student with a developmental disability”, “has mental retardation”

- Focus on the student first, their disability second.

- Do not help without first offering it. Students with disabilities, in general, naturally desire to be independent.

- Do not touch a student’s personal equipment such as a wheelchair, seeing-eye dog, or cane. A student who uses personal equipment considers those items to be part of his/her personal space. A student in a wheelchair does not want someone pushing them around without permission. This student is trying very hard to get around on his/her own.

- Speak normally to a student with a disability. It’s okay to use words such as “see”, “hear”, and “walk” as you normally would. Disabled students are used to normal English and slang. (i.e., telling a student who is blind, “It looks like it’s going to rain”, or, “Do you see what I mean?”)

- Do not ask a student with a disability how they got that way or how long they’ve had their disability. If they are willing to share this information, they will. Keep in mind they are individuals with a life and personality that have many more aspects, just like anyone else.

- Do not make assumptions about what a student with a disability can or cannot do based on stereotypes of different disabilities, or just because you know someone who can or cannot do a particular task.

- When speaking with a student who is deaf, talk directly to the student. Even if the sign language interpreter is present, make eye contact with the student and speak directly to him or her rather than to the interpreter. Do not shout, speak loudly or try to annunci ate every word. Just speak normally.
• Never park in a disabled parking space unless YOU, the driver, have a disability and the DMV has issued YOU an appropriate tag. Handicapped decals/tags are issued to people, not to cars.

• Position and place yourself at the person’s eye level during conversations.

• Relax and just be yourself.

CONFIDENTIALITY OF STUDENT RECORDS

Gaston College has a long-standing commitment to the protection of students’ rights and privacy of information. Gaston College complies with the provisions in the Federal Family Educational Rights and Privacy Act of 1974 (FERPA), State of North Carolina Law, and the State Department of Education Division of Community College rules. These federal and state requirements relate to accessibility and confidentiality of student records. More information about FERPA is available in the Gaston College Catalog.

Although FERPA gives parents certain rights with respect to their children’s education records, these rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Faculty and staff are not permitted to discuss a student’s academic or attendance related issues with anyone other than the student or college official. If parents or others are interested in knowing more about the academic success of a student, a faculty member might suggest a face-to-face meeting with the student and the interested party at the same time. Additional information on FERPA is available in the Gaston College Catalog.
DOCUMENTATION GUIDELINES

Documentation has two main purposes: 1.) to establish that an individual has a disability, and, 2.) to describe and document the functional impact of the disability for use in establishing the need for and design of accommodations.

Documentation will be used to evaluate requests for reasonable accommodations and/or auxiliary aids. The evaluation process will include the impact of the documentation on the goals and standards of the program, course and/or activity.

Before accommodations can be made, a student must provide a counselor with documentation, no older than three years, describing the disability and/or condition. Documentation must be provided by a licensed physician and/or a psychiatrist or psychologist, or appropriate agency and should provide a comprehensive evaluation of all disabilities that impact a student’s learning, as well as suggested accommodations that are specific to the student’s learning needs. Documentation must be on official letterhead, dated, and signed. Prescription notes, IEP’s, or 504 plans are not accepted as appropriate documentation, but may be included as part of the comprehensive evaluation.

Documentation should include the following elements:

1- A qualified professional must conduct the evaluation and complete a written report on official letterhead with a specific diagnosis.
2- The report must be an in-depth, well written evaluation containing specific recommendations and rationale for accommodations related to the diagnosis. It must also include specific assessment / test instruments used and the results.
3- The evaluation must be current per the specific guidelines for the disability.
The term Learning Disability (LD) generally refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities, but do not by themselves constitute a learning disability (National Joint Committee on Learning Disabilities, 1988).

A student who has a learning disability may have intellectual ability in the average to superior range and adequate sensory motor systems, but may be achieving significantly below expected ability in one or more areas. Documentation of a learning disability is required not only to establish the need for individual services, but also to determine the individual nature of necessary services. While learning disabilities cannot be "cured," their impact can be ameliorated by academic accommodations and by learning compensatory strategies. In general, faculty members who use a variety of instructional modes will enhance the success of students with learning disabilities.

Since each student with a learning disability is unique in learning needs, the student can provide valuable information regarding the type of academic adaptations that work best for them. Typical accommodations for a student with a learning disability may include:

- Seat location
- Note taker or tape recorder
- Extended test time (Time and a half)
- Alternative location for a test
- Memory aids such as a calculator, thesaurus, spell checker, or formula card- with prior permission from the instructor or Special Needs Counselor
- Directions and deadlines given both orally and in writing
- Visual aids when possible
- Provision of written lecture outlines or notes on the board
- Use of a word processor to take a test

**Auditory Difficulties**

Some students may experience difficulty integrating information presented orally and may not be able to follow the logic and organization of a lecture. Faculty can help by doing the following:

1. Providing students with a course syllabus at the beginning of the semester.
2. Permitting a student to tape record the class so they are able to listen to the class discussion more than once.
3. Outlining class presentations and legibly writing new terms and key points on the chalkboard or overhead transparencies.
4. Providing students with a written copy of major points, models, outlines, etc.
5. Paraphrasing abstract concepts in specific terms, illustrating them with examples, personal experiences, hands-on models or visual tools such as charts and graphs.

**Visual Difficulties**

Reading may be slow and deliberate, and comprehension may be impaired for a student with learning disabilities, particularly when dealing with large quantities of material. For such a student,
comprehension and speed are expedited dramatically with auditory input. Faculty can help by:

1. Making lists of required readings available well before the first day of classes to allow students to begin their reading early (many students with visual difficulties obtain texts on tape from Recordings for the Blind and Dyslexic or from local volunteer readers).
2. Providing students with chapter outlines or study guides that cue them to key points in their readings.
3. Reading aloud material that is written on the chalkboard or overhead transparencies.

**Memory Processing**
Memory sequencing difficulties may interfere with a student's execution of complicated directions. Faculty can help by:

1. Keeping oral instructions logical and concise.
2. Repeating or re-wording complicated directions.

**Testing Accommodations**
A learning disability may affect the way a student should be evaluated. If so, special arrangements may be necessary.

1. Allow the student to take tests in a separate, quiet room with a proctor. Students with learning disabilities may be sensitive to distractions.
2. Grant time extensions on exams and written assignments when there are significant demands for reading and writing skills.
3. Permit the use of assistive tools such as calculators, spell checkers or other materials that will assist the students.
4. Allow students to use a reader, word processor, or tape recorder.
5. Consider alternate test designs. For example, some students with learning disabilities may find essay formats difficult. A student with a visual perceptual problem may have trouble with tests requiring them to visually match different items.
6. Consider alternate or supplementary assignments to evaluate a student's mastery of the course material. Taped interviews, slide presentations, photographic essays or handmade models may lead to more accurate measures of a student's knowledge.
Possible accommodations by area of disability for students who have a learning disability:

<table>
<thead>
<tr>
<th>Area of disability</th>
<th>Available accommodation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty completing tasks on time</td>
<td>Computer software programs that promote organization of work:</td>
</tr>
<tr>
<td></td>
<td>• Color monitor/ability to change background and foreground colors</td>
</tr>
<tr>
<td></td>
<td>• Outline with shapes and colors</td>
</tr>
<tr>
<td></td>
<td>• Color printer</td>
</tr>
<tr>
<td>Read at lower than potential level:</td>
<td>Computer software programs that promote writing abilities:</td>
</tr>
<tr>
<td></td>
<td>• Talking and large print word processors (Kurzweil 3000)</td>
</tr>
<tr>
<td></td>
<td>• Scanner with optical character recognition (OCR) system</td>
</tr>
<tr>
<td></td>
<td>• Speech synthesizers</td>
</tr>
<tr>
<td></td>
<td>• Screen enlargement</td>
</tr>
<tr>
<td></td>
<td>• Multi-sensory reading program with customized text size, background and foreground colors, and voice characteristics (Kurzweil 3000)</td>
</tr>
<tr>
<td></td>
<td>• Talking dictionary to define and pronounce unfamiliar words (Kurzweil 3000)</td>
</tr>
<tr>
<td>Poor tracking skills (skip words, lose place, miss lines)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Color monitor/change foreground and background color, consistent layout/color scheme on web design</td>
</tr>
<tr>
<td>Write at lower than potential level:</td>
<td>Computer software programs that promote organizational skills:</td>
</tr>
<tr>
<td></td>
<td>• Color monitor/ability to change background and foreground colors</td>
</tr>
<tr>
<td></td>
<td>• Talking and large print word processors (Kurzweil 3000)</td>
</tr>
<tr>
<td></td>
<td>• Outline with shapes and colors</td>
</tr>
<tr>
<td></td>
<td>• Graphics in place of words</td>
</tr>
<tr>
<td>Frequent spelling errors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Spell check</td>
</tr>
<tr>
<td></td>
<td>• Word prediction programs</td>
</tr>
</tbody>
</table>
ADD/ADHD

ADD or ADHD- What's the Difference?
According to Dr. Peter Jaksa, the difference is mainly one of terminology, which can be confusing at times. The "official" clinical diagnosis is Attention Deficit Hyperactivity Disorder, or AD/HD. In turn, AD/HD is broken down into three different subtypes: Combined Type, Predominantly Inattentive Type, and Predominantly Hyperactive-Impulsive Type.

Many people use the term ADD as a generic term for all types of AD/HD. The term ADD has gained popularity among the general public, in the media, and is even commonly used among professionals. Whether we call it ADD or AD/HD, however, we are all basically referring to the same thing.

WHO HAS ADHD:
According to epidemiological data, approximately 4% to 6% of the U.S. population has ADHD. ADHD usually persists throughout a person's lifetime. It is NOT limited to children. Approximately one-half to two-thirds of children with ADHD will continue to have significant problems with ADHD symptoms and behaviors as adults, which impacts their lives on the job, within the family, and in social relationships.

AD/HD is a diagnosis applied to children and adults who consistently display certain characteristic behaviors over a period of time. The most common core features include:

- distractibility (poor sustained attention to tasks)
- impulsivity (impaired impulse control and delay of gratification)
- hyperactivity (excessive activity and physical restlessness)

In order to meet diagnostic criteria, these behaviors must be excessive, long-term, and pervasive. The behaviors must appear before age 7, and continue for at least 6 months. A crucial consideration is that the behaviors must create a real handicap in at least two areas of a person's life, such as school, home, work, or social settings. These criteria set ADHD apart from the "normal" distractibility and impulsive behavior of childhood, or the effects of the hectic and overstressed lifestyle prevalent in our society.

According to the DSM-IV (the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition) some common symptoms of ADHD include:

- often fails to give close attention to details or makes careless mistakes;
- often has difficulty sustaining attention to tasks;
- often does not seem to listen when spoken to directly;
- often fails to follow instructions carefully and completely;
- losing or forgetting important things;
- feeling restless, often fidgeting with hands or feet, or squirming;
- running or climbing excessively;
- often talks excessively;
- often blurts out answers before hearing the whole question;
- often has difficulty awaiting turn.
It is important to keep in mind that the exact nature and severity of AD/HD symptoms varies from person to person.

**What the Research Shows About ADHD**

ADHD is NOT caused by poor parenting, family problems, poor teachers or schools, too much TV, food allergies, or excess sugar. One early theory was that attention disorders were caused by minor head injuries or damage to the brain, and thus for many years ADHD was called "minimal brain damage" or "minimal brain dysfunction." The vast majority of people with ADHD have no history of head injury or evidence of brain damage, however. Another theory, which is still heard in the media, is that refined sugar and food additives make children hyperactive and inattentive. Scientists at the National Institutes of Health (NIH) concluded that this may apply to only about 5 percent of children with ADHD, mostly either very young children or children with food allergies.

*Source: The Attention Deficit Disorder Association, Dr. Peter Jaksa. Re-produced with his permission, May 2005 (www.add.org)*

**Typical Accommodations for students with ADD/ADHD may include:**

- Providing students with a detailed course syllabus.
- Clearly spelling out, in writing, your expectations of material to be covered, due dates, grading, etc., at the outset of the course.
- Starting each lecture with an outline or overview of the material to be covered during that period, including the context of previously covered material. At the conclusion of the class, briefly summarize key points.
- Face students when speaking; use gestures and natural expressions to convey meaning.
- Present new or technical vocabulary on the board or a handout. Use new terms in context to convey meaning.
- Give assignments both orally and in written form to ensure correct interpretation.
- Permit students to tape record lectures.
- Note-taker accommodations
- Prior to exams, provide review sessions and study questions that demonstrate the format and content of the test. Explain what constitutes a good answer and why.
- Permission to use simple calculators, scratch paper, spelling dictionaries, and electronic spellers during exams.
- Extended time for testing
- Testing in a low distraction setting such as the Learning Center Testing Room, a separate classroom, office, or with the Special Needs Counselor.
VISUAL IMPAIRMENTS

There are varying degrees and types of blindness and low vision. The spectrum includes having difficulty reading regular print, to tunnel vision, to total blindness. A student who is blind or has low vision is faced with many challenges. The majority of students who are blind or have low vision have partial sight loss and do not use canes and guide dogs. This does not eliminate the need for academic accommodations. One challenge is the overwhelming mass of printed text encountered - textbooks, class schedules, campus newspapers, tests, etc. There is also an increased use of visual material in the classroom (films, videotapes, PowerPoint, and overhead projectors) that adds to the difficulties experienced by many students who are blind or have low vision. The instructor must be prepared to provide any written materials (i.e. syllabus, handouts), in advance or on disk. Most students will use a combination of methods to assist such as large print, audio taped recorded books and lectures, readers, or Braille books. Modern technology has made other aids available for persons who are blind or have low vision such as talking calculators, paperless Braille machines, Braille computer terminals and reading machines.

Typical accommodations for students who are blind or have low vision may include:

- Use of a scribe or note taker
- Location (close to the chalkboard or screen)
- Tape recorded lectures
- Taped texts
- Large print class materials
- Extended time for tests
- Alternate test format: e-format, oral, Braille, or large print
- Use of a voice or large print output computer with word processing software
- Extended time and alternate locations for examinations
- Use of a closed circuit enlargement system
- Extended time for research requirements
- Priority Registration

Using Visual Aids in the Classroom

In class, an important adaptation for students who are blind or have low vision is presentation of visual aids. It is important to remember these tips when using visual aids in your classroom:

- Anything on the board should be read out loud clearly and precisely.
- Do not use "this and that" phrases. For example "the sum of this and that" or "the lungs are located here and the diaphragm there." Precise verbal descriptions should be given.
- Raised line drawings of grafts, geometric designs, or mathematical equations can be obtained through Services for the Blind with advanced notice.
- Consider making copies of overhead material presented in class for use by the student who is blind or has low vision. These can be used to follow along or used for review later.
- Using large print on the blackboard, or the use of enlarged print on an overhead projector may be helpful to partially sighted students.
Testing Accommodations

Many students who are blind or have low vision are able to take exams on their own with additional time and enlarged print. Some students who are blind or have low vision may need a sighted person to read and record test items for them or they may prefer to use Kurzweil 3000 and a word processor on a computer to answer test questions. These services can be arranged through the Learning Center, the Special Needs Counselor, or the faculty member may want to select someone familiar with course terminology to administer the exam. Another method that may be used to administer the test is audiotape. The student who is blind or has low vision either answers or records answers orally onto a tape recorder once the questions have been read to them from the printed text.

Guidelines for using a reader to administer a test are as follows:

1. Allow the student and the reader to work in a room where others will not disturb them.
2. Repeat questions as many times as the student requests (this is equivalent to a sighted person rereading a question as often as needed).
3. Repeat completed answers as often as the student requests.
4. Long questions and answers on multiple-choice tests may be particularly confusing. Reading the question and pairing it with each choice may help reduce confusion.
5. Since oral administration is more time consuming than written administration, extra time should be allowed. The instructor and the student should reach a mutually satisfactory agreement on the time limits prior to a test. Generally up to double time is allowed when tests are read to a student.

Textbooks and Other Assigned Readings

Many students who are blind or have low vision use audio taped textbooks. Recorded texts are borrowed from national agencies as available. In either case, processing tape requests typically takes from six to eight weeks. Because of the amount of time required, it is essential for a student to find out from the professor prior to the beginning of the semester what books will be used. Delays in book selection place students who are blind or have low vision at a clear disadvantage to their sighted classmates. Until the tapes arrive, the sole method of learning the materials is through a reader, which is far more time consuming, inconvenient and expensive. When ordering new textbooks, please ask for a copy of the text in e-text. Most publishers now offer this service. The Special Needs Counselor will assist in ordering e-texts.

Other Tips for Working with a Student Who is Blind or Has Low Vision in the Classroom

1. For students with severe visual impairments, a general layout of the classroom should be provided.
2. A guide dog accompanies some students who are blind. Since the dogs are highly trained and disciplined, they will not disrupt the class. As tempting as it may be to pet a guide dog, the dog is responsible for guiding its owner who cannot see and should not be distracted from that duty.
3. Inform the student if the furniture has been rearranged.
4. When offering a seat to the student, place the student's hand on the back or arm of the seat and allow the student to seat him or herself.
6. Once a student who is blind is oriented to campus offering to "guide" the student by a different route can be deleterious to the orientation. However, walking "with" the student will not mar the orientation.
### Possible accommodations by area of disability for students who are blind or have low vision:

<table>
<thead>
<tr>
<th>Area of disability</th>
<th>Available accommodation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased sensitivity to glare</td>
<td>• Darkened room or workstation</td>
</tr>
<tr>
<td></td>
<td>• Reversed polarity (white letters; black screen)</td>
</tr>
<tr>
<td></td>
<td>• Flat screen monitors</td>
</tr>
<tr>
<td>Inability to see small text and graphics</td>
<td>• Large monitor (17 inches or larger)</td>
</tr>
<tr>
<td></td>
<td>• Screen reading program with speech synthesizer and headphones</td>
</tr>
<tr>
<td></td>
<td>• Large Print</td>
</tr>
<tr>
<td></td>
<td>• ALT tags on websites</td>
</tr>
<tr>
<td>Blind, with no light perception</td>
<td>• Books on audio tape</td>
</tr>
<tr>
<td></td>
<td>• E-texts</td>
</tr>
<tr>
<td></td>
<td>• Screen Reader with speech synthesizer and headphones</td>
</tr>
<tr>
<td></td>
<td>• Scanner with optical character recognition (OCR)</td>
</tr>
<tr>
<td></td>
<td>• Tape recorder</td>
</tr>
<tr>
<td>Mobility that ensures safe travel</td>
<td>• Wide aisles without obstacles</td>
</tr>
<tr>
<td></td>
<td>• Braille signage</td>
</tr>
</tbody>
</table>
HEARING IMPAIRMENTS AND DEAFNESS
It is not always readily apparent if a student is deaf or hard of hearing. Some students who are deaf or hard of hearing wear hearing aids, but aids are so compact and cosmetic they are hardly noticeable.

The major challenge facing the student who is deaf or hard of hearing is communication. Preferred modes of communication vary, as does residual hearing and the capacity to utilize speech. The student is the expert in what adaptations are needed and should be consulted early and often to establish and maintain acceptable classroom adaptations. Students who are deaf or hard of hearing generally compensate for hearing loss in one of two ways: 1) simultaneous lip-reading and reliance on residual hearing, or 2) simultaneous lip-reading, residual hearing, and sign language.

Typical accommodations for a student who is deaf or hard of hearing may include:

- Sign language interpreter
- Note taker
- Tape recorder
- FM system where the instructor uses a lapel microphone
- Seating near the instructor
- Visual aids when possible
- Supplementation of lectures with written outlines or notes on the board.
- Closed-captioning on all multimedia displays. (This is a legal requirement.)
- Priority Registration

Suggestions to facilitate classroom participation of students who are deaf or hard of hearing

- Avoid turning your back to the student when speaking.
- Try to avoid standing with your back to a window or other light source.
- Repeat questions or comments made by other persons in the room.
- Keep the areas of the mouth visible to the student.
- Speak naturally and clearly but avoid exaggerated lip movements or volume.
- Use facial expressions, gestures, and other "body language" to help convey your message.

Sign language interpreters

When the student who is deaf or hard of hearing has the assistance of an interpreter, direct the conversation to the student who is deaf or hard of hearing since the communication is with that student rather than the interpreter. Slides and videotapes reinforce what is being said. However, these materials may be difficult to interpret due to sound quality and speed of delivery. Provide a written script to the interpreter and student in advance if it is available. Notices of class cancellations, assignments, etc. can be put in writing or on the board to ensure understanding.
## Possible accommodations by area of disability for students who are deaf or hard of hearing

<table>
<thead>
<tr>
<th>Area of disability</th>
<th>Available accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inability to receive any information in auditory form</td>
<td>• Relay services for placing calls: (800-676-3777)</td>
</tr>
<tr>
<td></td>
<td>• FAX communication</td>
</tr>
<tr>
<td></td>
<td>• Electronic mail</td>
</tr>
<tr>
<td></td>
<td>• Visual cues for auditory prompts</td>
</tr>
<tr>
<td></td>
<td>• Computer-aided transcription</td>
</tr>
<tr>
<td></td>
<td>• Captioning for multi-media</td>
</tr>
<tr>
<td></td>
<td>• Sign language interpreter</td>
</tr>
<tr>
<td>Limited or poor speech</td>
<td>• Spell check</td>
</tr>
<tr>
<td></td>
<td>• Word prediction software</td>
</tr>
<tr>
<td>Inability to hear auditory information with background noise;</td>
<td>• FAX communication</td>
</tr>
<tr>
<td>inability to discriminate sounds of consonants in auditory information.</td>
<td>• Electronic mail</td>
</tr>
<tr>
<td></td>
<td>• Headphones with jack</td>
</tr>
<tr>
<td></td>
<td>• Hearing aids (provided by the student)</td>
</tr>
<tr>
<td></td>
<td>• Assistive listening devices (ALD)</td>
</tr>
<tr>
<td></td>
<td>• Captioning systems</td>
</tr>
<tr>
<td></td>
<td>• Appropriate light for lip reading</td>
</tr>
</tbody>
</table>
PHYSICAL DISABILITIES
Physical disabilities involve the partial or total loss of function of a body part, usually a limb or limbs. This may result in muscle weakness, poor stamina, lack of muscle control, or total paralysis. In the College environment, some physical disabilities necessitate adaptations to allow students to function successfully in class.

Many students with physical disabilities use wheelchairs for mobility; others can walk with the aid of canes, braces, crutches, or walkers. Using these devices allows the person to move about more quickly and conserve energy.

The need for adaptation varies among students with physical disabilities. Therefore, the student should be consulted regarding the areas and extent of adaptation needed. There are, however, some general considerations that apply to most students with physical disabilities.

Typical accommodations for a student with a physical disability may include:

- Relocation of the class to a more accessible location
- Provision of classroom space for a wheelchair or a wheelchair accessible desk/table
- Advanced notice if the class activity will be held elsewhere
- Reduction of the writing load thorough the use of handouts, supplementary texts, etc.
- Use of a note-taker or tape recorder
- Reasonable consideration for lateness due to difficulties in the location of classroom or schedule
- Extended time for testing
- Use of a computer for written work
- Use of a scribe for testing
- Oral or taped test responses
- Provision of instructor’s notes when appropriate and copies of overheads when possible to reduce the need for writing
- Priority registration

Testing Accommodations

Some students who have physical disabilities are either 1) unable to write, 2) fatigue quickly while writing, or 3) write more slowly than other students. Any of these situations necessitates a change in the usual test procedures.

Students who are unable to write will request help recording answers. Since this procedure is time consuming, additional time should be granted for tests. Providing a scribe, using voice recognition software, or arranging for the student to tape record test questions can be done through the Special Needs Counselor.

Students who use Wheelchairs

It is difficult to make generalizations about the classroom needs of students who use wheelchairs due to the variety of conditions. There are, however, some general considerations that apply to most persons who use wheelchairs.
• If breaks between classes are short (10 minutes or less), the student who uses a wheelchair may frequently be a few minutes late. Students often have to wait for an elevator, maneuver through crowded corridors or take a circuitous route to class. If the student is frequently late, and it disrupts class, the instructor should discuss the situation with the student to seek a solution.

• Classes in laboratories may require some modification of the workstation. Considerations may include under counter height, horizontal reach and aisle widths.

• If the class involves fieldwork or field trips, the student who uses a wheelchair should be asked to participate in the selection of sites and modes of transportation. If the College provides transportation for field trips, an accessible mode of transportation must be provided for the student with a disability.

• Students are not "confined" to a wheelchair. They often transfer to cars and furniture. Some students who use wheelchairs can walk with the aid of canes, crutches, or walkers. For many, the wheelchair serves as a means to conserve energy or move about quickly. Most students who use wheelchairs will ask for help if they need it. Don't assume automatically that assistance is needed. Offer assistance if you wish, but do not insist.

• When talking to a student using a wheelchair, if the conversation continues for more than a few minutes, sit down, kneel or move the conversation to a location where you are at eye level with the student.

• A wheelchair is part of the person's body space. Do not hang or lean on the chair - it is similar to hanging or leaning on a person. It is okay if you are close friends, but inappropriate otherwise.

• Students in wheelchairs can participate in outdoor activities. Classmates are usually more than willing to give assistance. Most students who use wheelchairs do not get enough physical exercise in daily activity, and it is particularly important that they be encouraged, as well as provided the opportunity, to participate.
Possible accommodations by area of disability for students who have a physical disability:

<table>
<thead>
<tr>
<th>Area of disability</th>
<th>Available accommodations</th>
</tr>
</thead>
</table>
| Fatigue, limited physical exertion | • Flexible equipment for the correct positioning of monitors, keyboards, and table tops  
• Reversed polarity (white letters; black screen) |
| Slow typing speed | • Word completion or word prediction programs |
| Inability to use multiple keystroke commands | • Modification of keyboard control systems  
• Keyguard for computer, calculator  
• Navigation of web without a mouse |
| Strike keys by mistake due to tremors. | |
| Better gross motor than fine motor dexterity | • Computer with large hard drive and large capacity memory banks  
• Alternate input devices such as voice recognition program, scanner, head pointer, or mouth-operated joystick  
• Page turning device |
| Inability to use hands for input | |
| Limited hand use for input | • Alternate input devices such as mini keyboard, track pad, touch window, split keyboard, Morse code input, track ball (this kind of equipment could be loaned to us from the NC Assistive Technology Center  
• Web navigation without mouse |
| Inability to use the mouse | • Arm, wrist supports; keyguards; mini keyboard  
• |
| Fine motor control but limited gross movement | |
| Limited muscle strength, coordination, range of motion, stability | • Arm, wrist supports; keyguards |
PSYCHOLOGICAL DISABILITIES

Psychological disabilities cover a wide range of disorders, such as anxiety, depression and personality disorders. Depression and anxiety are among the most common psychological impairments of college students with disabilities. These types of disabilities may be invisible or latent, with little or no effects on a student's learning. Even though students with psychological impairments may not have direct learning problems they may exhibit behavioral problems. Some emotional disturbances may be manifested in negative behavior that could cause class disruptions. Dealing with conduct problems makes it hard to remember that these students have as little control over their disabilities as the student with a physical impairment. Patience and understanding are a key element in working with students with psychological impairments. However, there are types of conduct considered major offenses for any student and which may be punished by expulsion or suspension. These may be found in the Gaston College Student Handbook, under “Student Code of Conduct.”

The majority of psychological disabilities are controlled using a combination of medication and psychotherapy. The medication they are on may interfere with the learning process.

Typical accommodations for a student with a psychological disability may include:

- Reasonable consideration for absences and lateness
- Reasonable consideration for fluctuating performance
- Assistance in developing a study schedule
- Use of a note taker or tape recorder
- Alternate test locations to reduce anxiety and provide freedom from distractions
- Special seating i.e. next to the door, in the back of the room
- Extended time on testing and some assignments
- Established signals to indicate when behavior is inappropriate
- Priority registration

Suggestions when working with students with psychological impairments:

If a student's behavior begins to affect his/her work or other students, the following measures may be necessary.

- Discuss inappropriate behavior with the student privately, directly, and forthrightly.
- Set clear limits for acceptable classroom conduct.
- Discuss the class requirements with the student individually to reinforce expectations.
- Discuss only the student's behavior in the classroom rather than the disabling psychological background.
- Refer the student to The Counseling Center if further help is needed.
- Promptly refer any abusive or threatening behavior to Campus Police and the Vice President of Student Services. Students who are disruptive and unable to abide by the institutional code of conduct are deemed "not qualified" and may be dismissed from the College.
CHRONIC HEALTH DISABILITIES

There are a variety of disabilities that may affect a student's ability in the classroom. Many disabilities such as HIV/AIDS, cancer, multiple sclerosis, seizure disorders, respiratory disorders, narcolepsy, and traumatic brain injury are not obvious. Some of a student's symptoms like limited mobility or impaired vision that affect their academic functioning, may be covered by the interventions listed elsewhere in this handbook. In addition, the instability of some of these illnesses may cause the student's needs to be ever changing. Below are some brief descriptions of some of the more prevalent disabilities among students as well as recommended accommodations:

**HIV/AIDS (Acquired Immune Deficiency Syndrome)**
HIV/AIDS is caused by a virus that destroys the body's immune system. The virus is transmitted primarily through sexual contact and sharing of needles by intravenous drug users. It is not transmitted through casual contact. Although the manifestations of HIV/AIDS vary, depending on the particular infection or disease the individual may develop, extreme fatigue is a common symptom. Because of the different manifestations, classroom adaptations will likewise vary. Students with HIV/AIDS may not want to reveal their condition because of the fear and misunderstanding of this disease. It is important that strict confidentiality be observed. Faculty should attempt to be nonjudgmental and foster an atmosphere of understanding with the student.

**Cancer**
Because cancer can occur almost anywhere in the body, the symptoms and particular disabling effects will vary greatly among individual students. Some people experience visual problems, lack of coordination, joint pain, backaches, headaches, and other symptoms. The primary treatments for cancer (radiation therapy, chemotherapy, and surgery) may cause additional effects. Radiation treatment can cause nausea, drowsiness, and fatigue, all of which may impact the student's academic functioning or cause absences.

**Cerebral Palsy**
Cerebral Palsy is caused by an injury to the brain, which may have occurred before, during, or shortly after birth. The injury results in disorders of posture or movements. Manifestations may include involuntary muscle control, contractions, rigidity, spasms, poor coordination, balance or spatial relations. Visual, auditory, speech, hand-function, convulsive disorders and mobility problems might also occur. For appropriate classroom accommodations, refer to the sections on speech, visual, and physical impairments.

**Seizure Disorders**
Students with epilepsy and other seizure disorders are sometimes reluctant to divulge their conditions because they fear being misunderstood or stigmatized. However, in most cases seizures are controlled by medication. Most students with epilepsy have learned to manage seizure activity through adequate rest, proper diet and regular medication.
Respiratory Disorders
Many students have chronic breathing problems, most common of which are bronchial asthma and emphysema. Respiratory problems are characterized by attacks of shortness of breath and difficulty breathing, sometimes triggered by stress, either physical or mental. Fatigue and difficulty climbing stairs may also be major problems, depending on the attacks. Frequent absences may occur and hospitalization may be required when prescribed medication fails to relieve the symptoms. For appropriate classroom accommodations, refer to the appropriate sections that apply.

Narcolepsy
Narcolepsy is a sleep disorder that manifests in recurrent attacks of sleep, sudden loss of muscle tone and sleep paralysis. Having this disorder can greatly impact the learning process. Attacks of sleep can happen in an untimely manner and the desire to sleep can be resisted only temporarily. Drug therapy has been useful in regulating the sleep attacks. The most important thing to remember when advising this population of students is the careful planning of classes and exam times.

Traumatic Brain Injury
Students with traumatic brain injury (TBI) are becoming increasingly prevalent on college campuses. These students often exhibit one or more of the following symptoms: short-term memory problems, serious attention deficits, auditory dysfunction, cognitive deficits, behavior problems of judgment, and serious anxiety attacks. For general classroom accommodations, refer to the sections on learning disabilities, and/or seizure disorders.

Multiple Sclerosis (MS)
MS is an autoimmune disease and varies widely from individual to individual. The most debilitating effect is fatigue. Students may seem well on one day and have difficulty with coordination, vision, balance, or cognition on different days. Rooms that are very warm tend to exacerbate symptoms, as does dehydration.

For these and other disabilities that affect endurance or general health, the following are additional accommodations to consider:

- Reasonable consideration for absences or lateness where academically practical.
- Extended time for testing with allowances for breaks.
- Taped lectures or use of a note taker.
- Provision of a series of short tests to replace long tests.
- Alteration of time of day for exams due to fatigue or medication side effects.
Possible accommodations by area of disability for students who have a disability affecting endurance or health:

<table>
<thead>
<tr>
<th>Area of disability</th>
<th>Available accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Information technology solution may be the same as listed elsewhere in this guide.</td>
</tr>
<tr>
<td></td>
<td>• Solutions need to be disability-specific based on the individual's abilities and needs.</td>
</tr>
<tr>
<td></td>
<td>• Solutions for problems related to side effects of medication may be found under some of the technology solutions for persons with learning disabilities.</td>
</tr>
<tr>
<td></td>
<td>• Solutions for limitations of strength and movement may be found under technology solutions for physical disabilities;</td>
</tr>
<tr>
<td></td>
<td>• Priority registration</td>
</tr>
</tbody>
</table>

Limitations in disabilities vary widely and may depend on whether the disability is temporary, progressive, or stabilized. Some limitations may be the result of medication necessary to control symptoms. Many functional losses may be similar to those listed elsewhere in the guide and may include: limitations in strength, standing, walking, and tolerance to temperature change or extremes in temperature.

SPEECH IMPAIRMENTS
Speech impairments may be developmental or be the result of illness or injury. They may be found alone or in combination with other disabilities. Impairments range from problems with articulation or vocal quality to being totally non-verbal. They may include stuttering, chronic hoarseness, difficulty in evoking an appropriate word or term, and esophageal speech (resulting from a laryngectomy). Students with speech impairments may require some minor adaptations in courses that rely on class discussions, question & answer sessions, or student presentations.

Typical accommodations for a student with a speech impairment may include:

- Increased writing decreased speaking tasks.
- Use of a voice output computer or other speech generated technology.
- Provision of individual sessions to allow the student to clarify information presented in lecture, since the student may be reluctant to speak in class

Many students with speech impairments will be hesitant about participating in activities that require speaking. Even if the student has adjusted well to speech impairment, new situations may aggravate old anxieties.

- Allow the student time to express him or herself so that confidence can be gained.
- Accept and respond to all appropriate attempts at communication.
- Resist the temptation to complete words or phrases for persons with speech impairments.
Possible accommodations by area of disability for students who have a speech impairment:

<table>
<thead>
<tr>
<th>Area of disability</th>
<th>Available accommodation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited speaking ability</td>
<td>Augmentative devices (may be loaned to us from the NC Assistive Technology Center):</td>
</tr>
<tr>
<td></td>
<td>• Picture communication displays</td>
</tr>
<tr>
<td></td>
<td>• Computer with synthesized or digitized speech</td>
</tr>
<tr>
<td></td>
<td>• Electronic communication aids:</td>
</tr>
<tr>
<td></td>
<td>o Alternative input methods; switch scanning, alternate keyboards, mouse, joystick,</td>
</tr>
<tr>
<td></td>
<td>touch screen and/or head pointer</td>
</tr>
<tr>
<td></td>
<td>o Encoding methods; pictures, abbreviation expansion, and/or word prediction</td>
</tr>
<tr>
<td></td>
<td>o Output methods; print, synthesized and/or digitized speech</td>
</tr>
<tr>
<td>Limited loudness level</td>
<td>• Voice amplification device</td>
</tr>
<tr>
<td>Inability to use telephone</td>
<td>• Telecommunications Device for the Deaf (TDD)</td>
</tr>
<tr>
<td></td>
<td>• Relay services for placing calls</td>
</tr>
<tr>
<td></td>
<td>• E-mail</td>
</tr>
</tbody>
</table>
SERVICES FOR HUSKINS AND LEARN AND EARN STUDENTS WITH SPECIAL NEEDS
GASTON COLLEGE AND LOCAL EDUCATION AGENCY (LEA) COLLABORATION

To create a seamless process and ensure adequate accommodations for Huskins and Learn and Earn students with special needs, coordination will be a collaborative effort of the LEA and the community college. Please note that Dual Enrolled students are instructed to follow the regular procedures for students with disabilities, as noted on page 17.

Procedures

1. The high school counselor will notify the Special Needs Counselor at Gaston College with the following information about any Huskins or Learn and Earn student with special needs:
   - Necessary documentation to accommodate a student’s disability in any Huskins or Learn and Earn class. (IEP’s are not sufficient documentation.) Visit http://www.gaston.edu/studentresources/career_counseling_and_development/disability_services.php for specific documentation guidelines.
   - Identification of and specific arrangements for accommodations supported by documentation in any Huskins or Learn and Earn class

2. The Special Needs Counselor will file review and determine accommodations, then complete the GC Accommodations Notification Form and communicate the above information to the Huskins or Learn and Earn instructor. The Special Needs Counselor will assist the instructor in implementing the accommodations, if needed.

3. In the event of difficulties with accommodations, the student must communicate with the instructor first and then the high school counselor. If the issues are not resolved at this level, the student should communicate with the Special Needs Counselor at Gaston College.

4. The high school counselor should communicate any problems to the Special Needs Counselor at Gaston College. The student, high school counselor, and Special Needs Counselor will work together to resolve the identified difficulty.
DISABILITY GRIEVANCE PROCEDURE

Background and the Law
The law requires institutions, such as Gaston College, to have a set of grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging actions prohibited by Section 504 or Title II of the Americans with Disabilities Act of 1990.

Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 provide that qualified persons with disabilities cannot be excluded from participation in, denied the benefits of or be subjected to discrimination by any service, program or activity of a postsecondary institution. In order to meet the needs of students with disabilities and fulfill its legal obligations under Section 504 and the ADA, the Special Needs Counselor at Gaston College assists students with disabilities in accessing reasonable accommodations through the College’s accommodations process.

Procedures for Filing a Complaint
If any student believes that he/she has been discriminated against because of a disability by any Gaston College employee, he/she has the right to seek review of such concerns. Students have the option of pursuing either an informal complaint or a formal grievance. If a student opts to pursue an informal complaint, he/she may later pursue a formal grievance if not satisfied with the resolution of the informal process. Additionally, at any point in the complaint process, students may file a complaint of discrimination with the Office of Civil Rights listed below. Although this is not required by law, the Office of Civil Rights encourages students to first follow the institution’s grievance procedures.

U.S. Department of Education
Office for Civil Rights
400 Maryland Avenue, S.W.
Washington, D.C. 20202-1100
PHONE: 1.800.421.3481
FAX: 202.245.6840; TDD: 877.521.2172
E-mail: OCR@ed.gov
Web: www.ed.gov/ocr

Informal Procedures for Resolving a Complaint
Prior to initiating a formal grievance as outlined in this procedure, it is strongly recommended and expected that the student first discuss his/her complaint with the person against whom the complaint is being made. Students should also discuss the complaint with the Special Needs Counselor or the Director of Counseling; they are available to provide assistance and guidance. If the circumstances of the complaint prevent the student from having this discussion, or if the complaint is not resolved
within five business days, the student should discuss the complaint with immediate and other supervisors involved.

**Formal Grievance Procedures**

The formal grievance is advised when the informal procedure has not brought about a satisfactory conclusion to a concern or complaint about a college policy or procedure or a state or federal law.

All formal grievances from students should be directed to the Vice President for Student Services and Enrollment Management at Gaston College and should be filed within one month of the incident. Due to the urgency of many issues, every effort will be made to come to a resolution as soon as possible. Formal complaint forms are available in the Counseling and Career Development Center and online at www.gaston.edu. The location and phone number are: Gaston College, Highway 321 South, Dallas, NC 28034, 704.922.6217.

All formal grievances should include the following:

- The exact nature of the complaint and how the student feels his/her rights have been denied and the person(s) they believe are responsible;
- The date, time and place of the incident(s);
- The names of witnesses or persons who have knowledge of the incident;
- Copies of any available written documentation or evidence;
- Actions that could be taken to correct the violation.

The Vice President for Student Services and Enrollment Management in consultation with the Vice President for Academic Affairs (or their designees) will investigate the complaint within 10 business days to determine whether or not College policy has been followed. If college policy has not been followed, the vice presidents will take steps to correct policy violations and to address the consequences that may have resulted.

If the Vice Presidents determine a hearing is warranted as a part of the investigation, they shall conduct such hearing providing full due process to the grieving party. The grieving party has the right to have legal counsel, faculty, staff or another student present to act as his/her representative or advocate. The student must provide the name of the representative or advocate three days prior to the hearing. The person believed to be responsible for the complaint will be provided a copy of the formal complaint.

The Vice Presidents shall reach a decision within 10 business days of the review. The student and other appropriate parties will be sent a written copy of the findings and the decision upon completion of the investigation. The decision shall include a summary of the complaint, the decision, a statement of the student’s right to appeal, and instructions regarding the appeal process.
**Appeal**
A student who believes that a formal grievance has not been resolved to his or her satisfaction after a written finding is completed may appeal the outcome to the President of the College within 10 business days of receiving the written finding from the Vice Presidents. All appeals shall be made in writing and signed by the student. The President shall make a determination on the appeal and promptly inform the student in writing of that determination. The decision of the President is final.

**Retaliation**
A student who makes use of the grievance procedures shall not be retaliated against.

**Academic Complaints**
For procedures related to academic complaints, please refer to the Gaston College Student Handbook. This document is available on the College web site and in hard copy format upon request in the Office of Student Services.

Revised: October 2010
EVACUATION AND EMERGENCY PLANS FOR STUDENTS WITH DISABILITIES

Since elevators must not be used during most evacuation emergencies, persons unable to maneuver the stairs safely should go to the nearest designated exit stairwell and wait for rescue personnel who are specifically trained in the safe and proper evacuation of persons with disabilities. Faculty and staff will assist with evacuation management efforts until such time as the local authorities arrive on scene to assist in student evacuation from the building. A faculty or staff member should alert campus security or on-site emergency personnel about the exact location of individuals waiting for rescue assistance.

FIRST AID AND EMERGENCIES (911)

If you feel that a student is in danger due to a medical emergency, contact 911 immediately, then contact Campus Police and Security to inform them of the emergency. The telephone number for the Campus Police and Security Department is 704-922-6480. This number rings in the main Campus Police office which is normally staffed between the hours of 7:30 am through 5:00 pm Monday through Friday except for days the College is closed.

In the event that no one in the main office answers the telephone, the call is automatically transferred to the campus Police / Security radio system and can be answered by either police or security officers on campus via their portable radios. In the event the call is transferred to the radio system, please be patient as the call may require 8-10 rings before completing the transfer and being answered by an officer.

When calling 911, provide:

- The name of the building
- Room number
- Description of the emergency

First Aid for Seizures:

- Remain calm. Students will usually assume the same emotional reaction as the faculty or staff member.
- There is nothing you can do to stop a seizure. Once it has begun, it must run its course.
- Clear the area around the person so that he/she does not injure himself/herself on hard or sharp objects. Try not to interfere with movements in any way.
- When the seizure is over, the person may need to rest.

PARKING

In conjunction with Campus Police and Security, the following guidelines and procedures have been established for the purposes of issuing temporary parking permits to students and visitors with disabilities:

Students or visitors, who need options for closer parking spaces due to a physical disability, may request a temporary parking permit through The Counseling Center only. This permit will allow access to park in any Visitor,
Faculty/Staff, or Student lot on the Dallas, Lincoln or Kimbrell campus.

It does not permit the student or visitor to park in a designated handicapped parking space. Those in need of access to a handicapped parking space on campus must obtain a state issued disabled license plate, placard, or disabled veteran’s plate from the DMV. (Division of Motor Vehicles) Gaston College does not grant temporary permits in handicapped spaces to any student or visitor for any circumstance under state law. Handicapped parking violators will be charged under North Carolina General Statute 20-37, punishment by fine of $250.

Students who would like to request a temporary permit must provide The Counseling Center with official documentation of the disability from a licensed physician. In obvious cases, such as a student who is using crutches, documentation may not be required.

Visitors with disabilities may obtain a temporary parking permit in the Counseling Center. Since most visitors need temporary permits for only a day or so, documentation of a disability is not required. Students and visitors must provide their license plate number before securing a temporary parking permit. The Counseling Center will determine, with the student, the expiration date of the temporary permit. Once the temporary permit is issued, it should be placed on the student’s dashboard, in front of the steering wheel, each time they utilize a Faculty/Staff or Student parking space.

**CAMPUS ACCESSIBILITY**
All three campuses, Dallas, Lincoln, and Kimbrell, are accessible by wheelchair, as well as the individual class buildings. In the event a classroom is not accessible, an accessible classroom will be selected. All requests for accessible classroom space should be made to the Special Needs Counselor. As the campus grows and renovations occur, the College will be sensitive to the needs of students using wheelchairs and will strive to improve wheelchair accessibility on the sidewalks, the entrances to buildings, and the location and functionality of elevators around the campus. Contact the Special Needs Counselor for further information or suggestions for campus improvement.

**SERVICE ANIMALS**
The ADA defines a service animal as any guide dog, signal dog, or other animal individually trained to provide assistance to an individual with a disability. If they meet this definition, animals are considered service animals under the ADA regardless of whether they have been licensed or certified by a state or local government. A service animal is not a pet. The service animal will be permitted to accompany the individual with a disability to all areas of the college where students are normally allowed to go. A student with a service animal may not be segregated from other students. The service animal is under the care and supervision and is solely the responsibility of his or her owner. The College is not required to provide care, food, or a special location for the animal.
LIBRARY INFORMATION
Gaston College Libraries offer individual services to students with disabilities, as well as any student who needs individual assistance. Morris Library has one VideoEye Powerzoom to assist the visually impaired. The Video Eye allows the user to place any print material on a moveable stand which can then be displayed on an accompanying 27" monitor. The user can zoom into the item up to 100 times the original size. In addition, the Morris Library has several books and resources regarding specific disabilities and disability-related issues.

COLLEGE SPONSORED PROGRAMS
Any student needing reasonable accommodations to attend or participate in any college-sponsored activity or event, should contact the Special Needs Counselor for assistance with arrangements. We encourage all students to get involved!

COMPUTER LAB FACILITIES
The telecommunications infrastructure at Gaston College is a state-of-the-art fiber optic computer network. Students and faculty have access to a plethora of resources on the network. Students can browse the Internet from many of our open labs and also gain campus-specific access to research tools such as NC LIVE. Students are required to sign an acceptable-use policy before using computer resources at Gaston College.

COURSE SUBSTITUTIONS
The Counseling Center or the Special Needs Counselor does not approve course substitutions for any student with or without a disability. Students should contact their divisional dean’s office with any questions related to course substitutions.

VOTER REGISTRATION
Students with disabilities who are interested in registering to vote can get information in Student Services on the Dallas, Lincoln, and Kimbrell campuses.

FACULTY TRAINING
Workshops related to disability issues are available on request throughout each year. In addition, faculty members may inquire about individual or departmental training opportunities or workshops related to the ADA or disability issues. Contact the Special Needs Counselor for further information.
CONTRIBUTING RESOURCES
I would like to thank and acknowledge the following people, schools, and publications for their assistance in our Faculty Guide to Disability Policies and Procedures.

Billy Lytton, Jr., Chief of Police, Gaston College
Cape Fear Community College
Celeste Helling, North Carolina Assistive Technology Center
Central Piedmont Community College
Dr. Peter Jaksa
Gardner-Webb University
High Point University, Academic Services Center
Jim Kessler, University of North Carolina at Chapel Hill
John Erickson, Director of the Learning Assistance Center, Gaston College
Judy Stoneham, Blue Ridge Community College
Juliet Laughlin, Coordinator of Student Programs, Gaston College
Karen Yerby, Associate Director, Student Development Services for the North Carolina Community College System
Louise Davis, Gaston College
Mary Helen Walker, UNC Pembroke
NC AHEAD
Syvana Monroe, Gaston College
University of North Carolina at Greensboro
Wanda Horvath, Counselor for Students with Disabilities, Catawba Valley Community College
Western Piedmont Community College
Consent for Release of Confidentiality Form – Example

Gaston College - The Counseling Center

I, ___________________________________, _____________________,
(Name of Student)     (ID #)

authorize The Counseling Center of Gaston College, to disclose to the appropriate Gaston College faculty and staff members, necessary information regarding my disability and my need for reasonable accommodations.

This information may be used to evaluate the need for educational services and/or to plan an educational program. The use or release of this information is limited to purposes directly connected with my educational program.

I understand that my records are protected under confidentiality legislation and cannot be disclosed without my written consent unless otherwise provided for in the regulations. I understand I may revoke this consent at any time except to the extent that action has already been taken. This authority expires with the completion of all transactions related to services provided by Gaston College unless otherwise specified.

_________________________________ _________ _________________
(Signature of student)     (Date)

_________________________________ _________ _________________
(Signature of parent, guardian, or authorized representative, when required) (Date)

_________________________________ _________ _________________
(Signature of Gaston College Counseling Staff Member) (Date)

WHITE- COUNSELING CENTER     YELLOW- STUDENT
The purpose of this memo is to inform you of the needs of a student in your class who has a documented disability. This student has provided sufficient documentation of a disability to the Counseling Center. The Counseling Center is responsible for approving reasonable accommodations. The identified academic accommodations are in compliance with the Americans with Disabilities Act and Section 504. **Under no circumstance should an instructor refuse to provide an approved accommodation.** Please contact the Special Needs Counselor (ext. 6224) if assistance or clarification with accommodations is necessary. The following accommodations are necessary and have been approved for this student:

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Accessible classroom location, tables, desks, and chairs
- Assistive listening device (college provided ___ student provided ___)
- Assistive technology (spelling assistants, magnification aids, laptop, etc.)
- Closed captioned videos during class
- Distraction-reduced/quiet setting testing room
- Electronic texts (in PDF format on a CD ___, Recorded textbooks on CD ___) *This service is arranged by The Counseling Center.
- Enlarged materials (i.e., class syllabus, tests, quizzes, in-class and take-home assignments, all class handouts, etc.) Enlarge to __________ size.
- Extended time for tests, quizzes and in-class assignments (up to time and ½ ), including tests on Blackboard. *The student is responsible for making arrangements with the instructor prior to testing. Extended time is available in the Learning Center or by an instructor-selected location. (*Instructors should contact the Learning Center in order to make arrangements.)
- Extra travel time to and between classes
- Frequent breaks (permission to leave class temporarily, as needed by student)
- Note-Taker (*Instructors-see attached memo)
- Oral testing (*Instructors should make arrangements with the Learning Center.)
- Permission to use a tape recorder for class lectures (contract on file)
- Priority registration with a member of the Counseling Center
- Reader and/or Scribe (*Instructors should make arrangements with the Learning Center.)
- Seating in the front row, or near instructor
- Sign language interpreter
- Tutorial assistance in the Learning Center (unlimited sessions)
- Written instructions for assignments or tests
- Other

Counselor’s signature __________________________  Date _________________

---

Gaston College-The Counseling Center

**ACCOMMODATION NOTIFICATION TO INSTRUCTORS
CONFIDENTIAL**

---

Instructor: __________________________ Course/Section: __________________________
Gaston College Personal Attendant/Assistant Policy - Example

Gaston College makes every effort to reasonably accommodate documented students with disabilities, however, the responsibility of securing personal attendants or personal assistants lies with the student. Under the Americans with Disabilities Act, colleges and universities are under no obligation to provide such services to students. The College assumes no coordination or financial responsibilities for attendants/assistants. If a student needs a personal attendant or assistant and has the means and access to such a person, this must be approved by the Special Needs Counselor in advance of any class attendance in any given semester. The process for approval of a personal attendant/assistant will require the following:

1. The enrolled student must be documented with the Counseling Center by supplying sufficient documentation of the disability or disabilities.
2. An official letter from the personal attendant/assistant’s employer or agency must be received by the Special Needs Counselor. This letter shall provide an explanation of the attendant/assistant’s role as it relates to the Gaston College student/client.
3. Approval must be granted from the Special Needs Counselor prior to the personal assistant/attendant attending any class. In addition, personal attendants/assistants are not allowed to roam the halls or the campus without prior permission to do so. Personal attendants/assistants are not enrolled students and therefore are not eligible to remain in the classroom or on campus without securing prior approval to do so.
4. Family members are generally not approved as personal attendants/assistants, but exceptions may be made by the Special Needs Counselor.

Personal assistants/attendants must also abide by the following rules:

1. Personal assistants/attendants should act as silent observers in the classroom.
2. Personal assistants/attendants should not provide answers or assistance with quizzes, tests, and in-class assignments. In addition, they should not participate in class discussions and lectures. They are not responsible for a student’s academic progress.
3. Personal assistants/attendants should not carry on conversations with the student or disrupt the learning environment in any way.
4. Personal assistants/attendants, as well as the students they are assisting, are responsible for abiding by the Gaston College Student Code of Conduct. (located in the Student Handbook)

For further information or to send or fax Personal Attendant/Assistant letters from employers or agencies, please contact:
Special Needs Counselor
201 Hwy 321 South
Dallas, NC 28034
(704) 922-6224 FAX: (704) 922-2345

June 2006
Contract for Use of Tape Recorder – Example

Gaston College- The Counseling Center

As a documented student with a disability, the Special Needs Counselor at Gaston College has authorized the use of a tape recorder as a reasonable accommodation based on my disability. I am permitted to record my class lectures and discussions. I will not disrupt the regular proceedings of the class.

I understand that tape recordings made in my courses are for my personal use only. I will not release the recordings or transcripts of the material to any other person. I will not hinder my instructors from obtaining a copyright of these lectures.

I understand that I cannot record class lectures which I do not attend, unless the absence is directly related to my disability.

I am responsible for obtaining my own personal recording equipment, with assistance from the Counseling Center if needed.

___________________________________  _____________________
Student’s signature     Date

05/04
Student’s Responsibilities for Interpreter Services – Example

Gaston College- The Counseling Center

It is the goal of the Counseling Center to assist you in being successful in your academic studies while attending Gaston College. Please contact the Special Needs Counselor directly should you experience any difficulties with your accommodations during the semester. Office: (704) 922-6224, or by e-mail (wright.jay@gaston.edu).

As indicated to you, a qualified interpreter will be provided for you during each scheduled class period. If you experience difficulties working with your interpreter, please contact the Special Needs Counselor immediately.

Please note the following policies governing the provision of interpreter services:

1. Students should register for classes as early as possible. Priority registration can be arranged for students requesting interpreter services. Contact the Special Needs Counselor to make an appointment for priority registration at least three (3) days in advance of the College’s published registration period. If students miss priority registration, contact the Special Needs Counselor as soon as possible so that class schedules can be submitted and interpreter arrangements made.

2. When students drop or add a class, the arrangements for interpreters must be altered. Students who drop or add courses must notify the Special Needs Counselor, in writing, regarding the schedule change.

3. If the time of the class or the class location changes, contact the Special Needs Counselor with the change, in writing.

4. Final exam schedules must be provided, in writing, to the Special Needs Counselor at least three (3) days in advance of the first exam date.

5. A student who has requested interpreter services and then discovers that he/she will not be attending the class or event must cancel the interpreting arrangements with the Special Needs Counselor at least twenty four (24) hours in advance of the class or event, or the College will be charged for unused interpreting services. Cancellations will be accepted via e-mail or voice mail to the Special Needs Counselor. If the cancellation is for a Monday event, written notification must be received before 4:00 p.m. the Friday preceding the event.

6. If a student has not arrived by fifteen (15) minutes after the designated class time or event is scheduled to begin, the interpreter will leave and the Special Needs Counselor will consider the student absent without providing a 24 hour cancellation notice.

7. If a student has three (3) or more absences that occur without providing a 24 hour interpreter cancellation notice to the Special Needs Counselor, the interpreter services will be suspended until the student meets with the Special Needs Counselor, in person, to discuss the situation. (An interpreter will be provided for the meeting.)

8. Students who need the services of an interpreter for special events, meetings, or appointments must submit a written request for those services to the Special Needs Counselor at least three (3) days before the event is to take place. Each request must include: the name of the student who is requesting interpreter services; the nature of the event for which services are requested; the date, time, and location of the event; and the approximate length of the event. Interpreter requests can be e-mailed to the Special Needs Counselor, but not placed on voice mail. In addition, Interpreter Request Forms are available in the Counseling Center, Dallas campus.

I have read and understand these guidelines and agree to abide by them.

________________________________________________________________________
Student’s signature Date

________________________________________________________________________
Counselor’s signature Date

WHITE- COUNSELING CENTER YELLOW-STUDENT 5/04
Gaston College, Dallas, North Carolina
201 Highway 321 South
Dallas, North Carolina 28034
(704) 922-6200

Gaston College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Gaston College.

(Revised 10/10)