Disability Resources & Services

Glendale Community College

Student Handbook
Disability Resources & Services (DRS)  
6000 West Olive Avenue  
Glendale, Arizona 85302  

Testing & Disability Resources (TDS) – 100  

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http://www2.gccaz.edu/disability-services  

Mission  

The mission of Disability Resources and Services is to create a learning environment that fosters independence and provides the resources, services and auxiliary aids necessary to allow each qualified student with a disability to pursue academic, occupational, developmental and personal enrichment goals in the most fair and independent manner possible. Disability Resources and Services ensures students with disabilities have equal access to college programs and facilities.
Welcome...

Disability Resources and Services (DRS) provides information and support to students with a documented disability who are enrolled in classes at Glendale Community College (GCC).

This handbook has been developed as a reference guide for student use as you pursue your academic goals here at GCC.

Please feel free to contact the Disability Resources and Services office with any questions or concerns.

(623) 845-3080

Email: drsfrontdesk@gccaz.edu
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Requesting Accommodations Flowchart

This flow chart shows the typical sequence you must follow to obtain academic accommodations at Glendale Community College.

1. Request for Accommodation
2. Provide required medical/educational documentation supporting the need for accommodations
3. Meet with DRS advisor to review eligibility & determine accommodations
4. Provide copy of schedule to DRS
5. Meet with DRS advisor to review eligibility & determine accommodations
6. Pick up Instructor Notification Forms
7. In-person discussion with each instructor
8. Repeat each semester
Eligibility for Accommodations & Required Disability Documentation

Purpose
To specify disability documentation requirements that will qualify Maricopa County Community College District students for reasonable and appropriate accommodations through each college’s Disability Resources and Services (DRS) office or designated professional.

General Eligibility Requirements
Each applicant with a disability must be enrolled as an MCCCD student and must provide the DRS office with required documentation verifying the nature and extent of the disability prior to receiving any accommodation. The DRS Manager, or DRS Advisor, is responsible for evaluating documentation, ensuring it supports current and essential needs, and verifying current functional limitations to determine accommodation eligibility.

Sources
The Rehabilitation Act of 1973, 29 United States Code §§ 701-796
Americans with Disabilities Act of 1990 (ADA)
Americans with Disabilities Act Amendments Act of 2008 (ADAAA)

Policy
Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing required documentation to verify eligibility to the Disability Resources and Services office (DRS). The DRS will make every effort to reasonably accommodate qualified students with disabilities.
Specific Eligibility Requirements

Physical Disabilities

Student must submit a written, current diagnostic report of any physical disabilities that are based on appropriate diagnostic evaluations administered by trained and qualified (i.e., certified and/or licensed) professionals (e.g., medical doctors, ophthalmologists, neuropsychologists, audiologists). Disability diagnosis categories include:

1. orthopedic disability
2. blind or visual impairment
3. deaf or hard-of-hearing
4. traumatic brain injury
5. other health related / systemic disabilities

The written diagnostic report must include:

(a) clear disability diagnosis, including a clinical history that establishes the data of diagnosis, last contact with the student, and any secondary conditions that might be present.

(b) procedures used to diagnose the disability

(c) description of any medical and/or behavioral symptoms associated with the disability

(d) discussion of medications, dosage, frequency, and any adverse side effects attributable to their use that the student has experienced

(e) clear statement specifying functional manifestations (i.e., substantial limitations to one or more major life activities and degree of severity) due to the disability and/or medications for which the student may require accommodations

(f) recommendations for accommodation, including rationale. If the accommodation recommendations are specific to limitations in learning (e.g., reading, mathematics, written expression), an appropriate psycho-educational or neuropsychological evaluation must be administered to document ability / achievement discrepancies.
Specific Learning Disabilities

The student shall submit current written diagnostic report of specific learning disabilities that are based on appropriate, comprehensive, and current psychoeducational evaluations that use adult-normed instruments.

The assessment or evaluation which leads to diagnosis must be administered by a trained and qualified (i.e., certified and/or licensed) professional (e.g., psychologist, school psychologist, neuropsychologist, educational diagnostician) who has had direct experience with adolescents and adults with learning disabilities.

An appropriate psycho-educational evaluation must include comprehensive measures in each of the following areas:

1. **Aptitude.** The evaluation must contain a complete intellectual assessment, with all sub-tests and standard scores reported.

2. **Academic achievement.** The evaluation must contain a comprehensive achievement battery with all sub-tests and standard scores reported. The test battery should include current levels of functioning in the relevant areas, such as reading (decoding and comprehension), mathematics, and oral and written expression.

3. **Information processing.** The evaluation should assess specific information processing visual perception/processing, processing speed, executive function, and motor ability.

Examples of Measures

(a) Wechsler Adult Intelligence Scale-Revised (WAIS-III)

(b) Wechsler Adult Intelligence Scale-Third Edition

(c) Stanford Binet Intelligence Scale-Fourth Edition

(d) Woodcock-Johnson Psycho-educational Battery-Revised: Tests of Cognitive Ability

(e) Kaufman Adolescent and Adult Intelligence Test
Achievement

(a) Wechsler Individual Achievement Tests (WIAT)
(b) Woodcock-Johnson Psycho-educational Battery- Revised: Tests of Achievement (W-JR)
(c) Standford Test of Academic Skills (TASK)
(d) Scholastic Abilities test for Adults (SATA)

NOTE: Screening tools such as the Wide Range Achievement Test (WRAT III) are not considered comprehensive measures of achievement and must be accompanied by a comprehensive measure such as one of those listed above. All instruments selected to measure these areas must be age appropriate.

Information Processing

(a) Subtests of the WAIS-R or WAIS-Third Edition
(b) Subtests on the Woodcock-Johnson Psycho-educational Battery-Revised: Tests of Cognitive Ability

Diagnostic Report

The diagnostic report must include the following information:

1. A diagnostic interview that addresses historical information, past and current academic achievement, instructional foundation, past performance in areas of difficulty, age at initial diagnosis, and history of accommodations used in past educational settings and their effectiveness.

2. A list of all instruments used in the test battery.

3. Discussion of test behavior and specific test results.

4. A diagnostic summary statement with the following information:
   a. A clear and direct statement that a learning disability does or does not exist, including a rule-out of alternative for the learning problems. Terms such as "appears," "suggests," or "probable" in the diagnostic summary statement do not support a conclusive diagnosis.
   b. A clear statement specifying the substantial limitations to one or more major life activities.
c. A psychometric summary of scores.

d. A recommendation for accommodations, including rationale.

Diagnosis of specific learning disabilities that do not contain psycho-educational measures may not be used for determining eligibility for academic accommodations. For example, school plans such as Individualized Education Plans (IEPS) or 504 Plans are not adequate documentation; however, they can be included with the required evaluation. DRS reserves the right to request reassessment when questions regarding previous assessment or previous service provision arise.
Attention Deficit Hyperactivity Disorder (ADHD) / Attention Deficit Disorder (ADD)

The student shall submit a current diagnosis of attention deficit hyperactivity disorder (ADHD)/Attention Deficit Disorder (ADD) that is based on appropriate diagnostic evaluations administered by trained and qualified (i.e., certified or licensed) professionals (e.g., psychiatrists, psychologists, or neuropsychologists).

The diagnostic report must include:

1. A diagnostic interview addressing relevant historical information, past and current academic achievement, age at initial diagnosis, discussion of medication, and history and effectiveness of accommodations in past educational settings.

2. The procedures used to diagnose the disability (including a list of all instruments used in the assessment).

3. Discussion of the testing results and behavior, including the symptoms that meet the criteria diagnosis. If the student was evaluated while on medication, please indicate the effect this may have had on performance.

4. DSM-IV diagnosis (including all five axes).

5. A diagnostic summary statement that includes the following information:

   (a) A clear statement that ADHD/ADD does or does not exist, including a rule-out of alternative explanations for behaviors. Terms such as "appears," "suggests," or "has problems with" in the diagnostic summary statement do not support a conclusive diagnosis.

   (b) A clear statement specifying the substantial limitations to one or more major life activities and the degree of severity. If the limitations are in learning (e.g., reading, mathematics, and written expression), an appropriate psycho-educational evaluation must be administered to document ability/achievement discrepancies.

   (c) A recommendation regarding medications or medical evaluation(s).

   (d) A recommendation for accommodations, including rationale.
**Psychological Disabilities**

The student shall submit a current written diagnostic report of psychological disabilities that are based on appropriate diagnostic evaluations completed by trained and qualified (i.e., certified or licensed) professionals (e.g., psychologists, psychiatrists, neuropsychologists, school psychologists, certified professional counselors, or licensed social workers). An annual review may be requested.

The diagnostic report must include the following:

1. A clinical interview, relevant historical information, age at initial diagnosis, duration and severity of the disorder.


3. The procedures used to diagnose the disability (including a list of all instruments used in the assessment and test scores as applicable).

4. Discussion of the assessment results.

5. A documented DSM diagnosis.

6. A diagnostic summary statement that includes the following:
   
   (a) A clear statement that a disability does or does not exist. Terms such as "appears," "probable," and "suggests" in the diagnostic summary statement do not support a conclusive diagnosis.

   (b) A clear statement specifying the substantial limitations to one or more major life activities. If the limitations are in learning (e.g., reading, mathematics, and written expression), an appropriate psycho-educational evaluation must be administered to document ability / achievement discrepancies.

   (c) A discussion of medications and their possible impact on academic functioning (e.g., concentration, attention, sedation).

   (d) A recommendation for essential accommodations relative to the diagnosed disability, including rationale.

   (e) The duration for which these accommodations should be provided based on the current assessment.
(f) A recommendation regarding revaluation to determine ongoing need for disability accommodations (e.g., one semester, one year, two years.)

**Temporary Impairments**

Some disabilities are temporary and may require accommodations for a limited time. Each case is considered individually. The following documentation is required:

1. Written correspondence on letterhead from a qualified professional stating diagnosis, functional limitations necessitating the accommodation, and estimated length of time services will be needed.

2. Services will be provided for ten (10) working days pending receipt of documentation. If documentation is not received by that time services will be cancelled.

**Special Considerations**

A requirement for documentation prescribed in this regulation may be considered at the discretion of each college’s disability services office or designated professional if, in the professional opinion of the responsible college’s disability services office or designated professional, such consideration is in the best interest of the student will neither undermine the integrity of any college offering nor violate any mandate under state or federal law. All situations shall be considered on an individual, case-by-case basis.

Reasonable accommodation is required for students with known disabilities. The most effective and reasonable accommodation will be determined to meet sufficient accessibility needs.
**MCCCD Disability Documentation**

It is the responsibility of the student to provide documentation to the Manager of the Disability Resources and Services (DRS), which conforms to the Documentation Policy as part of the intake process. The MCCCD Documentation Policy is included in this handbook. Documentation must (1) verify the existence of a disability as defined under Section 504, the ADA, and the ADAAA; and (2) establish a clear connection between the accommodations being requested and the effects of the disability.

Students must provide documentation that complies with all applicable requirements of the MCCCD Documentation Policy. If the DRS Advisor advises a student that his/her documentation is incomplete, Glendale Community College reserves the right not to provide services or accommodations until all documentation specified in the MCCCD Documentation Policy is provided. Documentation is considered incomplete if students submit only IEPs (Individual Educational Plans) or incomplete documentation, or if a particular accommodation request is not justified by the information provided in the student's documentation. The student is responsible to pursue whatever additional documentation is required and to pay any costs thereof.

**GCC Services & Accommodations**

Glendale Community College provides students with disabilities with reasonable accommodations to ensure that students have an equal opportunity to participate in all Glendale Community College programs, services, and activities. The purpose of accommodations is not to ensure success, but to provide access and equal opportunity. The following policies and practices apply to all accommodations provided to students with disabilities at Glendale Community College.

The DRS Advisor will initially determine the accommodations to be provided to each student upon all of the following:

- the documentation provided by the student;
- the in-take interview with student;
- academic policies of the student's college;
- the policies and practices set forth in the handbook;
- consultation with course instructor, if necessary, regarding the essential course elements and the manner in which student mastery of course material is to be evaluated.

Accommodations for each student will be determined on an individual basis considering all the factors mentioned above. Students with similar disabilities may not necessarily receive the same accommodations.

The initial accommodation determination of the DRS Advisor may be modified for any number of reasons, such as the student tries the accommodation and it is not effective, or the Advisor substitutes an equally effective accommodation for reasons of administrative efficiency.

A student who completes the in-take process with a DRS Advisor is entitled to services and accommodations only from that date forward. Glendale Community College will generally not reexamine course work completed before the documentation of a disability even if the student can establish that they had a disability at the time of the course in question.
**Disability Screening & Evaluation**

Undiagnosed students will often come to the DRS to inquire about being evaluated for a possible disability or to obtain an updated evaluation.

Glendale Community College does not do assessment, but the DRS does maintain a list of local professionals qualified to diagnose learning disabilities in adults. This list is not exclusive and should not be construed as the only recommended professionals. The cost of these private assessments is the responsibility of the student and varies from approximately $350 to over $1000, based on the diagnostician and assessment battery. Health insurance companies rarely assist in funding these evaluations.

**Temporary Accommodations**

If a student has documentation, but it does not meet the requirements set forth by the Maricopa Community College District’s Documentation Policy, the Disability Resources and Services advisor *may* be able to provide accommodations on a temporary basis. All situations are handled on a case-by-case basis.

For more information, contact a DRS Advisor.
Note Taking Requests

Many students require note taking assistance for a variety of disabling conditions, such as orthopedic disabilities, carpal tunnel syndrome, an auditory or written language-based learning disability, blindness, visual impairment, or the need to watch a sign language interpreter.

If you are eligible for note taking services, follow the procedure below.

PROCEDURE FOR STUDENTS:

1. Meet with a DRS advisor to:
   a. clarify in-class note-taking procedures
   b. provide a current class schedule to ensure the Instructor Notification Form is created with the appropriate instructor name and course number.
   c. request ongoing support as needed.

2. Contact your instructor(s) prior to or on the first day of class to discuss your need for note-taking accommodations and explain note-taking procedures.

3. On the first day of class, give your instructor the Instructor Notification Form supporting the note-taking request.

4. Ask the instructor for assistance in selection of the most qualified note taker from the students who volunteer. If possible, select a primary and back-up note taker.

5. If no one volunteers to take notes on the first or second day of class, notify the DRS immediately.

6. The primary note taker must go to the DRS to fill out and sign the proper paperwork if they wish to be paid.

NOTE: A note taker is not a substitute for class attendance. Notes for classes missed are not the responsibility of your note taker. Unavoidable absences should be discussed with the instructor or your DRS Advisor.
Test Accommodations Requests

Due to the critical importance of outcomes assessment as a measure of academic progress and success, students with disabilities frequently use test accommodations. The documented need for these accommodations may be for many reasons. The amount of extended time is determined by standard professional practices.

PROCEDURE FOR STUDENTS:

1. Meet instructor prior to or on the first day of class to discuss the need for testing accommodations, explain testing procedures, and give your instructor your Instructor Notification Form supporting the requested testing accommodations. See APPENDIX for Guidelines for Alternative Testing.

2. Student should make a testing appointment with DRS:
   a. at least three (3) working days before exams or quizzes (being administered in the DRS)
   b. at least ten (10) working days before the last day of class for final exams.

3. Students are expected to test in DRS at their regular class time and date unless an extended time accommodation conflicts with their other classes.

4. If there is a conflict with a student’s other classes, the student must take their test within three (3) school days of the class test date.

5. Exams not administered in the DRS that require extended time or use of a private testing room, may be administered in the Testing Center or in Math Solutions.

NOTE: If you plan to take a final exam in DRS, you need to make an appointment as soon as you know (see the course syllabus).
**DRS Testing Flowchart**

If you have a testing accommodation on your Instructor Notification Form that requires testing in the DRS office, you are responsible for arranging a test time. This flow chart shows the typical sequence you must follow to set up testing accommodations in the DRS at Glendale Community College.

Ensure you have a current, signed Alternative Testing Guidelines form on file at DRS.

- **Instructor Announces Test Date**
- **Make a testing appointment with DRS at least three working days before the test date (10 days for final exam).**
- **Inform your instructor of the date/time for your testing appointment.**
- **Prepare for the exam. Note: Lockers are provided for your belongings but size is limited. DO NOT BRING LARGE BAGS.**

**Arrive in DSR 15 minutes before your scheduled testing time.**

- **Complete exam.**
- **Return completed exam to DRS staff. Collect your belongings before leaving.**

Repeat this process for all exams taken in DRS.
Requesting Sign Language Interpreters

Glendale Community College provides federally mandated interpreter services for qualified students who are deaf or hard-of-hearing.

All student interpreter requests are processed through the Supervisor of Interpreting Services in the DRS. Requests are processed on a first-come, first-served basis with priority given to currently enrolled students. Interpreters may be provided for classes, educational activities, and college-sponsored events or activities. The need for interpreters for academic classes takes priority.

PROCEDURE FOR STUDENTS:

1. Pre-register for classes.

2. Submit a copy of your class schedule to Supervisor of Interpreting Services. Requests should be made approximately 3 to 4 weeks before the start of the semester.

Special Requests for Interpreter Services:

Special requests could include, for example, tutoring sessions, GCC-sponsored activities, and/or required field trips.

At least one week in advance of the activity, provide the DRS Interpreter Coordinator with a Request for Interpreter Form. This can be done via email, in person, or on the DRS website. If travel is involved, **two (2) weeks** advance notice is required.

*Note: If a student does not meet these deadlines, GCC will attempt to provide but cannot guarantee interpreting services.*

To Cancel Interpreter Services:

1. Notification received less than 24 hours in advance, but more than 30 minutes before class, is considered a late notice.
2. Notification received less than 30 minutes before class is considered a “no-show.”
3. Two late notices are considered one “no-show.”
4. Three “no-shows” a class may result in suspension of Interpreter services. Reinstatement of services requires a formal request to the DRS Manager.

*Note: Due to severe shortages in qualified sign language interpreters, the DRS must prioritize interpreter assignments based on appropriate use of services. Suspension of services due to “no-shows” places a student at the bottom of the priority list.*
**Agreement for Alternative Texts**

The DRS office at Glendale Community College works to ensure that appropriate accommodations are provided for students who are eligible for services. In order to maintain the integrity of the services offered in the state within the letter of the law, the following rules apply to students who are requesting alternative textbooks:

1. The students must qualify as having a disability that is covered by 2 U.S.C. Section 135a; 46 Stats.1487. Students’ disabilities shall be verified by competent authority. Documentation of the student’s disability will be submitted to the DRS office, and the student will meet with their DRS Advisor.

2. The student must provide either a receipt for purchase or a physical copy of the textbook they are requesting in alternative format per publishing law.

3. The student must be registered for classes currently at Glendale Community College at the time of the student’s request for alternative textbook format.

4. The student will not copy or reproduce any of the specialized format texts, nor allow anyone else to do so.

5. The student agrees to notify the DRS office immediately of a course Drop/Add situation.

6. The student must purchase the textbook or other materials they wish to have converted and deliver them to the DRS office. If a book must be destroyed in order to convert it to an alternative format, the DRS will replace the textbook during the same semester.

7. Textbooks and materials that are provided to the DRS office **at least six (6) weeks prior** to the start of class should be ready at the beginning of the semester. Any textbooks or materials arriving afterwards will be put into production as soon as a syllabus for the class is delivered to the DRS office.

8. Converting math and science books along with highly technical material into Braille or tactile graphics will typically require more time.

9. Textbooks will be converted in chapter order unless a course syllabus is received. No guarantees can be made as to when material will be completed unless a syllabus with due dates for assignments is received. It is the student’s responsibility to contact departments or professors to obtain a copy of the syllabus for the course AND provide it to the DRS office.
Equipment Loan

To ensure equal access in classroom, lecture halls, laboratories, and other college programs and activities by providing appropriate adaptive equipment for qualified students with disabilities, the DRS maintains an inventory of small equipment for on-campus loan.

Qualified students with disabilities may be eligible to check out adaptive equipment from the DRS. You must be registered with the Disability Resources and Services in order to verify eligibility.

Equipment available for checkout is provided on a first-come, first-serve basis, and includes the following:

- Assistive listening device (FM system)
- Livescribe pens

Students checking out equipment are responsible for battery replacement in battery-operated equipment and the care and security of the equipment during the term of the loan. Lost, stolen, or damaged equipment must be reported to the DRS Manager immediately. Police reports must be filed for stolen equipment.

Before receiving equipment, students must sign an Equipment Checkout Form and MCCCD Property Loan Agreement. The length of the loan period will be one semester. **Failure to return adaptive equipment or software will result in a hold being placed on your account at GCC.**

Procedures:

1. Request use of adaptive equipment from your DRS Advisor.
2. Following approval, schedule appointment with the DRS office to check out equipment.
3. Sign Equipment Checkout Form and Property Loan Agreement and request photocopy.

**Note:** If equipment being checked out is an FM system with lapel microphone, the student must ask instructors to wear the FM transmitter and lapel microphone and remind instructors to repeat questions taken from the class.

4. Follow instructions for proper care of equipment.
5. Return all equipment and/or accessories to the DRS office by the due date.

**If the equipment is lost, damaged or stolen, YOU are responsible to pay for it.**

**Report the incident to the DRS office immediately.**
**Working with Instructors**

- Students should not request academic accommodations from their instructor until they have completed intake with the Disability Resources and Services office.

- After a student has registered with the Disability Resources and Services office and finalized their accommodations, it is the responsibility of the student to promptly meet with the instructor who teach the student’s courses in order to discuss implementing the accommodations listed on the Instructor Notification Form.

- When meeting with an instructor, you should
  - be on time for a scheduled appointment, and
  - review together the accommodations listed on the Instructor Notification Form.

- Request only those accommodations listed on the Instructor Notification Form.

- Discuss specific details about how the accommodations will be handled. A worksheet is provided on the back of the Instructor Notification Form.

- Be flexible – there is often more than one right way to provide an accommodation. If you cannot immediately identify a solution, participate in problem solving with an open mind. Also, contact your DRS advisor for technical assistance.

- **Be respectful, calm and courteous.** If you are unable to make arrangements for accommodations, the next step is to request the assistance of the DRS Manager.
Tips for Student Success

- Make active use of instructor office hours for information clarification.

- Individual assistance can be quite helpful in promoting the learning experience. Don't be afraid to ask for it.

- Ask your instructors for the course syllabus and a list of required readings in advance of the course.

- Get to know a department contact (for example, the department secretary) during semester breaks in case you need information and you cannot reach your instructor.

- Get your textbooks before the course begins and get ahead on the reading.

- Ask the instructor for a course study guide, or exam study questions which cover specific terms you need to master.

- Ask for lecture outlines or copies of overheads used in class.

- Make sure you understand new or technical vocabulary and concepts on handouts.

- Always try to understand the purpose and objectives of your assignments. Ask for clarification and get written directions, requirements, and grading scale for each, if necessary.

- Review deadlines for upcoming reading requirements, assignments, papers, projects, or exams frequently and well in advance of when they are due.

- Provide adequate opportunities for class discussion, questions, and participation including review sessions.

- Use the Tutoring Centers, on campus, for additional tutoring. These include the Center for Learning, Math Solutions, the Writing Center, and others that are set up around campus for various departments. Your instructor should be able to direct you to these resources.

- Join study groups in and out of class.
Assistive Technology Resources at GCC

Glendale Community College provides many assistive technology tools that students with disabilities can use while on campus.

Technology at Main campus

HT-1: Kurzweil 3000 and Scanner, Zoom Text
Library: Kurzweil 3000, CCTV for magnification of images
Media Services: Video Phone f/t Deaf (must first check-in at front desk in Media Services)

Please note: Kurzweil 3000 at the main campus is a web licensing product and a username/password is required to access. For further information please contact the DRS office.

Technology at North campus

Library: Kurzweil 3000 & Scanner, CCTV
Testing Services: Video Phone f/t Deaf

If you need assistive technology software not currently available on campus, please contact the DRS office.

Assistive Technology Links

If you wish to purchase assistive technology software and equipment for personal use, you'll find additional links to information at the DRS website below. Many offer free trials and demos. GCC does not specifically recommend any particular company or product. Please conduct your own research and review of products and prices.

There are links to the following types of products:

Text-to-Speech Software
Screen Reading Software for Low Vision Users
Notetaking
Audio Books
Helpful Apps for Students

http://www2.gccaz.edu/disability-services/assistive-technology
Other Resources at GCC

- **Academic Advising Office**  
  Building: Enrollment Center (EC)  
  (623) 845-3690

  Provides information and assistance in academic planning

- **Counseling & Career Services Center (CCS)**  
  (623) 845-3064

  Provides **FREE** academic, career and personal counseling for students. Classes are provided to help students learn new skills and behaviors and improve their educational success. **Classes cover topics such as study skills, test-taking strategies, and anxiety reduction techniques.** Counselors can provide referrals to community social services agencies.

- **English as a Second Language (ESL) Program**  
  Stephanie da Costa Mello, ESL Coordinator  
  (623) 845-3872

  Provides information and assistance to students whose first language is not English. This program offers assessment, classes and laboratories in listening, speaking, reading and writing.

- **Enrollment Center Building (EC)**  
  (623) 845-3333

  When you walk into the Enrollment Center, you’ll find cross-trained experts to direct you to the resources and advisors you need, from academic advising, registering for classes, applying for financial aid, or paying tuition.

- **Financial Aid**  
  (623)-845-2332

  Provides assistance to students from federal, state, institutional, and private funding sources. The program provides information about sources of funding and application procedures to assist student and their families in meeting college expenses.
• **John F. Prince Library & Media Center (LMC)**
  (623) 845-3109
  Provides access to standard office, instructional and Internet software on ninety Dell workstations. The Computer Commons also provides three electronic classrooms for instructional use.

• **Public Safety**
  **Building: Campus Safety (CS)**
  (623) 845-3535
  Provides vehicle parking decals and safety escorts. College Safety will attempt to jump start disabled vehicles and unlock vehicles with keys left inside.

• **Student Life- Student Union (SU) – 101**
  (623) 845-3525
  From student leadership to Green Efforts, anthropology to the Young Life club, activities on campus will enrich your life. Join a club, go to a Gauchos game, volunteer, see a play, find a study group, or relax with friends. Explore all there is to do at the Office of Student Life and the Leadership Center.

• **Testing Services**
  **Building: Testing & Disabilities Services (TDS)**
  (623) 845-3058
  Provides course placement testing (ASSET/COMPASS), makeup exams, and assessment of English as a Second Language skills (CELSA).

• **Tutoring Services – Center for Learning (CL)**
  (623) 845-3812
  Provides tutoring services in most subjects. Provides access to various tools to improve English, reading, math, and study skills.

• **Veteran Services Center (VSC)**
  (623) 845-3362
  Provides assistance with educational benefits, registration and referrals as needed.
Transitioning to College

The next few pages describe the differences between high school and college and how those differences impact students with disabilities. Following that is a description of the laws and policies that govern these issues.

Additional information is available through the U.S. Department of Education at the link below.

http://www2.ed.gov/about/offices/list/ocr/transition.html
The Difference Between High School & College
A Guide for Students with Disabilities

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<th>HIGH SCHOOL</th>
<th>COLLEGE</th>
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<tbody>
<tr>
<td>I.D.E.A. (The Individuals with Disabilities Education Act)</td>
<td>A.D.A. (The Americans with Disabilities Act of 1990, Title III)</td>
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<tr>
<td>Section 504, Rehabilitation Act of 1973</td>
<td>Section 504, Rehabilitation Act of 1973</td>
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<tr>
<td>I.D.E.A. is designed to promote “student success” in K-12 education</td>
<td>A.D.A. is designed to ensure “equal access” to post-secondary education</td>
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**REQUIRED DOCUMENTATION**
I.E.P. (Individual Education Plan) or 504 Plan (Accommodation Plan)

Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.

<table>
<thead>
<tr>
<th>SELF-ADVOCACY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is identified by the school and is supported by parents and teachers</td>
<td>Self-advocacy means students must self-identify and register with the Office of Disability Services</td>
</tr>
<tr>
<td>Primary responsibility for arranging accommodations belongs to the school</td>
<td>Primary responsibility for arranging accommodations belongs to the student</td>
</tr>
<tr>
<td>Teachers approach students if they believe the student needs assistance</td>
<td>College professors expect the student to initiate contact if they need assistance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PARENTAL ROLE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent has access to student records and may participate in the accommodation process</td>
<td>Parent does not have access to student records</td>
</tr>
<tr>
<td>Parent often advocates for the student</td>
<td>Student advocates for themselves</td>
</tr>
</tbody>
</table>

Adapted with Permission from Chapman University
http://www.chapman.edu/students/student-health-services/disability-services/differences.aspx
<table>
<thead>
<tr>
<th><strong>HIGH SCHOOL</strong></th>
<th><strong>COLLEGE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INSTRUCTION</strong></td>
<td><strong>INSTRUCTION</strong></td>
</tr>
<tr>
<td>Teachers may modify curriculum and/or alter curriculum pace of assignments to ensure student success</td>
<td>Professors are not required to redesign or alter assignments and/or extend assignment deadlines</td>
</tr>
<tr>
<td>Students are expected to read short assignments that are then discussed and often retaught in class by the teacher</td>
<td>Substantial amounts of reading and writing are usually required; this material may not be directly addressed during class time</td>
</tr>
<tr>
<td>Students seldom need to read more than once; sometimes listening in class to the teacher's lesson is enough</td>
<td>Students must review class notes, texts, and other assigned class material regularly in order to be prepared</td>
</tr>
<tr>
<td><strong>GRADES &amp; TESTS</strong></td>
<td><strong>GRADES &amp; TESTS</strong></td>
</tr>
<tr>
<td>The I.E.P. or 504 Plan may include modifications to test format (multiple choice tests in lieu of essay test) and/or grading (60% passing instead of 70%)</td>
<td>Grading and test format changes are generally not offered or permissible</td>
</tr>
<tr>
<td>Testing is frequent and covers small amounts of material</td>
<td>Testing may be infrequent and cumulative, covering large amounts of material</td>
</tr>
<tr>
<td>Makeup tests are often available if you are absent due to illness or for personal reasons</td>
<td>Makeup tests are seldom an option; if they are, students must request them</td>
</tr>
<tr>
<td>Teachers often take time to remind students of assignments and due dates</td>
<td>Professors expect the student to read, save and consult the course syllabus which spells out exactly what is expected of the student, assignment due dates and the grading policy</td>
</tr>
<tr>
<td><strong>STUDY RESPONSIBILITIES</strong></td>
<td><strong>STUDY RESPONSIBILITIES</strong></td>
</tr>
<tr>
<td>Study time and assignments are structured by others</td>
<td>Students manage their own time and complete class assignments independently</td>
</tr>
<tr>
<td>Students may study outside of class as little as 0 to 2 hours per week; this may mostly be last minute test preparation</td>
<td>Student must study at least 1-2 hours outside of class for each hour of class time spent in class</td>
</tr>
</tbody>
</table>
### Instructional Differences Between College & High School

<table>
<thead>
<tr>
<th></th>
<th><strong>High School</strong></th>
<th><strong>College</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Time</strong></td>
<td>6 hours <em>per day</em>, 180 days Total: 1,086 hours</td>
<td>12 hours <em>per week</em>, 28 weeks Total: 336 hours</td>
</tr>
<tr>
<td><strong>Class Size</strong></td>
<td>25-30 students.</td>
<td>Up to 200-300 students. (GCC – between 10-35 students)</td>
</tr>
<tr>
<td><strong>Study Time</strong></td>
<td>Whatever it takes to do your homework! 1-2 hours per day.</td>
<td>Rule of thumb: 2 hours of study for 1 hour of class. 3-4 hours per day.</td>
</tr>
<tr>
<td><strong>Tests</strong></td>
<td>Weekly; at the end of a chapter, frequent quizzes.</td>
<td>2-4 per semester: as scheduled by instructor</td>
</tr>
<tr>
<td><strong>Grading</strong></td>
<td>Performance evaluations may be subjective; based on level of effort or level of improvement.</td>
<td>Satisfactory academic standing requires grades of C or above based on mastery of course content.</td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td>Teachers often take attendance. They may regularly check notebooks and homework assignments. Teachers lecture from textbook and often use blackboard and worksheets. Teachers impart knowledge and facts.</td>
<td>Professors rarely take attendance, seldom check homework or monitor daily work. Professors lecture nonstop and rarely teach you the textbook. Professors require library research. Professors challenge you to integrate information from a variety of sources.</td>
</tr>
<tr>
<td><strong>Freedom</strong></td>
<td>Most of your time is structured. Limits are set by parents, teachers, and other adults. High school buildings are monitored.</td>
<td>Managing time and personal freedom is greatest problem college students face. Self-reliance is key. College campuses are often extensive and security may be a concern.</td>
</tr>
</tbody>
</table>

The Law

With regard to students with disabilities, Glendale Community College is governed by one State and two Federal laws: Title II of the 1990 Americans with Disabilities, Title II of the 1993 Arizonan’s with Disabilities Act, and Section 504 of the 1973 Rehabilitation Act.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA), was enacted on July 26, 1990, “to provide a clear and comprehensive mandate for the elimination of discrimination against individuals with disabilities.” This federal legislation expanded equal treatment of people with disabilities in employment, public services and transportation, public accommodations, and telecommunications services. Glendale Community College adheres to all employment, programmatic, and architectural requirements in accordance with the ADA.

Rehabilitation Act of 1973

- The Rehabilitation Act is generally regarded as the first “civil rights” legislation for persons with disabilities on the national level.

- Section 504 (Subsection E) of the Rehabilitation Act bears directly upon college programs.

- Section 504 is a program access statute that prohibits discrimination on the basis of disability in any program or activity offered by an entity or institution receiving federal financial assistance.

- Section 504 does not require special educational programming to be developed for students with disabilities, but does require that an institution (public or private) be prepared to make appropriate academic adjustments and reasonable modifications to policies and practices in order to allow the full participation of students with disabilities in the same programs and activities available to non-disabled students.

Section 504 states:

“No otherwise qualified person with a disability in the United States. . .shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance.”

Subsection E of Section 504 specifically denotes the coverage of postsecondary institutions. Having been governed by this regulation for quite some time, Glendale Community College has practiced a strong commitment to nondiscriminatory practices.
Legal Implications

Section 504 defines a “person with a disability” as someone with a physical or mental impairment that substantially limits one or more major life activities. A person is considered to be a person with a disability if he/she has the disability, has a record of the disability or is regarded as having the disability.

**Physical impairment** – means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: Neurological, musculoskeletal, special sense organ, respiratory, cardiovascular, reproductive, digestive, genito-urinary, hemic and lymphatic, skin and endocrine; “**mental impairment**” means any psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and **specific learning disabilities**.

**Substantially limits** – means unable to perform a major life activity, or significantly restricted as to the condition, manner, or duration under which a major life activity can be performed, in comparison to the average person or to most people: the availability of some mitigating measure (such as a hearing aid for someone with a hearing loss that brings hearing acuity within normal limits) is not to be considered when determining if the disability substantially limits the individual.

**Major life activity** – means functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

In regards to academic requirements and adjustments – It is agreed that college curricula should in no case be watered down and Section 504 does not obligate an institution to waive specific courses or academic requirement.

Grievance Procedures

Section 504 and the ADA require that a grievance procedure be available to the student who wishes to appeal an administrative decision regarding disability-related accommodations and/or issues. A detailed procedure is outlined in the GCC Student Handbook under Discrimination Complaint Procedures for Students.
Auxiliary Aids

Section 504 regulation states:

Aids, benefits, and services, to be equally effective, are not required to produce the identical result or level of achievement for handicapped and non-handicapped persons, but must afford handicapped persons equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person's needs.

The institution will analyze the appropriateness of an aid or service in its specific context. For example, the type of assistance needed in a classroom by a student who is Deaf or hard-of-hearing may vary, depending upon whether the format is a large lecture hall or a seminar. With the one-way communication of a lecture, the service of a note taker may be adequate, but in the two-way communication of a seminar, an interpreter may be needed. The institution will give primary consideration to the requests of individuals with disabilities.

Personal Aids and Services

An issue that is often misunderstood by students and their parents is the provision of personal aids and services. Personal aids and services, including help in bathing, dressing, or other personal care, are not required to be provided by postsecondary institutions.

The Section 504 regulation states:

Recipients need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

Title II of the ADA similarly states that personal services are not required.

Once students with disabilities graduate from a high school program or its equivalent, education institutions are no longer required to provide aids, devices, or services of a personal nature.

Postsecondary schools do not have to provide personal services relating to certain individual academic activities. Personal attendants and individually prescribed devices are the responsibility of the student who has a disability and not of the institution. For example, readers may be provided for classroom use but institutions are not required to provide readers for personal use or for help during individual study time.
Other GCC Policies and Procedures

The following policies and procedures apply to all students and are available in the Glendale Community College Student Handbook. The handbook is available to view or download on the GCC website at the address below.

Nondiscrimination Policy

Eligibility of Students Taking Reduced Course Loads

Discrimination Complaint Procedures for Students

http://www2.gccaz.edu/course-guide-catalog
DRS Handbook Acknowledgement

Full name ________________________________

(Last) (First) (MI) ( Maiden)

Student ID ________________________________ D.O.B. __/__/_____ Phone ( ) ________________

Legal Address: ________________________________

(Street #) (City) (State) (Zip)

Read and initial each statement below.

__________ I hereby acknowledge receipt of the GCC DRS Handbook.

__________ I understand it is my responsibility to read the information provided in this handbook and follow GCC DRS policies and procedures.

__________ If questions arise, I will contact the GCC DRS Office.

(Signature of Student) ________________ (Date) ________________ (Parent or Guardian if needed) ________________ (Date) ________________