

# **SERVING STUDENTS WITH DISABILITIES**

## Faculty and Staff Handbook



Mayland Community College

Adapted from Faculty/Staff Handbooks on Serving Students with Disabilities from Asheville-Buncombe Technical Community College, Rockingham Community College, and Wilkes Community College

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## **INTRODUCTION**

Mayland Community College is invested in full compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act signed into law on July 26, 1990. The college aims to ensure quality services for ALL students and encourages students with disabilities to take advantage of the many benefits the college provides. Students may contact the Director of the S. O. A. R. Program or the Coordinator of Counseling on Mayland's campus for assistance.

## **PURPOSE**

Serving Students with Disabilities: Faculty and Staff Handbook is designed to be a resource for faculty and staff as they work with students with disabilities on our campus. The handbook provides: (1) information regarding various disabilities, (2) information on laws requiring provision of reasonable accommodations for students with disabilities in postsecondary education, (3) accommodations which are commonly recommended, (4) information on the location and availability of support services on campus, and (5) forms and procedures related to disability services.

More information regarding disability services at Mayland Community College can be found at the college's website: [www.mayland.edu](http://www.mayland.edu) in the Student Development link.

The Board of Trustees, faculty, and staff of Mayland Community College recognize their responsibility to ensure that access, opportunities, and services for students, employers, and the public are available without regard to an individual's race, color, national origin, religion, sex, age, disability, and political belief or affiliation.

## **LEGAL MANDATES**

Section 504 of the Rehabilitation Act of 1973 states that “no otherwise qualified individual with a disability in the United States, as defined in section 706(6) of this title, shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” The definition of “individual with a disability” is anyone with a physical or mental impairment that substantially impairs or restricts one or more major life activities, such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

The Office of Civil Rights cites the following as requirements under Section 504:

- Quotas for admission of disabled persons are prohibited.
- Admissions tests for persons with impaired sensory, manual or speaking skills must be as readily available as other admissions tests.
- Pre-admission inquiries as to whether a person is disabled are prohibited.
- Students with a disability must have the opportunity to participate in any part of the programs or activities offered by the recipient.
- All programs and activities must be offered in the most integrated setting possible.
- A recipient may not impose rules on students with a disability that have the effect of limiting participation.
- All programs and activities must be offered in the most integrated setting possible.
- Requirements must be modified, on a case-by-case basis, to provide an equal educational opportunity.
- Students with impaired sensory, manual or speaking skills must be provided with auxiliary aids.

- Students with a disability must be provided an equal opportunity to participate in intercollegiate, club, and intramural athletics.
- Placement and counseling services must be available to students with disabilities in a nondiscriminatory manner.

The Americans with Disabilities Act (ADA), in 1990, expanded the civil rights protections in Section 504 to a wide range of entities, both public and private. It has provisions prohibiting discrimination in the following areas: (1) Title I-Employment; (2) Title II-Public Services; (3) Title III-Public Accommodations and Services Operated by Private Entities; and (4) Title IV-Telecommunications. Further information regarding Mayland Community College and the ADA is available from the campus ADA Committee. Contact the Student Development Office for more details.

### **STUDENT RIGHTS AND RESPONSIBILITIES**

While it is the student's responsibility to request an accommodation, it is the responsibility of all instructors to inform students of their right to request an accommodation. This can be accomplished by simply reading the following statement on the first day of class: *“According to the Americans with Disabilities Act, students with documented disabilities may receive reasonable accommodations to facilitate learning. Students should first contact the Counseling Center or SOAR Program to determine appropriate accommodations.”*

Students with disabilities are responsible for informing the S.O. A. R. Director or the Coordinator of Counseling Services if accommodations are required in the educational process. To receive special accommodations, the student must provide documentation of his/her disability.

After providing appropriate documentation of the disabilities that require accommodation, Mayland Community College staff, with permission from the student, will contact the appropriate faculty members regarding specific accommodations.

**Students are responsible for requesting accommodations in a timely manner to allow instructors and staff to plan for those accommodations. Requests for interpreter services must be made at least six (6) weeks in advance.**

Students with disabilities must maintain the same responsibility for their education as other students. These responsibilities include maintaining the academic integrity of courses and behaving appropriately.

If there are ever any questions as to recommended accommodations, please contact the S. O. A. R. Director or Coordinator of Counseling Services.

### **PROCESS STUDENT FOLLOWS TO RECEIVE ACCOMMODATIONS**

1. Student completes standard admissions application.
2. Student notifies Admissions staff of a disability. Student may be referred to Student Development by high school officials, community agencies, parents, Mayland Community College faculty or staff, or they may self identify.
3. Student must provide documentation of disability, if requesting accommodations.
4. Upon verification of disability, counselor meets with student and collaborates with faculty member to determine reasonable and appropriate accommodations.
5. S. O. A. R. Director or Counseling Coordinator sends notification to appropriate faculty members each semester outlining reasonable accommodations to which the student is entitled. The standard form used is "Request for Accommodations" found in the Appendix of this handbook.
6. S. O. A. R. Director or Counseling Coordinator is available for faculty consultation and meetings with students and faculty upon request.

## **DOCUMENTATION REQUIREMENTS**

It is illegal for an institution to inquire about disability prior to admission. In postsecondary education, it is the responsibility of the student to identify him or herself to the S. O. A. R. Office or Counseling Office should he/she need any kind of accommodation. Students generally will not receive accommodations until their documentation of disability is on file. As the law allows, students undergoing evaluation or awaiting transmittal of their documentation may also receive services and accommodations. Acceptable documentation of disability includes: medical report, physician's statement, psychological evaluation, psycho-educational evaluation, and records from Division of Services for the Blind, Services for the Deaf and Hard of Hearing, and Vocational Rehabilitation. This list is not meant to be totally inclusive but establishes the tone of accepted documentation. The only exception to this requirement is what is called the "reasonable man rule." That is, if any reasonable person were to see a given student, they would concur that he was disabled.

- **Faculty can be assured that when they receive a "Request for Accommodations form" from the Student Development/SOAR Office, the student's needs have been carefully evaluated and their disability has been appropriately documented.**

## **CONFIDENTIALITY**

In accordance with the law and with sound ethical counseling practice, specific information regarding a student's particular disability will not be shared with a third party, including faculty, without the student's express permission to do so. Students sign a release each semester which allows the S.O.A.R. Director or Counseling Coordinator to

contact faculty regarding the student's need for accommodations. It is the student's right not to disclose specific information regarding their disability to their instructors.

However, the S.O.A.R. Director and Counseling Coordinator encourage students to do so when appropriate.

### **ACADEMIC STANDARDS**

Students with disabilities are expected to meet the same level of academic standards as all other students. Accommodations are frequently required which alter the method of instruction or evaluation. The purpose of an accommodation is to minimize the impact of the disability, not to "water down" a course or requirements. To do otherwise would decrease the credibility of the institution and would also be unfair to the student. Whether to provide an accommodation or not is **not** negotiable because it would violate a student's civil rights.

Students are encouraged to approach instructors and to discuss any special needs they may have in a specific setting. This philosophy promotes independence and develops the skills students will need to function successfully in the world of work.

### **LANGUAGE AND ITS IMPLICATIONS**

As members of an educational community, it is important for us to recognize our responsibilities to demonstrate sensitivity in our use of language describing individuals with disabilities. The following information is shared towards this end:

- ❖ A disabling condition is not automatically a handicap; use of the word disability is more positive.
- ❖ Focus on the person first versus the disability. Use the phrase person with a disability versus disabled person.

The word “normal” used in contrast to those with disabilities is inappropriate.

The following list contrasts non-judgmental, positive terms with language that perpetuates negative stereotypes:

Negative labeling

Positive language

<input checked="" type="checkbox"/> wheelchair bound	*uses a wheelchair
<input checked="" type="checkbox"/> victim	*person with/person who has
<input checked="" type="checkbox"/> afflicted with _____	*the person has
<input checked="" type="checkbox"/> suffers a hearing loss	*person who is hearing impaired
<input checked="" type="checkbox"/> retarded	*person with mental retardation
<input checked="" type="checkbox"/> cripple; lame	*physically disabled
<input checked="" type="checkbox"/> fit	*seizure
<input checked="" type="checkbox"/> epileptic	*person with a seizure disorder/with Epilepsy

**INFORMATION BY DISABILITY CLASSIFICATION**

**STUDENTS WITH MOBILITY IMPAIRMENTS**

Mobility impairment is a broad term referring to a partial or complete loss of body part function. Students with mobility impairments typically use some kind of aid, i.e. wheelchair, cane, crutches. They may also experience limitations in the areas of writing and other fine motor skills. Based on the specific student’s individual needs, the following may be logical interventions:

1. Physical barriers to classrooms should be immediately referred to the Student Development office. Classes in inaccessible locations will require immediate rescheduling of the class.
2. Students may require the use of a tape recorder or notetaker to adequately record course material.
3. Students may need to take oral exams, taped exams, or use the services of a scribe.
4. Students who prefer to write exams for themselves may need extended time on tests.
5. Adaptations to equipment, i.e. labs, may be required. Consult the S. O. A. R. Director or Counseling Coordinator regarding these issues.
6. If conducting an extended conversation with someone using a wheelchair, arrange to sit at his or her level. This makes for a more respectful communication style and decreases strain on the individual's body.
7. Remember that a wheelchair is part of the individual's personal space. Do not do anything to the wheelchair that you would not do to another person's body.
8. Make allowances for late arrival to class on an infrequent basis if they are using devices such as crutches, canes, walkers, etc.
9. TALK TO THE STUDENT. He/she is the best resource about his/her specific needs.

### **STUDENTS WHO ARE DEAF OR HEARING IMPAIRED**

Individuals with hearing loss comprise the largest disability group in the nation. Hearing loss may range from a slight hearing loss to profound deafness. The accommodations needed by the student are determined by level of hearing and by the accommodations and auxiliary aids they typically use to communicate. Many students with hearing disorders also have speech and language impairments. It is essential that these related deficits are not seen as indicative of the student's intelligence nor of their academic potential.

The faculty or staff member engaged with students who are deaf or who have hearing loss should be aware of the following:

1. Hearing aids amplify sound, but the communication may not be clearer.
2. Students benefit from sensitivity to room acoustics. It is helpful if you do things like close the classroom door and minimize classroom chatter.
3. Students who use lip reading need to see what you say; therefore, facing the student when talking is most important.
4. Some students are assisted by the use of “Assistive Listening Devices.” This system provides a small receiver and earphone for the student. This deletes all extraneous noise as the instructor’s communication is instantaneously transmitted electronically to the student with excellent clarity. It is most helpful if instructors repeat questions or summarize comments of other students when this device is in use.
5. It is not necessary to exaggerate your words although it may be appropriate to slow your rate of speech slightly when talking with people who are hearing-impaired.
6. Try to augment instruction with as many visual aids as possible; write technical terms on the board when first introduced.
7. Clear and detailed syllabi and course materials are most helpful to students with this type of disability.
8. Students with hearing loss may need to sit in the front of the classroom.
9. Some students will require the services of a sign language interpreter. See the next section for information specific to the roles and responsibilities of interpreters in academic settings. **Most importantly, individuals should talk directly to the student, not to the interpreter. Do not ask the interpreter about the student. Communicate directly with the student as you would with all other students.**
10. Because students need to carefully watch the instructor and/or the interpreter, notetaker services are typically provided for these students. It would be impossible, for example, to watch an interpreter and take notes at the same time.
11. Chewing gum, smoking, or blocking the view of your mouth when talking with students with hearing loss limits their ability to understand you.
12. TALK TO THE STUDENT. He/she is the best resource about his/her specific disability.

## INTERPRETER ROLES AND RESPONSIBILITIES

Interpreters are arranged by the Counseling Center or SOAR Office. The following information is designed to help you fully understand the role the interpreter plays in providing services to students on our campus.

1. Introduce yourself to the interpreter and introduce the interpreter to the class. Allow the interpreter to briefly explain to the class his/her role.
2. Interpreters may need to meet with you outside of class to get clarification regarding specific vocabulary terms so they may be properly interpreted.
3. Interpreters adhere to an established code of ethics. For example, they keep information regarding their assignment confidential.
4. The interpreter will position him/herself in the class facing the student.
5. Although other students are sometimes distracted by the sight of someone interpreting, the novelty of the situation quickly fades, and students are able to attend in class as they normally do.
6. Please notify interpreters, in advance, if you plan to use videos, film, etc. They may need a small lamp so the student can “read” their sign language in diminished light. It is also most helpful if a script is available for their review.
7. Interpreters may not be knowledgeable about the subject matter taught in your classroom. It is their role to clearly transmit your communication in manual language to the hearing impaired student. Preparation of a content glossary is one way to assist with the communication process. The student, with the interpreter, may need to meet with the instructor for clarification of material presented in class.
8. Interpreters are expected to arrive on time and to stay through the duration of the class.
9. Please do not speak to the interpreter during the class. Feel free to talk to the hearing impaired student or to ask them questions. Speak to them directly as you would any other student. Be aware that it may take a few minutes longer for the exchange since the interpreting adds another step.
10. Please discuss problems with the student outside of class and with an interpreter present. Keep in mind that some students are sensitive about their hearing loss and prefer to communicate in a private setting such as your office.
11. It is **not** the role of the interpreter to supervise or discipline the student for whom they are interpreting.

12. Deaf and hearing-impaired students appreciate being recognized as individuals and being fully included in the course. Feel free to ask questions and take questions from these students as you would from any other student.

### **STUDENTS WHO ARE BLIND OR VISUALLY IMPAIRED**

College requires enormous amounts of reading and this is perhaps the single largest barrier for students who are blind or visually impaired. There, of course, is tremendous variability in the level of impairment for this group of students. Basically, there are students who are “legally blind,” which is defined as having worse than 20/200 vision after correction, and students who are totally blind. Accommodations, as always, depend on the individual student’s needs.

#### **Students who are visually impaired may benefit from the following:**

1. Notetaker services, with notes enlarged using copier capability or transcription to large font type.
2. A seeing eye dog. Be aware that these are highly trained auxiliary aids and will not disrupt your classroom. Dogs who are in harness are “working” and should not be petted or called.
3. Putting notes on the board and verbalizing at the same time.
4. The reading aloud of subtitles when using media resources.
5. Precise communication. For example in math, refer to the numerator and denominator by name. Saying, “this over this equals this” is obviously not helpful with these students.
6. Sitting in front of the room to see more clearly.
7. Speakers who avoid standing in glare from windows.
8. Films and videos shown on a large screen. Our LRC may be able to make recommendations.
9. Using “textbooks on tape.”

10. Dealing with “notetaking” by tape recording the class, using a Braille N’ Speak or other device, or having an assistant.
11. Taking tests in an alternate format, i.e. orally, on tape, with enlarged print materials. Contact the Counseling Center or S. O. A. R. Office for assistance. Reasonable notice is requested and will ensure provision of appropriate materials.
12. Allowing extra time to take their tests.
13. Speaking directly to students in a normal tone of voice.
14. Informing students if classroom furnishings are rearranged or if doors are to be left half open so as to avoid injuries.
15. TALKING TO THE STUDENT. He/she is the best resource about his/her specific needs.

### **STUDENTS WITH LEARNING DISABILITIES**

Because learning disabilities are not readily visible, there is frequent misunderstanding about what being learning disabled means. The most widely used definition of learning disabilities comes from National Joint Committee on Learning Disabilities (1988). It is: “Learning disabilities” *is a general term that 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.* Simply stated, learning disability is a perceptual difficulty and any of the five senses may be impaired.

Learning disabilities are NOT mental retardation, nor are they the result of a poor academic background, emotional disturbance, lack of motivation, or visual or auditory acuity problems (Association of Higher Education and Disability). A person with a learning disability has average or above average intelligence. In fact, Albert Einstein, Winston Churchill, Nelson Rockefeller, Thomas Edison, Woodrow Wilson, George

Patton, Walt Disney and Hans Christian Anderson are all famous individuals who are thought to have had learning disabilities.

No two individuals with a learning disability are alike. Adults with learning disabilities require careful clinical assessment to determine (1) the specific nature of their disability and (2) appropriate accommodation strategies. The following list gives examples of the impact that various learning disabilities have on academic performance.

(From: College Students With Learning Disabilities: A Student's Perspective, Carol Wren & Laura Segal, DePaul University, Chicago, IL.)

**Reading:**

- ❖ Confusion of similar words, difficulty using phonics, problems reading multi-syllable words.
- ❖ Slow reading rate and/or difficulty adjusting speed to the nature of the reading task.
- ❖ Difficulty with comprehension and retention of material that is read, but not with material presented orally.

**Writing:**

- ❖ Difficulty with sentence structure, poor grammar, omitted words.
- ❖ Frequent spelling errors, inconsistent spelling, letter reversals.
- ❖ Difficulty copying from board or overhead.
- ❖ Poorly formed letters, difficulty with spacing, capitals, and punctuation.

**Oral Language:**

- ❖ Difficulty attending to spoken language, inconsistent concentration.
- ❖ Difficulty expressing ideas orally which the student seems to understand.
- ❖ Problems describing events or stories in proper sequence.
- ❖ Residual problems with grammar, difficulty with inflectional or derivational endings.

**Math:**

- ❖ Difficulty memorizing basic facts.
- ❖ Confusion or reversal of numbers, number sequence, or operational symbols.
- ❖ Difficulty copying problems, aligning columns.
- ❖ Difficulty reading or comprehending word problems.
- ❖ Problems with reasoning and abstract concepts.

**Study Skills:**

- ❖ Poor organization and time management.
- ❖ Difficulty following directions.
- ❖ Poor organization of notes and other written materials.
- ❖ Need more time to complete assignments.

**Social Skills:**

- ❖ Difficulty “reading” facial expressions, body language.
- ❖ Problems interpreting subtle messages such as sarcasm.
- ❖ Confusion in spatial orientation, getting lost easily, difficulty following direction.  
Disorientation in time, difficulty telling time.

The following list of strategies are examples of strategies which would benefit individual students—no student would use all of these strategies and selection would be based on the unique needs of a given student, the objectives of the course, and required accommodations. Some of the following examples are provided courtesy of the Learning Disabilities Training Project, Western Carolina University and additional practices at other Community Colleges.

1. Giving extended deadlines for completion of class projects.
2. Allowing proofreaders to correct grammar and punctuation in written assignments.

3. Allowing proofreaders to indicate where mistakes are made so that the student can make corrections.
4. Allowing proofreaders to reconstruct a draft.
5. Allowing proofreaders to substitute higher level vocabulary in a draft.
6. Allowing use of basic, four-function calculators in class.
7. Allowing withdrawal from a class after the last regular day for withdrawal, without a failing mark for the course.
8. Giving priority registration.
9. Allowing tape recording of lectures.
10. Providing copies of the instructor's lecture notes for classes actually attended.
11. Allowing essay rather than multiple choice exams.
12. Limiting the number of alternative responses on objective tests.
13. Giving students extra time to complete tests.
14. Allowing test answers to be dictated to a proctor.
15. Allowing oral responses to essay questions.
16. Allowing students to take proctored exams in a separate room.
17. Allowing proctors to rephrase questions that are unclear.
18. Not penalizing students for misspellings.
19. Not penalizing students for incorrect punctuation.
20. Not penalizing students for incorrect grammar.
21. Giving partial credit for work shown even when the final answer is not correct.
22. Getting textbooks on tape.
23. Counseling and advocacy training.
24. Extending time on major course assignments.

25. Isolating math problems, i.e. one per page, or using an overlay so only one problem is seen at a time.
26. Using spellcheckers and word processors for all graded work.
27. Enrolling in “College Success Skills” course.
28. TALKING TO THE STUDENT. He/she is the best resource about his/her specific needs.

The above list is reflective of the range of accommodations which may be appropriate for any given student. See the form (in the Appendix) which is sent each semester to instructors outlining the accommodations to which a student is entitled.

**Remember that a learning disability does not mean the person cannot learn; it means that they learn DIFFERENTLY. Also, many teaching strategies which are helpful to students with learning disabilities benefit ALL students.**

### **STUDENTS WITH ATTENTION DEFICIT DISORDER**

Attention Deficit Disorder (ADD) is a neurological condition, which creates attention problems. Attention Deficit Hyperactivity Disorder (ADHD) adds the component of hyperactivity to the disorder. The two areas of the brain implicated are the frontal lobes and the reticular activating system of the brainstem. The student’s physician may prescribe stimulant medication, i.e. Ritalin or Dexedrine, which seems to promote sustained focus.

The following symptoms are indicators that a student may have ADD/ADHD:

- ❖ Difficulty concentrating--particularly if they find the material uninteresting.
- ❖ Difficulty with sustaining attention.
- ❖ Impulsivity or overactivity, i.e. fidgeting, foot tapping. These may be efforts to “stay attentive.”

- ❖ Difficulty in starting and/or completing tasks.
- ❖ Poor organizational skills.
- ❖ Inconsistency--student tunes in and out, with no predictable pattern.
- ❖ High distractibility.
- ❖ Mood swings.

There are a number of strategies for students with ADD/ADHD which may lead to improved academic success. They include:

1. Allowing frequent breaks.
2. Priority registration.
3. Extended time on tests.
4. Sitting near the instructor.
5. Sitting away from the door and the windows (frequent distractions).
6. Extended time for major course assignments.
7. Textbooks on tape.
8. Taping lectures.
9. Notetaker services.
10. Quiet space for testing.
11. Breaking material into smaller and more organized units.
12. Teaching mnemonic devices.
13. Referrals to appropriate external medical and support resources.
14. **Note:** Approximately 30% of the people with this disorder also have a clinical learning disability.

15. Providing student with detailed syllabus.
16. Putting course expectations, assignments, due dates, grading criteria in writing.
17. Giving assignments both orally and in writing.
18. Beginning each lecture with a preview of material to be covered that class session and ending with a summarization of main points.
19. TALKING TO THE STUDENT. He/she is the best resource about his/her specific needs.

### **STUDENTS WITH PSYCHIATRIC DISORDERS**

The National Institute of Mental Health says that one in five Americans has some form of diagnosable mental illness in any given six months. Students with psychiatric disabilities are increasingly enrolling in postsecondary education. There are a large number of diagnoses which comprise this category, including: Depression, Manic Depression (Bipolar Disorder), Schizophrenia, Post-Traumatic Stress Disorder, Multiple Personality Disorder, Borderline Personality Disorder, and Obsessive-Compulsive Disorder. Mayland Community College serves students from all of these classifications, as well as others.

The following list of accommodations have been provided and are available to students who require them. Again, the list is not all inclusive.

1. Assistance with application and registration.
2. Extended time on tests.
3. Extended time on major course assignments.
4. Notetakers.
5. Use of tape recorders.
6. Withdrawal without penalty after standard drop date.

## 7. Supportive counseling.

**IMPORTANT:** Students with psychiatric disabilities **must** adhere to the **Student Code of Conduct** just as all other students are required to do so. The process for handling violations of the Student Code of Conduct by students with psychiatric disabilities is identical to the process for all other students. Consult the MCC catalog or Student Handbook for details.

### **STUDENTS WITH OTHER DISABILITIES**

There are a large number of disabling conditions including chronic health conditions, i.e. diabetes, head injuries, HIV/AIDS, cerebral palsy, muscular dystrophy, extreme allergic reactions, and environmental sensitivities. The S. O. A. R. office or Counseling office will communicate required accommodations to the faculty based on the specific disability of each student.

### **PRIORITY REGISTRATION**

Students with disabilities are offered priority registration for the following reasons:

1. Course locations can be selected for those with ambulatory difficulties.
2. Classes with support labs, i.e. in developmental courses, can be selected.
3. Students who require specialized transportation can receive workable schedules.
4. Medication schedules can be considered.
5. Sufficient lead time is provided to the Counseling Center or S. O. A. R. office for the hiring of student assistants, i.e. Interpreters, Notetakers/Scribes, and Tutors.
6. Student learning styles may be considered in course and instructor selection.

## EQUIPMENT AND AUXILIARY AIDS

Mayland Community College has the following equipment available for use by students with disabilities. Much of this equipment has been provided through funding from the Carl Perkins Vocational Education Act.

- ❖ Computers with adapted keyboards (with Braille dots or enlarged letter overlay for visually impaired) and ergonomic keyboards for physical limitations - in student computer labs.
- ❖ Special software with voice (JAWS) in all labs (used by students with visual impairments) and enlargement software (zoomtext).
- ❖ Handheld Franklin spellers for use by students who spell phonetically and can identify correct spelling of a word when they are given a choice. (similar to Spell-check on a computer)
- ❖ Handi-cassette tape recorders.
- ❖ Tape duplicating machine in the Learning Resource Center.
- ❖ Reading Edge machine (can scan typed documents and read material aloud to be listened to by a student or recorded for future listening).
- ❖ Closed Circuit television in the Learning Resource Center.
- ❖ Miscellaneous other equipment such as handheld magnifiers and more.

## NOTETAKER SERVICES

Notetakers are provided for students when appropriate. This determination is made based on documentation presented by the student. Students are encouraged to register early so notetaker services can be arranged in a timely manner.

Faculty members are be asked to request notetakers during the first day of class. Faculty may be asked to provide photocopies of their notes, if possible, in the uncommon event that a notetaker is difficult to locate immediately. **NOTE: Faculty who are**

**willing to photocopy complete and legible notes in their courses on a routine basis would be providing a valuable service to the student and would also save college funds. Costs of copying can be charged to Student Development.**

Notetakers are expected to attend all classes unless there is an illness or emergency. They are asked to arrange for substitutes in their absence. Notes are provided for students only when the student is present in class. Exceptions are made in the event of disability-related absences.

### **TUTORIAL SERVICES**

Tutorial services are provided to students based on their individual needs. Again, this is determined by the S. O. A. R. Director or Counseling Coordinator after careful review of the student's documentation of disability.

For tutoring in Math and English, students should first take advantage of the labs in the Arts and Sciences Department or SOAR Supplemental Instructors. If, for some reason, this tutoring approach does not work, or if the tutoring is required in a specific content area, the student must request individual tutoring. Every attempt is made to find an appropriately prepared tutor in a timely fashion.

### **SPECIAL TEST ADMINISTRATION**

Testing for disabled students is the responsibility of the instructor as it is for all students. Whenever possible, the Counseling Center or S. O. A. R. office is willing to proctor an alternative exam for faculty. Please call within a reasonable time prior to the testing date so time can be reserved for this activity. Tests which need to be put on tape or enlarged may require more advanced notice.

When instructors receive an accommodations checklist indicating the student is entitled to extended time, **the standard of double time shall be used unless otherwise stipulated.**

### **TEXTBOOKS ON TAPE**

All students needing tape-recorded textbooks should obtain an application on-line: [www.rfbd.org](http://www.rfbd.org). Students need to go to the bookstore and collect information including the title of the text, author, copyright date, edition, and publisher name. Students must order texts from Recordings for the Blind. There is an application fee of \$75.00 which covers a lifetime membership. Recordings for the Blind can be reached at 1-800-221-4792. Four-track tape players are required for listening to RFB tapes. These are available on a loan basis from the Counseling Center or S. O. A. R. office on a first-come, first-serve basis.

### **PERSONAL CARE**

The College does not provide personal care services, i.e. pushing wheelchairs, restroom assistance, or feeding assistance.

### **HANDICAPPED PARKING**

All lots on campus have designated parking spaces for individuals with disabilities. Individuals must display the State of North Carolina “handicapped” placard to park in these spaces. If students or employees need temporary permission to use a handicapped designated space (i.e. while in process of applying or for short-term situations like a broken leg), they should contact the Bookstore.

## **PHONE COMMUNICATION WITH DEAF INDIVIDUALS**

You may call **North Carolina Relay Service (1-800-735-8262)** and speak your message which will be relayed via TDD by a special operator between you and the person you are calling. Deaf individuals may contact you using the same service by calling **1-800-235-2962**.

## **CAMPUS SAFETY ISSUES FOR STUDENTS WITH DISABILITIES**

The following information ensures campus safety for individuals with disabilities.  
(Adapted from Disability Handbook: University of Vermont, Lori Van Allen, 1993)

1. Vehicles should not be parked or driven on sidewalks except in case of emergency.
2. Fences and other safety barriers should be placed around campus maintenance projects which involve digging holes, obstructing walkways or at building entrances or on other paths of travel.
3. Outside contractors should be made aware of the safety needs of blind and visually impaired students in planning projects.
4. When erecting temporary structures, i.e. tents, care should be taken to keep guide wires off paths of access.
5. Fencing gates should be kept closed at all times, except when persons or vehicles are entering or exiting a site.
6. Windows and other obstructions should not protrude over a path of access and cause a person to strike them at hand or neck level.

In cast of electrical or elevator failure or fire, MCC has a specially designed evacuation plan for safe transport of students with orthopedic disabilities. Please refer to the appendix for a copy of this plan.

## **TIPS FOR INTERACTING WITH STUDENTS WITH DISABILITIES**

- ❖ Listen to the student with the disability. Do not make assumptions about what that person can or cannot do.
- ❖ **Discuss special needs/accommodations with the student. He/she is your best resource.**
- ❖ When speaking with a student with a disability, talk directly to that person, not through their companion. This applies whether the student has a mobility impairment, a mental impairment, is blind or is deaf and uses an interpreter.
- ❖ Extend common courtesies to people with disabilities as you would anyone else. Shake hands or hand over business cards. If the person cannot shake your hand or grasp your card, they will tell you. Do not be embarrassed by your attempt, however.
- ❖ If a student has a speech impairment and you are having trouble understanding what he/she is saying, ask the person to repeat rather than pretend you understand. The former is respectful and leads to accurate communication; the latter is belittling and leads to embarrassment.
- ❖ Offer assistance to the student with a disability, but wait until your offer is accepted before you help.
- ❖ It is okay to feel nervous or uncomfortable around people with disabilities, and it's okay to admit that. It is human to feel that way at first. When you encounter these situations, think "person" first instead of disability; you will eventually relax.

## FAMOUS PEOPLE QUIZ

The following famous personalities are learning disabled. Identify the paragraph that describes each person. Write the number of the name next to the paragraph.

- a. Thomas Edison
- b. Agatha Christie
- c. Albert Einstein
- d. Whoopi Goldberg
- e. Greg Louganis
- f. Cher
- g. Tom Cruise
- h. Walt Disney
- i. Leonardo Da Vinci

1. \_\_I am currently a very popular movie star. Some of the movies I have starred in are *Risky Business*, *Top Gun*, and *Rain Man*.

2. \_\_Fans remember me best for my performance in the movie *The Color Purple*, but I am also a comedian. I have struggled with a learning disability all my life.

3. \_\_I was slow in school and had a hard time doing my work. I didn't do anything well until I realized a real strength of mine was drawing. I became a well-know cartoonist and famous movie producer. Some famous amusement parks have my name.

4. \_\_I have always had to deal with my disability. My weakest area has always been in math. However, even though I can't balance my checkbook, I have become a movie star and won an Oscar for my lead role in *Moonstruck*. My daughter, Chastity, has learning disabilities.

5. \_\_I was a gold medallist diver in the 1988 Olympics.

6. \_\_I love to write mystery stories and plays. One of my favorite plays is *Mousetrap*. My learning disability is in the area of writing. My disability is so severe that I dictate my stories for others to type for me.

7. \_\_I always had trouble learning. My teachers said I was "obnoxious" and had "artistic talent." During my lifetime my artistic talent was expressed through architecture, painting, sculpture, and engineering. One of my best-known paintings is the *Mona Lisa*.

8. \_\_My teachers thought I was slow and a dreamer. I didn't learn to read until I was nine. I couldn't get into college until I spent an extra year in preparation. After many failed jobs, I developed the theory of relativity.

9. \_\_Because my head was very large at birth, people thought I was abnormal. My mother took me out of school and taught me. As an adult I created the electric light bulb and the phonograph.

**Answers: 1) G 2) D 3) H 4) F 5) E 6) B 7) I 8) C 9) A**

## **Appendix**

**Request for Accommodation Form**

**Mayland Community College Policy on Americans with Disabilities Act**

**Evacuation Procedure for People with Disabilities**

# REQUEST FOR ACCOMMODATIONS

Date \_\_\_\_\_

**To:**

**From:** Nancy Godwin, SOAR  
Doug Dewar, Counseling Office

**Re:** Student's Name

The SOAR Program/Counseling Office has determined \_\_\_\_\_ to be eligible for the following accommodation(s) based on documentation of a disability: **These accommodations are considered reasonable, in accordance with Higher Education's obligations under Section 504 and the Americans with Disabilities Act, and are meant to minimize the impact of the disability on the student's performance.**

**Classroom Accommodations:**

- |   |  |
|---|--|
| <input type="checkbox"/> Preferential seating                 | <input type="checkbox"/> Extra time to complete tasks              |
| <input type="checkbox"/> Peer notetaker                       | <input type="checkbox"/> Shortened assignments                     |
| <input type="checkbox"/> Student uses tape recorder           | <input type="checkbox"/> Modify assignment format                  |
| <input type="checkbox"/> Provide written outline/instructions | <input type="checkbox"/> Allow word processor                      |
| <input type="checkbox"/> Student uses text on tape.           | <input type="checkbox"/> Student dictates assignments to a scribe. |
| <input type="checkbox"/> Student works apart from group       | <input type="checkbox"/> Other _____                               |
| <input type="checkbox"/> Reader                               |  |

**Testing Accommodations:**

- |   |  |
|---|--|
| <input type="checkbox"/> Testing in a separate room       | <input type="checkbox"/> Student marks on test rather than on bubble sheet |
| <input type="checkbox"/> Extended time                    | <input type="checkbox"/> Other _____                                       |
| <input type="checkbox"/> Break test into several sessions |  |
| <input type="checkbox"/> Reader or Scribe for test        |  |

**Behavior Accommodations:**

- |   |   |
|---|---|
| <input type="checkbox"/> Use self-monitoring strategies | <input type="checkbox"/> Contract with student    |
| <input type="checkbox"/> Cue to stay on task            | <input type="checkbox"/> Provide assignment sheet |
| <input type="checkbox"/> Allow short breaks             | <input type="checkbox"/> Provide weekly report    |
|   | <input type="checkbox"/> Other _____              |

**Additional Information** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you have any questions or need assistance in providing this accommodation, please feel free to call or come by our offices.

**POLICY OF THE BOARD OF TRUSTEES**  
OF  
MAYLAND COMMUNITY COLLEGE

<b>TITLE: AMERICANS WITH DISABILITIES ACT (ADA)</b>	<b>TYPE: INSTITUTIONAL</b>
<b>POLICY NO: 3.010</b>	<b>Policy Adopted on June 14, 1999</b>
<b>EFFECTIVE DATE: 6-14-99</b>	
<b>AMENDED DATE:</b>	<u>William E. Arrowood</u> <b>Chairman</b>
<b>AUTHORITY: U.S.C. Section 12101, et. Seq.</b>	

It is the policy of the Board of Trustees of Mayland Community College that the College will comply with the terms and provisions of the Americans with Disabilities Act (ADA), 42 U.S.C. Section 12101, et. seq. A student or potential student, or an employee or potential employee, of the College who has a disability, as defined by the ADA, may ask the College for reasonable accommodation so they can enroll or participate fully in a course or apply for employment or perform the duties of their job. The College will, under provisions of the ADA, make reasonable accommodations for those requesting the assistance unless so doing would result in undue hardship. This policy shall be interpreted and implemented in accordance with the provisions and definitions contained within the ADA as amended.

## Evacuation Procedures for Persons with Mobility Impairments

Anyone may be required to assist a disabled or impaired person during an emergency evacuation. Here are some basic rules to observe:

1. For faculty, know ahead of time which of your students require assistance and devise a plan for their safe evacuation.
2. Help the person remain calm.
3. Do not render assistance of any kind that may result in injury to yourself or the disabled person (e.g. lifting or carrying them) unless failure to do so would pose a greater threat.
4. Assist the person or designate someone to assist them to the appropriate evacuation route and SAFE ZONE.
5. Enlist the help of others as needed to ensure the safe evacuation of any person with a disability.

### **SAM PHILLIPS CENTER, SECOND FLOOR RESCUE ZONE PROCEDURES**

Special evacuation procedures apply to the second floor of the Sam Phillips Center only. **RESCUE ZONES** have been designated as the stair landings on either end of the second floor. These are for anyone on the second floor who is not able to use the stairs and needs special assistance in evacuating. Anyone assisting a person to a RESCUE ZONE should follow these procedures and use their discretion to ensure the safety and well being of the person. **The Rescue Zones apply only to people who are unable to walk or are in a wheelchair.** The idea is to place them in a safe area until a trained rescue team can assist them in evacuating.

- Faculty should ask for an assistant or designate two people to accompany the person to the nearest RESCUE ZONE. (A faculty member and one assistant is preferable.)
- The two assistants are to remain with the person until the rescue team arrives.
- Be sure to let others know there are people in the RESCUE ZONE who require a rescue team.
- In the event that it is unsafe to remain in the RESCUE ZONE, use your own discretion and initiate efforts to transport the person with a disability to safety.

**\* Evacuation procedures of anyone needing special assistance in other buildings (Administration Building, etc) can follow normal evacuation due to the availability of ramps from the second story of the building.**

Rev. 2/08