



STUDENT ACCESSIBILITY HANDBOOK



GASTON
COLLEGE

Student Affairs



Student Affairs

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TABLE OF CONTENTS

| | |
|--|----|
| WELCOME TO GASTON COLLEGE | 1 |
| ACCESSIBILITY SERVICES MISSION | 1 |
| NOTIFICATION OF NONDISCRIMINATION | 1 |
| PURPOSE OF THE STUDENT GUIDE | 1 |
| THE LAW | 2 |
| CONFIDENTIALITY OF STUDENT RECORDS | 3 |
| STUDENT RIGHTS | 3 |
| STUDENT RESPONSIBILITIES | 3 |
| STUDENT SELF-ADVOCACY..... | 3 |
| THE ACCESSIBILITY COUNSELOR'S RIGHTS | 4 |
| THE ACCESSIBILITY COUNSELOR'S RESPONSIBILITIES | 4 |
| ACCOMMODATIONS | 5 |
| TEMPORARY ACCOMMODATIONS | 5 |
| LATE REQUESTS FOR ACCOMMODATIONS | 5 |
| COMMON ACADEMIC ACCOMMODATIONS AND ADJUSTMENTS..... | 6 |
| NOTE-TAKER HIRING REQUIREMENTS..... | 7 |
| NOTE-TAKER EXPECTATIONS | 7 |
| SERVICES FOR COLLEGE NOW AND EARLY COLLEGE STUDENTS | |
| WITH SPECIAL NEEDS | 10 |
| DOCUMENTATION GUIDELINES | 11 |
| DISABILITY GRIEVANCE PROCEDURE..... | 12 |
| PARKING ON CAMPUS | 14 |
| WHEELCHAIR ACCESSIBILITY | 14 |
| EVACUATION AND EMERGENCY PLANS FOR STUDENTS WITH DISABILITIES | 15 |
| LIBRARY INFORMATION..... | 15 |
| COLLEGE SPONSORED PROGRAMS..... | 15 |
| COMPUTER LAB FACILITIES..... | 15 |
| INCLEMENT WEATHER NOTIFICATION..... | 15 |
| COURSE SUBSTITUTIONS | 15 |
| TIPS FOR STUDENT SUCCESS..... | 16 |
| TRANSITION FROM HIGH SCHOOL TO COLLEGE | 17 |
| A WORD ABOUT ADA | 18 |
| RESOURCES FOR STUDENTS WITH DISABILITIES | 19 |
| CONTRIBUTING RESOURCES | 21 |
| APPENDICES | 22 |
| Appendix A: Fast Facts About Accessibility Services at Gaston College..... | 23 |
| Appendix B: Student Disclosure Form | 24 |
| Appendix C: Accommodation Notification to Instructors | 25 |
| Appendix D: Contract for Use of Tape Recorder | 26 |
| Appendix E: Interpreter Request..... | 27 |
| Appendix F: Personal Attendant/Assistant Policy..... | 28 |
| Appendix G: Note-Taker/Student Responsibilities | 29 |
| Appendix H: Note-Taker Evaluation | 30 |

WELCOME TO GASTON COLLEGE

On behalf of Accessibility Services, faculty, staff, and administration, welcome to Gaston College. This *Student Guide* is designed to provide you, as a prospective or current student at Gaston College, with basic information and guidelines for accessibility services. As a starting point for success, you are strongly encouraged to discuss your academic and personal needs with a counselor or advisor.

If you are ready to begin the process of seeking accommodations or have additional questions related to disability services, please contact the Accessibility Counselor at Gaston College at 704.922.6224 to schedule an appointment. We look forward to working with you in obtaining your educational and personal goals at Gaston College.

ACCESSIBILITY SERVICES MISSION

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

NOTIFICATION OF NONDISCRIMINATION

Gaston College is committed to affirmative action and equal opportunity in employment and educational programs and activities and does not discriminate against all persons on the basis of race, color, national origin, religion, sex, sexual orientation, gender, gender identity or expression, pregnancy, disability, genetic information, age, or veterans' status. Gaston College supports protections under all applicable state and federal laws including but not limited to the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and Title II of the Genetic Information Nondiscrimination Act (GINA) of 2008.

Inquiries regarding affirmative action/equal opportunity should be directed to: Chief of Staff (Employees) or Vice President for Student Affairs (Students), 201 Highway 321 South, Dallas, NC 28034 or call 704.922.6200.

PURPOSE OF THE STUDENT GUIDE

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

The *Student Guide to Accessibility Policies and Procedures* includes information on how and where to declare a disability, what documentation to submit, and how to request reasonable accommodations as a Gaston College student. Students are responsible for knowing and abiding by the procedures and timelines stated in this Student Guide.

The Student Guide is available on the College's website: *gaston.edu*. Additional copies are available in the Student Success and Retention Office.

THE LAW

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

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

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

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

- Blindness/Visual Impairment Cerebral Palsy
- Deafness/Hearing Impairment
- Epilepsy or Seizure Disorder
- Orthopedic/Mobility Impairment
- Specific Learning Disability and Language Disorder
- Spinal Cord Injury
- Tourette's Syndrome
- Traumatic Brain Injury
- Chronic Illnesses, such as: AIDS, Arthritis, Cancer, Cardiac Disease, Diabetes, Multiple Sclerosis, Muscular Dystrophy, Psychiatric Disability

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

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

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

CONFIDENTIALITY OF STUDENT RECORDS

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

STUDENT RIGHTS

Students with disabilities at Gaston College have the **right** to:

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

STUDENT RESPONSIBILITIES

Students with disabilities at Gaston College have the **responsibility** to:

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

STUDENT SELF-ADVOCACY

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

- Declare their disability to the Accessibility Counselor at Gaston College prior to the request for accommodations;
- Make timely requests for accommodations;
- Provide official medical or other diagnostic documentation of disability and limitations to the Accessibility Counselor;
- Complete necessary forms with the Accessibility Counselor;

- Introduce themselves to their instructors during the first few days of classes and discuss their requests for reasonable accommodations with their instructors. (Accommodation forms will be sent via campus mail/email to the student's instructors);
- Communicate with the Accessibility Counselor any concerns or problems that may arise with regards to their accommodations;
- Complete updated accommodation forms at least five (5) business days prior to the beginning of *each* academic semester;
- Follow up with the Business Office and any third parties regarding payment of tuition, fees, and textbooks. This includes knowing the procedures for payment of fees by Vocational Rehabilitation, Division of Services for the Blind, etc.
- Update your address in the Records and Registration Office if you relocate.

THE ACCESSIBILITY COUNSELOR'S RIGHTS

The Accessibility Counselor at Gaston College has the **right** to:

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

THE ACCESSIBILITY COUNSELOR'S RESPONSIBILITIES

The Accessibility Counselor at Gaston College has the **responsibility** to:

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

ACCOMMODATIONS

After the accommodation memos have been completed by the student and the Accessibility Counselor, the Accessibility Counselor is responsible for providing a copy of the memo to each of the students' instructors. Students may request a copy and one copy remains in the student's confidential file located in the Student Success and Retention Office.

Accommodation memos must be completed each semester and at least five (5) business days prior to the beginning date of classes. Upon the approval of accommodations by the Accessibility Counselor, approved accommodations should be implemented by the instructor(s). Students, however, are not required to use their approved accommodations. Instructors are asked to implement approved accommodations when necessary. Academic freedom does not permit instructors to decide whether accommodations will be provided for students with documented disabilities. Once approved by the Accessibility Counselor, the accommodations are a legal entitlement of the student. Concerns or questions regarding accommodations should be directed to the Accessibility Counselor.

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

Requested accommodations not supported by the student's documentation will be denied by the College.

TEMPORARY ACCOMMODATIONS

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

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

LATE REQUESTS FOR ACCOMMODATIONS

Some accommodations require more planning than others. Deadlines for accommodation requests are intended as a guide by which students can plan. Requests for accommodations submitted after the recommended deadline of five (5) business days' notice, will not be denied for that reason. However, a reasonable delay in the start of the accommodation should be expected.

COMMON ACADEMIC ACCOMMODATIONS AND ADJUSTMENTS

Gaston College offers reasonable accommodations to students with disabilities on an individualized basis. The following are examples of some accommodations that have been provided to students in the past. Please note that accommodations are afforded to students based on specific need and supporting documentation. Further, these examples are not an exhaustive listing of all possible reasonable accommodations that may be implemented at the College.

Enlarged font for all handouts and exam materials - All class handouts including, but not limited to, course information, syllabus, terms and definitions, instructor notes, diagrams and charts, etc., must be made available to the student in an enlarged format if noted as an approved accommodation. The handout should be given to the student at the same time as the rest of the class, if possible, even if the handout is not intended for use in class.

Enlarged font can be printed using word processing programs. (Example: 20 bold font) Also, an 8 ½ "X 11" page can be enlarged to 11" X 17" paper size. Instructors should work with the Printing Services Department for enlarged materials. Please allow at least a 2 to 3-day turnaround for the Printing Department projects.

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

Permission to audio record class lectures (contract on file with the Accessibility Counselor) - The student has permission to audio record class lectures to supplement or replace handwritten notes. On the contract, students agree that the recordings are for personal use; the recordings or transcripts will not be reproduced or distributed; the instructor's copyright of the lectures will not be challenged; students can only record lectures they attend. Students will typically provide their own audio recording device, but equipment is available for loan from the Accessibility Counselor.

Oral Testing - The instructor is responsible for making arrangements for a student who requires oral testing. Oral testing can be done with the Learning Center, with the instructor, or with the Accessibility Counselor. The instructor should contact the Accessibility Counselor at least two days in advance if assistance is needed with the arrangements. In addition, the test material should be provided at this time. Either the Accessibility Counselor or a designated staff member will read items aloud to the student. The reader will read in a clear voice exactly what is on the exam page, without further explanation or commentary. The student will tell the reader which selections to read, in what order, and when they are ready to move to the next item. The reader will repeat selections if the student requests. The reader will mention words

that are bolded, underlined, or distinguished in some other way. The student and the reader will be provided a quiet environment for testing outside of the classroom. Typically, the testing will take place in a private room in the Student Success and Retention Office or the Learning Center. In addition, JAWS software, located in Student Affairs, can also be utilized for oral testing. See the Accessibility Counselor for further information.

Note-Takers - Note-takers are peers who are hired by the Accessibility Counselor. Class notes are not required to be in any special format; rather, note-takers should take notes just as they would for themselves. Note-takers notes are intended to supplement the needed student's notes. Note-takers are not expected to write down every word the instructor says.

NOTE-TAKER HIRING REQUIREMENTS

All note-takers must meet at least one of the following requirements: must have at least a 3.00 cumulative grade point average; must be approved by the student in need of the accommodation; must be a registered student at Gaston College; must be approved by the Accessibility Counselor. If a note-taker is needed for a particular class, the instructor is notified by a letter that is attached to the Accommodation Notification form, that a note-taker is needed. The instructor is asked to make an announcement to the class that a note-taker is needed. The student in need should not be identified, as this is a confidential arrangement. The instructor tells the class that note-takers are paid and hired by the Accessibility Counselor. Interested students are instructed to contact the Accessibility Counselor for further information.

If the note-taker is hired within the first two weeks of class, the payment is \$167.04 for the semester. If the note-taker is hired after the first two weeks of class, the payment is pro-rated. The full stipend is paid in two installments (appropriate taxes will be deducted). All note-takers must complete proper employment paperwork with the Accessibility Counselor, including an employment application, tax forms, and a Temporary Contract. These completed forms must be on file with the Accessibility Counselor before payments will be made. Background checks are completed for all note-takers, as they are considered temporary employees of Gaston College. Depending on the situation, some students volunteer to be a note-taker without payment.

NOTE-TAKER EXPECTATIONS

Note-takers are expected to attend class regularly and be on time. The note-taker/student relationship should remain confidential. The note-taker should provide the student with notes after each class meeting, or at least the same day.

The Accessibility Counselor will provide non-carbon paper to note-takers and/or provide the expenses of photocopying notes. If photocopying is needed, it must be completed in the Student Success and Retention Office with the Note-Taker Photocopy Card. Note-takers who have to drop or withdraw from their class must notify the Accessibility Counselor of this change in their schedule. Pay will be pro-rated, depending on factors such as withdrawal date and the number of notes provided up to that point. If a note-taker is absent from a class, they are expected to find a classmate's notes for their student in their absence. It is a good idea for the note-taker and the student to exchange phone numbers and/or e-mail addresses. Note-takers may be evaluated by their student at the end of the semester.

Interpreters - A qualified interpreter will be arranged and provided to students who are deaf or hard of hearing students who request and qualify for this service. Typically, American Sign Language (ASL) is what is preferred by most students, but this will depend on the individual student. Arrangements for an interpreter must be made at least three (3) business days in advance in order to guarantee services. Students must provide the Accessibility Counselor with the dates, times, locations, and class or test name before arrangements can be made. Once this information has been provided, the Accessibility Counselor will make the arrangements for the interpreter to be present on the specified day and time. Gaston College hires some qualified interpreters on an independent basis, and also uses Fluent Language Solutions for other interpreting needs. The College pays all expenses for interpreting costs. Although every effort will be made for an interpreter to arrange a regular schedule with the student, this is not guaranteed due to scheduling conflicts. If a student is using the services of an interpreter and cannot attend class, it is the student's responsibility to contact the Accessibility Counselor immediately. Contact can be made by voice mail, e-mail, or personal contact. Interpreters typically wait at least ten to fifteen minutes for students to arrive to class past the designated time. If the student does not show, the interpreter will leave. At least three (3) days prior to first exam date, students must provide their exam schedule to the Accessibility Counselor before interpreting arrangements can be made.

Personal Assistants/Attendants - The College does not supply personal assistants/attendants to enrolled students or to any person attending college-sponsored events. However, if a student requires the use of an outside personal assistant/attendant in order to attend class, the student must be documented with the Accessibility Counselor, and an official letter must be provided to the Accessibility Counselor that describes the need and purpose of the personal attendant/assistant. This letter must be on file with the Accessibility Counselor before a student begins a class. Without official documentation and approval from the Accessibility Counselor, the assistant/attendant will not be allowed to accompany the student to class. See the 'Personal Attendant/Assistant Policy' on page 31 for further information.

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

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

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

Extended Time on Quizzes, Exams, and In-Class Assignments - Students who are approved for extended time on quizzes, exams, and in-class assignments will be allowed 1.5x the length allowed for the class (one-and-a-half times or 150% the length given to the class). Any time beyond time and a half is at the discretion of the instructor and the Accessibility Counselor. This accommodation does not apply to take-home exams or homework assignments. Arrangements for extended time can be made with the Learning Center on the Dallas or Lincoln campuses, or with the Accessibility Counselor. Arrangements for extended time are coordinated by the student and the instructor. Students taking evening classes and Saturday classes must work out prior arrangements for extended time with their instructors.

Priority Registration - Some students, depending on their disability, may be approved by the Accessibility Counselor for priority registration and scheduling of their classes. It is the student's responsibility to contact the Accessibility Counselor prior to the beginning of a registration period in order to check on the possibility of this request.

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

Tutorial Assistance (Unlimited) - Peer tutoring, available for specific classes, is available in the Learning Center, by appointment. Most students are limited to sessions with their tutors, except those who are approved for unlimited tutoring sessions. Contact the Learning Center for further information.

Written Test and Assignment Instructions - Instructors can work with their students to provide written test and assignment instructions instead of orally explaining an assignment.

Assistive Technology (i.e. Spell Master, magnification aids, etc.) - Students who need the assistance of specific technology devices inside the classroom must have these devices approved in advance by the Accessibility Counselor in consultation with the individual instructor.

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

SERVICES FOR COLLEGE NOW AND EARLY COLLEGE STUDENTS WITH SPECIAL NEEDS

Gaston College and Local Education Agency (LEA) Collaboration: To create a seamless process and ensure adequate accommodations for College Now and Early College students with special needs, coordination will be a collaborative effort of the LEA and the community college.

Procedures

1. The high school counselor will notify the Accessibility Counselor at Gaston College with the following information about any College Now or Early College student with special needs:
 - Necessary documentation to accommodate a student's disability in any college class
 - Identification of and specific arrangements for accommodations supported by documentation in any college class
2. The Accessibility Counselor will fill out the GC Accommodations Form, meet with the student, and communicate the above information to the instructor. The Accessibility Counselor will assist the instructor in implementing the accommodations, if needed.
3. In the event of difficulties with accommodations, the student must communicate with the instructor first and then the high school counselor. If the issues are not resolved at this level, the student may communicate with the Accessibility Counselor at Gaston College.
4. The high school counselor should communicate the nature of the difficulty to the Accessibility Counselor at Gaston College. The student, high school counselor, and Accessibility Counselor will work together to resolve the identified difficulty.

DOCUMENTATION GUIDELINES

Gaston College is dedicated to providing equal access to a quality education for all students. Any student enrolled in courses at Gaston College, who has a documented disability that substantially limits a major life activity and impacts the academic environment, is eligible for disability services. In order to establish that an individual is covered under the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, proper documentation is generally needed.

FORMAT/QUALIFICATIONS OF CLINICIAN OR PROVIDER

Documentation should be typed and signed by a licensed psychological/psycho-educational and/or medical/mental health provider, or appropriate agency, and on their letterhead. The letter must include the date, name, title, and license/certification credentials of the provider.

ACCEPTABLE DOCUMENTATION

The Accessibility Counselor will not interpret a diagnosis, the current impact, and/or functional limitations from documentation. Therefore, official medical records, medical chart notes, high school IEPs, 504 plans, or documents prepared for specific non-educational venues are generally not sufficient for determining eligibility. Documentation must be current and relevant to the requested accommodations.

Proper documentation will include all of the following:

- **Diagnosis and history:** The disability should be identified, and relevant personal, psychosocial, medical, developmental and/or educational history should be included.
- **Functional limitations:** Documentation should describe how the disability impacts a major life activity that is directly related to the student's ability to access in an academic setting. This might also include symptoms.

Recommendations for accommodations will be taken into consideration but are not prescriptive of what accommodations the student will receive. Recommendations for accommodations should be made based upon how the disability impacts the academic setting and consider the level of impairment and current treatment.

Examples of acceptable documentation include, but are not limited to:

- Psychological and psychoeducational evaluations
- Neurological evaluations
- Audiograms, audiology reports
- Letters from a medical or mental health professional working with the student

DISABILITY GRIEVANCE PROCEDURE

Background and the Law

The law requires institutions, such as Gaston College, to have a set of grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging actions prohibited by Section 504, Title II of the Americans with Disabilities Act of 1990, or the Americans with Disabilities Amendment Act of 2008.

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

Procedures for Filing a Complaint

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

U.S. Department of Education Office for Civil Rights
400 Maryland Avenue, S.W. Washington, D.C. 20202-1475
PHONE: 1.800.421.3481
FAX: 202.453.6021; TDD: 800.877.8339
E-mail: OCR@ed.gov Web: ed.gov/ocr/

Informal Procedures for Resolving a Complaint

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

Formal Grievance Procedures

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

All formal grievances from students should be directed to the Vice President for Student Affairs at Gaston College and should be filed within 30 days of the incident. Due to the urgency of many issues, every effort will be made to come to a resolution as soon as possible. Formal complaint forms are available in the Student Success and Retention Office and online at *gaston.edu*.

The location and phone number are: Gaston College, Highway 321 South, Dallas, NC28034, 704.922.2242.

All formal grievances should include the following:

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

The Vice President for Student Affairs in consultation with the Vice President for Academic Affairs (or their designees) will investigate the complaint within 7 business days to determine whether or not College policy has been followed. If college policy has not been followed, the vice presidents will take steps to correct policy violations and to address the consequences that may have resulted.

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

The Vice Presidents shall reach a decision within 5 business days of the review. The student and other appropriate parties will be sent a written copy of the findings and the decision upon completion of the investigation. The decision shall include a summary of the complaint, the decision, a statement of the student's right to appeal, and instructions regarding the appeal process.

Appeal

A student who believes that a formal grievance has not been resolved to his or her satisfaction after a written finding is completed may appeal the outcome to the President of the College within 10 business days of receiving the written finding from the Vice Presidents. All appeals shall be made in writing and signed by the student. The President shall make a determination on the appeal and promptly inform the student in writing of that determination. The decision of the President is final.

Retaliation

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

Academic Complaints

For procedures related to academic complaints, please refer to the Gaston College Student

PARKING ON CAMPUS

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

- Students or visitors, who need options for closer parking spaces due to a physical disability, may request a temporary parking permit through The Student Success and Retention Office only. This permit will allow a student or visitor the access to park their car in any Visitor, Faculty/Staff, or Student lot on the Dallas, Lincoln, or Kimbrell campus.
- It does not permit the student or visitor to park in a designated handicapped parking space. Those needing access to a handicapped parking space on campus must obtain a state issued disabled license plate, placard, or disabled veteran's plate from the DMV. (Division of Motor Vehicles) *Gaston College does not grant temporary permits in handicapped spaces to any student or visitor for any circumstance* under state law. Handicapped parking violators will be charged under North Carolina General Statute 20-37, punishment by fine of \$250.
- Students who would like to request a temporary permit must provide The Student Success and Retention Office with official documentation of the disability from a licensed physician. In obvious cases, such as a student who is using crutches, documentation may not be required.
- Visitors with disabilities may obtain a temporary parking permit in the Student Success and Retention Office. Since most visitors need temporary permits for only a day or so, documentation of a disability is not required.
- Students and visitors must provide their license plate number before securing a temporary parking permit.
- The Student Success and Retention Office will determine, with the student, the expiration date of the temporary permit.
- Once the temporary permit is issued, it should be placed on the student's dashboard, in front of the steering wheel, each time they utilize a Faculty/Staff or Student parking space.

WHEELCHAIR ACCESSIBILITY

The entire campus is accessible by wheelchair, as well as individual class buildings. In the event a classroom is not accessible, an accessible classroom will be selected. All requests for accessible classroom space should be made to the Accessibility Counselor. As the campus grows and renovations occur, the College will be sensitive to the needs of students with wheelchairs and will strive to improve on wheelchair accessibility on the sidewalks, the entrances to buildings, and the location and functionality of elevators around the campus. Contact the Accessibility Counselor for further information or suggestions for campus improvement.

EVACUATION AND EMERGENCY PLANS FOR STUDENTS WITH DISABILITIES

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

LIBRARY INFORMATION

The Morris Library offers individual services to students with disabilities, as well as any student who needs individual assistance.

COLLEGE SPONSORED PROGRAMS

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

COMPUTER LAB FACILITIES

The telecommunications infrastructure at Gaston College is a state-of-the-art fiber optic computer network. Students and faculty have access to a plethora of resources on the network. Students can browse the Internet from many of our open labs and also gain campus-specific access to research tools such as *NC LIVE*.

INCLEMENT WEATHER NOTIFICATION

In the event of inclement weather, students can find out about the College's closings and delays by visiting the college's web site at gaston.edu, or by contacting the College switchboard at 704.922.6200. Students can also sign up for the GC Alert Campus Emergency Notification System on the College website.

COURSE SUBSTITUTIONS

The Accessibility Counselor does ***not*** approve course substitutions for any student with or without a disability. Students should contact their divisional dean's office with any questions related to course substitutions.

TIPS FOR STUDENT SUCCESS

1. Plan ahead! Don't wait until the last minute to register and make accommodation requests. Things go more smoothly when you take the time to plan ahead.
2. Take a pro-active role and introduce yourself to each of your instructors. Be sure to find out when the best time would be to meet with them individually to discuss you and your needs. Be sure to obtain their office location, office hours, office phone number, and e-mail address.
3. Request a meeting each semester with the Accessibility Counselor to periodically review your accommodations and request accommodations for the upcoming semester. Use this time to discuss any questions or concerns you may have regarding accommodations and your academic progress.
4. Pay your tuition and fees by the published deadline date for each semester. This includes making sure your financial aid is in order or that you have received and processed the proper paperwork for any third-party payments, such as Vocational Rehabilitation.
5. Realize that some instructors may know more about your particular disability than others. Every student is different, and every situation is different. Be sure to discuss with your instructor what helps to make YOU successful in the classroom.
6. Take responsibility for yourself and for your actions.
7. Organize yourself. Purchase a Student Calendar from the Gaston College bookstore. Write down all of your upcoming quizzes, tests, meetings, deadlines, etc. Incorporate advising and registration periods so that you can plan ahead.
8. Visit the Learning Center to find out about peer tutoring, the Writing Center, and additional academic support. In addition, visit the computer lab in the Myers Center which contains several software programs to assist students with disabilities.
9. A great study skills book for incoming students with disabilities is ***Learning Outside the Lines***, by Jonathan Mooney and David Cole. Although the book focuses greatly on learning disabilities and ADHD, it offers excellent "survival tips" for all students with disabilities.
10. Get involved and stay active! Advocating for yourself extends beyond the classroom to becoming involved with student organizations, and activities. A balanced and rich college experience is what is desired for all Gaston College students.

TRANSITION FROM HIGH SCHOOL TO COLLEGE

Major Differences Between High School and Post-secondary (College) Accessibility Services

| | Secondary Education | Post-Secondary Education |
|--|--|---|
| What is the law? | IDEA (Individuals with Disabilities Education Act) | Sec. 504 of the Rehabilitation Act of 1973; ADA (Americans with Disabilities Act of 1990) |
| What is the intent of the law? | Free appropriate education for all students with disabilities in the least restrictive environment. | Ensure that no otherwise qualified person is discriminated against in federally funded programs. |
| Who is covered under the law? | All infants, children and youth requiring special education until age 21 or graduation from high school. | All qualified persons who meet entry criteria of the college and can document a disability as defined by ADA. |
| What is a disability? | IDEA provides a list of disabilities and includes specific learning disability. | Any physical or mental impairment that substantially limits one or more major life activities. |
| Who is responsible for identifying and documenting need? | School districts are responsible for identifying, evaluating students, and planning educational programs. | Students are responsible for self-identifying to the college and providing documentation of their disability. |
| Who is responsible for initiating service delivery? | School districts are responsible for providing special instruction, individualized instruction plans, and/or accommodations. | Students are responsible for requesting disability services and/or accommodations. These are provided at no cost to the individual or family. |
| What related services are mandated? | School districts must provide rehabilitation counseling, medical services, personal aides, social work and other services as needed in the school day. | College provide physical, academic, and program access. Related services of a personal nature are the responsibility of the individual or family. |
| What about self-advocacy? | The parent or guardian is the primary advocate. Students learn about their disability, the accommodations they need, and ways to become a self-advocate. | Students are expected to be their own advocates. |
| Who is responsible for enforcing the law? | IDEA is basically a funding statute, enforced by the Office of Special Education and Rehabilitation Services in the U.S. Department of Education. | ADA/504 are civil right statutes, enforced by the Office for Civil Rights (OCR), the Department of Justice, and the Equal Employment Opportunity Commission (EEOC). |

A Word about the A.D.A.

A Word about the A.D.A.

The A.D.A. extends civil rights protection to persons with disabilities. A “person with a disability” is anyone with a physical or mental impairment that substantially limits one or more major life activities.

Under Section 504 of the Rehabilitation Act of 1973 (public institutions are covered under Title II), students with documented disabilities may request accommodations that will enable them to participate in postsecondary education programs. A “qualified person with a disability” is defined as one who meets the requisite academic and technical standards required for admission or participation in the postsecondary institution’s programs.

Institutions are expected to give “reasonable accommodations”. Among the accommodations which postsecondary institutions can make are:

- Removal of architectural barriers
- Interpreters
- Note takers
- Assistive Technology
- Extra time on tests and assignments (Time and a half in most cases)
- Tape recorders

The emphasis of the ADA is on accessibility for those who wish to pursue education at the postsecondary level. There is no obligation on the part of a college to make fundamental changes in its courses for students with disabilities.

**Students with disabilities who complete high school will enter the work force or a postsecondary educational environment. Having attained the age of legal majority, they will be expected to exhibit self-advocacy and to communicate their own needs for reasonable accommodations in work or educational environments.*

COMMUNITY RESOURCES

Gaston and Lincoln Counties

Listed below are community resources that may be of assistance to you. There are many more resources available than the ones listed below. See the Accessibility Counselor for further information or for referrals.

N.C. Vocational Rehabilitation

N.C. Vocational Rehabilitation may provide financial and other support services for students with disabilities. Determination is based on financial need, evidence of disability, and attainable vocational and academic goals. Students who wish to apply may do so by directly contacting their local office. The Gastonia Office is located at 109 West Eighth Street, Gastonia, NC 704.853.5358 or 853.5356.

Partners Behavioral Health Management (serves Gaston, Lincoln, and Cleveland County)

Partners offers the coordination of mental health, developmental disabilities, and substance abuse services. Contact Information: 1.877.864.1454

Gaston Residential Services, Inc.

Residential and supportive services for people with developmental disabilities in a variety of residential settings. Eligibility: adults with developmental disabilities, mental retardation, and cerebral palsy who are residents of Gaston, Lincoln, and Cleveland counties; must be over 21 years of age. Contact information: 905A N. New Hope Rd, Gastonia, NC 704.861.9280

Goodwill Industries/Job Connection

Provides job training and employment services to individuals facing barriers to employment created by mental, physical, social and economic situations. Contact information: 412 S. Broad Street, Gastonia, NC 704.916.1610

NORTH CAROLINA RESOURCES FOR STUDENTS WITH DISABILITIES

- DRM Regional Resource Directory (good site for resources)
<http://www.disabilityresources.org/NORTH-CAROLINA.html>
- Governor's Advocacy Council for Persons with Disabilities
1314 Mail Service Center
Raleigh, NC 27699-1314
919.733.9250
- North Carolina Association on Higher Education and Disabilities (NCAHEAD)
<http://www.ahead.org>
- North Carolina Assistive Technology Project <http://www.ncatp.org/>
1200 Blythe Boulevard
Charlotte, NC 28103
704.355.2703 (Voice/TDD) 704.355.7224 (Fax)
- NC Department of Health and Human Services
 - *Division of Services for the Blind*
2601 Mail Service Center
Raleigh, NC 27699-2601
919.733.9822
Fax: 919.733.9769
<http://www.dhhs.state.nc.us/dsb/>
 - *Division of Services for the Deaf and Hard of Hearing*
2301 Mail Service Center
Raleigh, NC 27699-2301
Phone: (Voice) 919.773.2963
(TTY) 919.874.2214
Toll-Free: (Voice/TTY) 800.851.6099
Fax: 919.733.2993
<http://dsdhh.dhhs.state.nc.us/>
 - *NC Council on Developmental Disabilities*
1001 Navaho Dr., Suite GL-103
Raleigh, NC 27609 919.850.2833
Fax: 919.850.2895
 - *Division of Mental Health, Developmental Disabilities and Substance Abuse Services*
<http://www.dhhs.state.nc.us/mhddsas/>
 - Division of Vocational Rehabilitation Services
<http://www.ncdhhs.gov/dvrs/>
Gastonia VR Office
109 W. 8th Avenue
Gastonia, NC 28054
704.853.5358

CONTRIBUTING RESOURCES

A special acknowledgement and thank you goes to the following people, schools, and publications for contributing to our *Student Guide to Accessibility Policies and Procedures*.

Blue Ridge Community College

Cape Fear Community College

Celeste Helling, North Carolina Assistive Technology Center

Central Piedmont Community College, Charlotte, N.C.

Debbie Bowen, Gaston College

Gardner-Webb University, Boiling Springs, N.C.

High Point University, Academic Services Center

Jim Kessler, University of North Carolina at Chapel Hill

John Erickson, Interim Director, TRiO Student Support Services

Juliet Laughlin, Coordinator of Student Programs, Gaston College

Karen Yerby, Associate Director, Student Development Services for the North Carolina Community College System

Mary Helen Walker, UNC Pembroke

Talmadge McInnis Chief of Police, Gaston College

University of North Carolina at Greensboro, Greensboro, N.C.

Wanda Horvath, Catawba Valley Community College

Western Piedmont Community College

APPENDICES

| | |
|--|----|
| Appendix A: Fast Facts About Accessibility Services at Gaston College..... | 23 |
| Appendix B: Student Disclosure Form | 24 |
| Appendix C: Accommodation Notification to Instructors | 25 |
| Appendix D: Contract for Use of Tape Recorder | 26 |
| Appendix E: Interpreter Request..... | 27 |
| Appendix F: Personal Attendant/Assistant Policy..... | 28 |
| Appendix G: Note-Taker/Student Responsibilities | 29 |
| Appendix H: Note-Taker Evaluation | 30 |

Appendix A - Accessibility Services Fast Facts

Gaston College Fast Facts About Accessibility Services

The Accessibility Services Process at Gaston College:

- Student Intake Form completed by student
 - Professional documentation provided by student
 - Written and *signed* by a physician, psychiatrist, psychologist, LCSW, LPC, LPA, ophthalmologist, audiologist, or other credentialed professional, on professional/organization letterhead, with credentials of the professional noted
 - States a diagnosis/diagnoses and functional limitations the student may experience in a post-secondary educational setting
 - Current documentation, usually written within the past 3 years
- Review of documentation by Accessibility Counselor
- Accommodation Plan created by Accessibility Counselor with student
 - Accommodation Plan must be *renewed each semester*
- Letters of Accommodation are sent to faculty to notify of necessary special accommodations
- Student receives appropriate accommodations

Documented Disabilities that may qualify for accommodations include:

- Cognitive or Learning Disorders
- Visual or Hearing Impairments
- Mobility or Manual Impairments
- Health or Mental Health Disorders
- PTSD or Trauma Reactions

For any questions related to accessibility services and special accommodations, please contact:

Accessibility Counselor
Gaston College, Craig Building, 221
201 Highway 321 South, Dallas, NC 28034
704.922.6224; 704.922.6220; 704.922.8738 (fax)
Email: Accessibility@gaston.edu

Please notify the accessibility services office that you are sending a fax before doing so, as our fax machine is shared.

Appendix B - Student Disclosure Form

Gaston College Student Disclosure Form *CONFIDENTIAL*

Gaston College is dedicated to providing equal access to a quality education for all students. This confidential Student Disclosure Form will assist the college in determining whether, or to what extent, reasonable accommodations should be provided to meet the needs of a student with a disability or disabilities. If you have a disability, it is your responsibility to complete this form and provide supporting documentation. For additional information, please refer to the Gaston College website, gaston.edu, or call the Accessibility Counselor at 704.922.6224 to schedule an appointment.

Name: _____ **Student ID#:** _____

Address: _____

City: _____ **State:** _____ **Zip:** _____

Phone: _____ **Email:** _____

Area(s) of Disability (check all that apply):

☐ **Hearing Impaired**

☐ **Visually Impaired**

☐ **Mobility and/or Manually Impaired** (includes amputation, cerebral palsy, stroke, multiple sclerosis, muscular dystrophy, severe arthritis, spinal cord injury)

☐ **Learning Disability** (includes specific learning disorders and attention deficit disorders)

☐ **Other Health Impaired** (includes heart conditions, sickle cell anemia, epilepsy, diabetes)

☐ **Other** (please identify) _____

Please describe any difficulties you may experience in college courses or on a college campus. Please list any accommodations you have received in the past and/or any you believe would be helpful.

I authorize Accessibility Services at Gaston College to receive and give information from/to academic, medical, and/or counseling personnel to assist me with reasonable accommodations. I understand that my records are protected under confidentiality legislation and cannot be disclosed without my written consent unless otherwise provided for in the regulations. I understand that I may revoke this consent unless otherwise provided for in the regulations. I understand that I may revoke this consent at any time except to the extent that action has already been taken. The authority to revoke this consent expires with the completion of all transactions related to services provided by Gaston College, unless otherwise specified.

Student Signature: _____ **Date:** _____

Accessibility Counselor: _____ **Date:** _____

Return this form and documentation to:

Accessibility Counselor, Student Success & Retention
Gaston College, 201 Highway 321 South Dallas, NC 28034
704.922.6224; 704.922.6220; 704.922.8738(fax)
Email: Accessibility@gaston.edu

Appendix C - Accessibility Accommodation Plan

Gaston College Accommodation Plan

For Internal Use Only

☐ Permanent

☐ Temporary:

Dates _____

Name: _____ Semester: _____

Student ID: _____ Disability: _____

Disability Disclosure Form on File: ☐ Yes ☐ No

Documentation on File: ☐ Yes ☐ No

| Approved Assistance/Accommodations Testing: | Courses: | | | | |
|--|----------|--|--|--|--|
| | | | | | |
| <input type="checkbox"/> Extended Time- Tests/Quizzes (up to time & ½) | | | | | |
| <input type="checkbox"/> Distraction Reduced Environment | | | | | |
| <input type="checkbox"/> Computer | | | | | |
| <input type="checkbox"/> Enlarged Print | | | | | |
| <input type="checkbox"/> Reader | | | | | |
| <input type="checkbox"/> Braille | | | | | |
| <input type="checkbox"/> Scribe | | | | | |
| <input type="checkbox"/> Other: | | | | | |
| Classroom | | | | | |
| <input type="checkbox"/> Priority Seating | | | | | |
| <input type="checkbox"/> Accessible Classroom | | | | | |
| <input type="checkbox"/> Note Taker | | | | | |
| <input type="checkbox"/> ASL Interpreter | | | | | |
| <input type="checkbox"/> Tape Record Lectures | | | | | |
| <input type="checkbox"/> Other : | | | | | |
| Academic | | | | | |
| <input type="checkbox"/> Alternate Format for Text | | | | | |
| <input type="checkbox"/> Tutoring | | | | | |
| <input type="checkbox"/> Academic Counseling | | | | | |
| <input type="checkbox"/> Learning Skills Assistance | | | | | |
| <input type="checkbox"/> Other: | | | | | |
| Miscellane | | | | | |
| <input type="checkbox"/> | | | | | |
| <input type="checkbox"/> | | | | | |

I understand the documentation of disability I have provided supports the accommodations indicated above and that, in order to access these accommodations, it is my responsibility to follow the established procedures when registering each semester.

Student Signature: _____ Date: _____

Accessibility Counselor: _____ Date: _____

Appendix D - Contract for Use of Tape Recorder

Gaston College Accessibility Services

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

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

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

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

Student Signature: _____ Date: _____

3/22

Appendix E - Interpreter Request

Gaston College Accessibility Services

Students who need the services of a qualified interpreter for class meetings, special events, or individual appointments, must submit a written request for those services to the Accessibility Counselor at least *three (3) days* before the class/event is to take place. The form can be submitted in person or via fax at 704.922.8738. In addition, all students requesting interpreting services must complete the "Student's Responsibilities Regarding Provisions of Interpreting Services" form. The following information must be completed in its entirety so that appropriate arrangements can be made:

Today's Date: _____

Student's Name: _____

Student's phone number: _____ OR _____

Student's e-mail address: _____

Nature of event: Class _____
(A separate form needs to be completed for
each class if there is more than one class)

Individual Appointment with _____

Special Event _____

The Date the Interpreter is Needed: _____

Beginning and Ending Time for interpreter services: _____

Location (must include building and room number): _____

For Office Use Only

Received by: _____ Date: _____

Appendix F - Gaston College Personal Attendant/Assistant Policy

Gaston College makes every effort to reasonably accommodate documented students with disabilities, however, the responsibility of securing personal attendants or personal assistants lies with the student. Under the Americans with Disabilities Act, colleges and universities are under no obligation to provide such services to students. The College assumes no coordination or financial responsibilities for attendants/assistants.

If a student needs a personal attendant or assistant and has the means and access to such a person, this must be approved by the Accessibility Counselor *in advance of any class attendance* in any given semester. The process for approval of a personal attendant/assistant will require the following:

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

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

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

For further information or to send or fax Personal Attendant/Assistant letters from employers or agencies, please contact:

Accessibility Counselor
201 Hwy 321 South
Dallas, NC 28034
Phone: 704.922.6224
Fax: 704.922.8738
Email: Accessibility@gaston.edu

Revised: March 2022

Appendix G - Note-Taker/Student Responsibilities

STUDENT RESPONSIBILITIES

1. **When possible, your note-taker's notes are meant to supplement your own notes.** Note-takers are not expected to write down every word the instructor says.
2. Attend class regularly. Be on time to class.
3. Make arrangements to receive notes the same class day.
4. In the event you have problems with your note-taker (ex: note-taker misses class without notifying you, doesn't give you notes in a timely manner, can't understand the handwriting or symbols, etc.), you need to communicate with your note-taker the difficulties you are having. If you cannot resolve these issues, contact the Accessibility Counselor.
5. If you are absent from class, the note-taker is not required to provide you with notes unless you have notified your note-taker in advance that you are ill or have an extenuating circumstance. If this is abused, note-taker services could be revoked.
6. At the end of the semester, you must complete an evaluation of your note-taker. This evaluation is required before further note-takers will be provided.

NOTE-TAKER RESPONSIBILITIES

1. The notes you take are not required to be in any special format. However, they should be legible and contain pertinent information based on the class lecture.
2. Attend class regularly. Be on time to class.
3. The note-taker/student relationship should remain confidential.
4. Make arrangements for the student to receive notes the same class day. Exchange phone numbers and e-mail addresses in case you need to get in touch with each other.
5. If you are absent from class, you are to get replacement notes for the class missed (from another student or the instructor). Contact your student as soon as possible, before or after you miss a class.
6. You are not responsible for providing notes for a student who is absent **UNLESS** the student is ill or has other extenuating circumstances, **AND** notifies you and the Accessibility Counselor in advance.
7. You may choose to take notes on non-carbon paper, supplied by the Counseling Center, **OR** you may choose to photocopy your notes. You may photocopy the notes using the Student Success and Retention photocopy machine, located on the 2nd floor of the Craig Arts and Sciences Building.
8. Note-takers will be paid \$167.04 for the semester in which services are rendered. Payment will be made in two installments. (Appropriate taxes will be deducted.) The Contract for payment can be cancelled at any time if the note-taker is not providing sufficient notes or not in a timely manner.
9. **All note-takers must have an approved Temporary Contract and appropriate tax forms on file with the Accessibility Counselor before payments will be made.**
10. Students may not work for Gaston College in another position while participating in the note-taking program

Note-Taker Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____

Appendix H - Note-Taker Evaluation

Gaston College

Note-Taker's Name: _____

Student Name: _____

Class/Section: _____

Instructor: _____

Please rate the following using: Excellent, Good, Fair, Poor

Quality of Notes: _____

Clear and Organized: _____

Received notes in timely manner: _____

Notes supplemented my own reading: _____

Overall rating of this note-taker: _____

Other comments or suggestions?

Thank you for completing this evaluation form. Your feedback is important to us.

GASTON COLLEGE MISSION

Gaston College is dedicated to providing flexible, high-quality and accessible learning opportunities that are relevant and responsive to diverse, regional community and student needs.

ACCREDITATION

Gaston College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of Gaston College.

The Commission on Colleges should be contacted only on matters related to the accreditation status of Gaston College and not for general College information.

NOTICE OF NONDISCRIMINATION

Gaston College is committed to affirmative action and equal opportunity in employment and educational programs and activities and does not discriminate against all persons on the basis of race, color, national origin, religion, sex, sexual orientation, gender, gender identity or expression, pregnancy, disability, genetic information, age, or veterans' status. Gaston College supports protections under all applicable state and federal laws including but not limited to the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and Title II of the Genetic Information Nondiscrimination Act (GINA) of 2008.

Inquiries regarding affirmative action/equal opportunity should be directed to: Chief of Staff (Employees) or Vice President for Student Affairs (Students), 201 Highway 321 South, Dallas, NC 28034 or call 704.922.6200.



DALLAS CAMPUS

201 Highway 321 South
Dallas, NC 28034
704.922.6200

LINCOLN CAMPUS

P.O. Box 600
511 South Aspen Street
Lincolnton, NC 28093
704.748.5200

KIMBRELL CAMPUS & TEXTILE TECHNOLOGY CENTER

P.O. Box 1044
7220 Wilkinson Blvd.
Belmont, NC 28012
704.825.3737