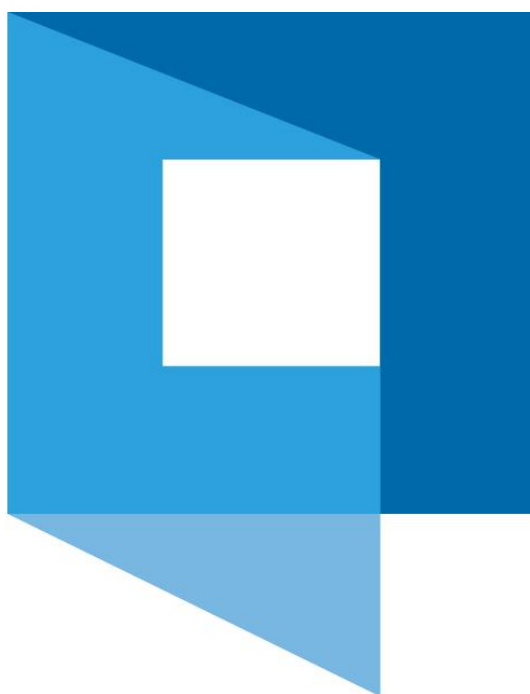


STUDENT ACCESSIBILITY SERVICES

Student Handbook

Quinsigamond Community College

2023-2024



This Handbook is available in Alternate Format by request.

STUDENT ACCESSIBILITY SERVICES CONTACT INFORMATION:

WORCESTER CAMPUS

670 West Boylston Street
Worcester, MA 01606-2092
Room 246 Administration Building
Phone: 508.854.4471
Sorenson Video Phone: 508.502.7647
SAS@qcc.mass.edu

Other QCC Locations by Appointment Only:

Burncoat Campus, Senior Center Campus, Southbridge Campus, and Worcester Downtown Campus

Hours of Operation:

Monday – Thursday: 8:00 am – 5:00 pm
Friday: 8:00 am – 12 noon
12:00 – 4pm by appointment only

Student Accessibility Services Staff Contact List:

Kristie Proctor, Director	508-854-4259	kproctor@qcc.mass.edu
Terri Rodriguez, Associate Director	508-854-4470	trodriguez@qcc.mass.edu
Kristine Brown, Clerk III	508-471-4623	kbrown@qcc.mass.edu
Kevin Ryder, Clerk III	508-854-4361	kryder@qcc.mass.edu
Kim Cummings, Coordinator	508-854-2728	kcummings@qcc.mass.edu
Mikaela Kitka, Coordinator	508-854-4245	mkitka@qcc.mass.edu
Anne Shore, Coordinator	508-854-7406	ashore@qcc.mass.edu
Tami Strouth, Coordinator	508-854-3809	tstrouth@qcc.mass.edu
Hailey Walker, Coordinator	508-854-4412	hwalker@qcc.mass.edu
Cassandra Estey, Access Navigator	508-854-4226	cesty@qcc.mass.edu

*To contact SAS Learning Specialist or Academic Coach, please call 508-854-4471

WELCOME FROM THE DIRECTOR:

July 2023

Dear Student,

Welcome to QCC's office of **Student Accessibility Services (SAS)**. Student Accessibility Services assists students with documented disabilities by coordinating services and support in order to give students equal access to the college. The primary job of SAS is to provide **ACCESS**! In other words, we collaborate with students, faculty, and staff to create a campus environment that is usable, equitable, sustainable, and inclusive for all members of the college community.

This handbook provides:

- Key information about SAS
- The role of accommodations
- Student responsibilities
- Student resources

On behalf of the SAS Staff, we look forward to working with you. Please don't hesitate to contact the office or send your coordinator an email. Remember, we are here to help!

Sincerely,

Kristie

Kristie Proctor, Director
Student Accessibility Services

THE PURPOSE OF ACCOMMODATIONS:

The Purpose: Quinsigamond Community College is committed to ensuring equal access to students with disabilities in the participation of the full educational experience. This includes an environment that is welcoming of individuals with disabilities. Student Accessibility Services collaborates with students, faculty, and staff to create a campus environment that is usable, equitable, sustainable, and inclusive. This partnership is critical to ensuring that QCC students with disabilities have the same opportunity as other students to learn on an equal basis and to fully participate in all the opportunities offered by the college.

Why Accommodations: Accommodations provide access to individuals with disabilities and are mandated under the Americans with Disabilities Act of 1990 as Amended and Section 504 of the Rehabilitation Act of 1973.

The Accommodation Letter: Your Accommodation Letter is the method in which you inform your instructors of your accommodations. The Accommodations Letter defines the accommodations that a student qualifies for in that particular semester. Every semester the student needs to contact their Coordinator to review classes, accommodation needs, and discuss any further needs. Students are encouraged to contact their Coordinator at any time in the semester, if they feel accommodations are not being met, or they may need to expand accommodations.

Informing Instructors of Your Accommodations:

Students should notify instructor(s) regarding approved accommodations at the start of the semester or prior to needing the accommodations. Student Accessibility Services encourages notifying the instructor as soon as possible. ***Please review the steps below to properly distribute and discuss your accommodations for the semester.***

1. Before classes start for the semester, your Coordinator will email your Accommodation Letter to your QCC email address.
2. Please follow the instructions in the email accompanying your Accommodation Letter to give your accommodations to your professors.
3. If you have any questions regarding accommodations for a course, immediately contact your SAS Coordinator.

ACCOMMODATION EXPLANATION:

The QCC [Student Accommodation Letter](#) addresses the following six (6) areas and/or environments that a student may qualify for accommodations: classroom, assessments, technology, assignments, communication, and attendance. This SAS Student Handbook provides insight into specific accommodation processes for which the student and Coordinators have responsibility. If you have questions about accommodations, which are not outlined below, please contact your Coordinator.

In-Class Accommodations: (In-Person, Remote, OnLine Classes)

If you are eligible for **Access to Class Notes** or **Audio Capture Technology**, you must discuss the request with your coordinator. Once you attend class for the first week, inform your Coordinator for which classes you will need access to class notes. Student Accessibility Services will offer training on how to annotate Power Point slides that the professor shares with the entire class. Please make a request for training to your coordinator.

Access to Class Notes:

SAS will hire a *Peer Notetaker* or *Staff Notetaker* if this level of service is recommended by your Coordinator.

Peer Notetaker is a student in your class who is hired to share notes.

Staff Notetaker is paid hourly to attend classes to take notes for SAS students.

- When assigned, the notetaker will contact you by phone or QCC email.
- You and your notetaker are responsible for coordinating the exchange of notes.
- The notetaker will provide a copy of notes from the class within twenty-four hours. Delivery methods include, but are not limited to:
 - Electronic version (scanned, pen cast, e-mail, etc.)
 - Smartphone photo sent to QCC email
 - Shared document drive
 - Other arrangements
- A note taker is not a substitute for your attendance in class.
- Three or more unplanned absences may result in the termination of note-taking services.
- Notes received may not be shared with others without the consent of Student Accessibility Services.

Audio Capture Technology: (digital recorder, GLEAN software, SmartPen, Zoom, etc.)

Students who are eligible to record lectures as academic accommodation must agree to the following conditions:

- Students must inform their faculty that they will be using their recording accommodation.
- Recorded lectures may not be shared with other people without the consent of the lecturer.
- Recorded lectures may not be used against a faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.
- Information contained in recorded lectures is protected under federal copyright laws and may not be published or quoted without the express consent of the speaker and without giving proper identity and credit to the speaker.
- Recorded information must be deleted when the course material is no longer needed.

Assessment Accommodations: Using the SAS Testing Room(s)

If you are eligible for assessment accommodations (i.e., extended time for test and/or quizzes, in-class graded assignments, or distraction reduced setting), *it is best to make test arrangements with your professor at least 5 business days in advance*. SAS will make every effort to collaborate with faculty to provide testing accommodations when given fewer than 5 business days notice. Accommodated testing may happen in-person in a remote environment depending on the course.

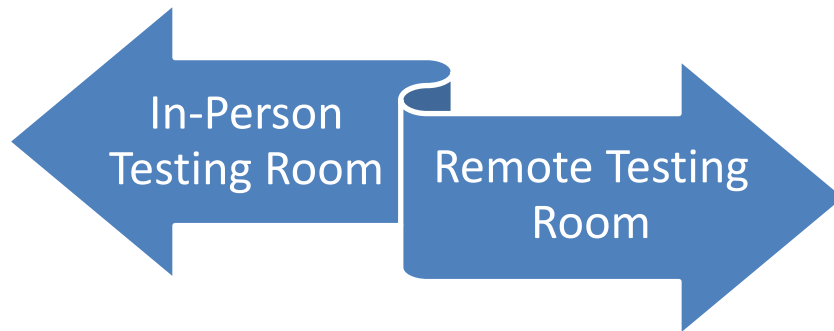
General Information:

- The location the student starts the test is the location the student completes the test.
- If your professor will not be able to provide your accommodations in class, you will need to make a reservation for a seat in the Student Accessibility Services Test Room, either Downtown, Southbridge, Senior Center, or the West Boylston Street Campus.

Reserving a Seat in the Testing Room (in-person or remote)

- To guarantee a seat and accommodations, please sign-up *at least 5 business days* prior to the test date. SAS will make every effort to provide testing accommodations when given fewer than 5 business days notice.
- If a discussion is needed with the professor due to test appointments on a different date or time from the class date/time, remind the professor to note the approval of the alternate time on the Exam Checklist the professor submits prior to the exam.
- Students may not take an exam without the professor's approval indicated via the *Exam Checklist*.
 - a. **Less than 5 Business Days Notice:** If your professor does not give you 5 business days' notice, or if you do not sign up for a test 5 business days ahead of time, you may not be able to use the *Online Calendar to reserve a seat*.
 - b. You and your professor will follow the same steps as above to confirm the request.

Testing Spaces Proctored by SAS: How to sign-up



In-Person Testing to Sign-Up: [In-Person Testing Link](#)

Reminders:

- Take the test in the Student Accessibility Services testing room at the same start time as the class.
- Take the test in Student Accessibility Services testing room earlier or later than the class with faculty permission.
- Start the test with the class and continue in the classroom until finished or at the end of double time (whichever comes first).
- Start the test before the scheduled class time and continue through the allotted class time in classroom or alternate setting such as the professor's office or empty classroom near class.

Remote Testing to Sign-up: [Remote Testing Link](#)

Reminders:

- Find a location that will provide you with a less-distracting setting and reliable Wi-Fi access.
- If your tests are online via Blackboard, the instructor will set the clock to time and a half.
- If you are using assistive technology (screen reader or dictation software), please ask your coordinator about training at least two days before the exam so that you may practice with your set-up.
- For any testing concerns, please contact your Coordinator to review your questions.
- Zoom proctoring will be made available upon request.
- Contact your Coordinator for more information.

Late Request for Testing (less than 5 business days): [Late Request for Testing](#)

- Only use this form if you are requesting a seat in the testing room with less than 5 business days to the date of the exam.
- You will need to include details of your exam
- Faculty will need to complete *the Exam Check-List* prior to the exam

Special Considerations & Suspension of Assessment Accommodations:

- If a student arrives in SAS without a testing appointment for an on-demand test, Student Accessibility Services may not be able to accommodate the student. Communication beforehand is essential to have the test arrangements made for the test date and time.
- If a student is unable to make the scheduled test appointment, permission to re-test must be granted from the instructor to reschedule the test. In this event, the student is responsible for contacting the SAS office or their coordinator as soon as possible.
- If a student is more than 15 minutes late (minutes late will be deducted from duration of test) or does not show up for the scheduled exam and has not called SAS in advance, Student Accessibility Services will notify the instructor and document this in the student's file. If this happens a second time, the student's right to take exams in Student Accessibility Services may be suspended for the remainder of the semester.

Calculator Accommodation:

- A calculator may not be used until after the first chapter test in MAT 095, Beginning Algebra. In those courses, students who are eligible for a calculator accommodation will only be allowed to use math charts. To use the chart, you must take your test in Student Accessibility Services. You will receive a copy of the chart when you arrive to take your test.

College Administered Testing:

QMAT: (QCC Math Placement Exam) *note, not all majors require QMAT

- If your major requires the QMAT and you need accommodations:
 - Meet with your Coordinator & review needs for QMAT
 - Make an appointment with the Testing Office for a date/time to take QMAT with accommodations: testing@qcc.mass.edu

T.E.A.S. Accommodations (for admission to Health Care Career Programs)

The T.E.A.S. test is administered by Workforce Development in both the remote and in-person settings. Student Accessibility Services will determine your accommodations for the test. The accommodations will reflect what you are eligible for in your regular course tests.

- For accommodations on the T.E.A.S. test, please meet with your coordinator **before** you register for the test.
- For more information on the T.E.A.S visit: [TEAS Tests](#)

Note: SAS does not determine accommodations for external certification tests. (i.e. Certiport Certification Exams)

Technology Accommodations:

Students who qualify for technology accommodations will work with their Coordinator to determine the best hardware and/or software to meet the needs and learning style of the student. Students will be trained by SAS staff in technology and are encouraged to seek support from SAS if the technology is not working as expected.

Alternative Format Materials:

Students who are eligible for alternate format textbooks will work with their SAS Coordinator to obtain their alternate format textbooks from the best source. If there is difficulty getting the alternate format, SAS will make every effort to substitute an appropriate alternate accommodation. This may require SAS to break apart the student-purchased book for scanning and conversion.

Requesting Alternate Format:

- 1) The first time you request alternate format, you will need to fill out and sign the *Alternate Format Book Request* form (see appendix page ii or your SAS Coordinator).
- 2) (optional) As soon as you register for classes you can “pre-order” your textbooks by reminding your SAS coordinator that you would like to access alternate format textbooks. This will give the SAS office advanced notice to research/investigate the best way to obtain these books.
- 3) As soon as you purchase or rent your books, give your receipt (or a copy of it) to SAS **with your name and student ID# on it**. Your book **CANNOT** be ordered from the publisher until we have received a receipt.
- 4) Student Accessibility Services will contact you when your alternate format book(s) is available and will show you how to access your book.

E Books Digital Rental Option

- ❖ Please check the bookstore before you purchase your book(s) to see if they are available in digital format and/or from Vital Source.

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COMMUNICATION ACCOMMODATIONS:

Students who qualify for communication accommodations will work with their Coordinator to determine the best supports to ensure access to audio, visual, and print communication.

Sign Language Interpreter and CART Services Agreement:

Students requesting interpreter services are encouraged to register at least three weeks in advance for classes to ensure interpreter availability. All requests for interpreting services must go through your SAS Coordinator.

- If you cannot attend class, contact your Interpreter and/or Student Accessibility Services at 508-502 7647 (Sorenson videophone) or SAS@qcc.mass.edu
- Identify yourself to the interpreter on the first day of class and exchange contact information.
- Be on time for all classes, meetings and labs.
- Notify your interpreter when you plan to be late for class.
- An interpreter is not a substitute for your attendance in class. Your interpreter will not begin until you arrive. If you are late and have not notified your interpreter, the interpreter will wait 20 minutes before leaving the class.
- Personal conversations with the interpreter should not occur during class time.
- Requests for interpreter services for academic meetings or QCC events must be made 2 weeks in advance. The college may not be able to satisfy a request for an interpreter when such a request is made with less than 2 weeks' notice.
- It is your responsibility to inform your Coordinator of any course changes or changes in circumstances that may affect your services.
- Three cancellations for any reason on the part of the student may result in the termination of services.

SPECIALIZED SUPPORT SERVICES:

Student Accessibility Services has two levels of specialized support: Learning Specialist and Success Coaching. The Coordinator recommends students for these services based on academic, social, and executive functioning skill needs. The specialists have specified availability and work with students who are responsive and willing to attend their session.

Learning Specialist: Learning Specialists are professionals who have extensive training in working with students with disabilities. Unlike tutors, Learning Specialists will have familiarity with your disability, how it impacts you, and how you can compensate for difficult areas. If you agree to meet with a Learning Specialist, you are making a commitment to a one hour a week appointment.

Success Coach: Academic Coaches provide individualized guidance, ongoing feedback, and goal setting strategies as they meet one-on-one with students during thirty-minute weekly sessions. Academic Coaches support students in honing time management skills, developing effective learning strategies, and becoming self-regulated learners.

Support Specialist Service Agreement

- You are expected to attend all sessions prepared with lecture notes, assignments, textbooks(s), and/or other appropriate materials.
- You are expected to be on time for your sessions.
- It is your responsibility to inform your SAS Coordinator of any course changes or changes in circumstances that may affect your services.
- Three cancellations for any reason on the part of the student may result in the termination of services.
- If you cannot attend a session with your Learning Specialist/Success Coach, please contact them directly using the contact information that you received at your first session or by contacting Student Accessibility Services at 508-854-4471.

RELATED DEFINITIONS AND RESOURCES:

SAS works to support the whole student across many areas of the college. The following items are key definitions and campus resources that students may need during their time as a QCC student.

QCC Course Delivery Options:

The following course modalities are offered at Quinsigamond Community College. The SAS Coordinator will review the definitions in order to assist with student course selection, digital recommendations, and learning strategies.

- **In-Person:** A face-to-face or In-Person course is one in which instruction is delivered fully on-site with face-to-face interaction between the instructor and student. A face-to-face course may make use of computers, the internet or other electronic media in the classroom. Students may be directed to online materials provided by publishers, or to other internet accessible sources as part of their course work.
- **Online:** An online course is a course that is provided entirely through the institution's chosen Learning Management System. No on-site class meetings are required. Although it is preferred that all assessments occur within an online course, a proctored in-person exam may be required.
- **Blended:** A Blended/Hybrid course has fewer in person course meetings than a face-to-face or web-enhanced course. A portion of the course is delivered online, and a portion is delivered on-site face-to-face. Blended courses use the institution's chosen Learning Management System (Blackboard) for the online portion of the course.
- **Remote:** Remote instruction uses technology to offer classes and uses tools such as email, discussion boards and video classes/conferences. Students may need to be available during the course meeting time listed on the course schedule.
- **7 Week Semester:** An accelerated course runs in a compressed time and either meets more often to ensure adequate contact time or utilizes other proven accelerated learning methods to replicate the required contact hours. Specialized accelerated learning cognitive methods may also be used. An accelerated course may be offered face-to-face, online, web-enhanced or in a blended modality.

Student Grievance Process:

If you feel that your needs have not been met in the classroom, in a grading policy, or you have a complaint, please contact your Coordinator to learn about and/or initiate the ***Student Grievance Process***. This is outlined in the QCC Student handbook: <https://www.qcc.edu/student-handbook>

Discrimination or Harassment Information:

Any student who has experienced discrimination or harassment by students, employees, or third parties, may file a grievance under the Americans with Disabilities Act. If you have any concerns about your accommodations, including services provided by this office, please contact Liz Woods, Dean of Compliance. All matters are confidential.

Title IX Coordinator & ADA Coordinator:

Liz Woods

Dean of Compliance

Phone: 508.854.2791

Email: lizw@qcc.mass.edu

Service Animal Policy:

QCC follows the ADA Guidelines and the MA [System-Wide Service Animal Policy](#). See your coordinator for more information regarding service animals on campus.

QCC Student Handbook:

The ***QCC Student Handbook*** can be [found here](#). This document outlines resources, opportunities, and student policies. All students are expected to adhere to the ***Student Code of Conduct*** as it relates to student behavior expectations for full participation in all aspects of QCC life. Students are responsible to review the [Student Code of Conduct of the Student Handbook](#).

EVACUATION PROCEDURES: APPROVED JUNE 2017

When the alarm sounds (or notification to evacuate is given) it is important to determine the nature of the emergency and act accordingly. The evacuation procedures for individuals with disabilities are listed below:

- Individuals who use assistive devices to travel (canes, walkers) may need assistance.
- A person with a disability should not be left unattended at any time during an emergency when possible.
- Staff are requested to assist a person with a disability to the nearest accessible stairwell when the fire alarm in that building activates and notify Emergency personnel of their location.
- Individuals who are visually impaired may have to depend on others to lead them, as well as their dogs, to safety during a disaster (a guide dog could become confused or disoriented in a disaster). A service animal's safety is secondary to ensuring the safe evacuation of people.
- Wheelchair users who are on the main level of a building can exit directly to the outdoors and should do so as quickly as possible.
- Evacuation points are designated at a landing in the nearest accessible stairway.
- To avoid injuries, a person with a disability should be evacuated after all others when possible.
- If disaster is clearly present and it becomes necessary to evacuate, it is the responsibility of the individual with the disability to request assistance. In general, these individuals must not be carried, except in an extreme emergency, due to risk of injury or death. It is preferable that one understands the proper way to transfer a person with a disability or to move someone with a physical disability and what exit routes from the building are best. The individual knows best how he or she should be carried and should direct volunteers accordingly.
- During an evacuation of a building for reasons other than a Fire Alarm the elevators may be used if safe to do so.
- During Fire Alarm Evacuation, elevators are not to be considered as an exit option. The Fire Department will determine its usability for evacuation.
- The Fire Department personnel will advise the person with a disability when it is safe to re-enter the building.
- *If a person with a disability cannot get out of a building the best thing for them to do is to go to the nearest accessible stairwell and let someone know of their location so they can notify the proper authorities.*

Campus Evacuation: If a call to evacuate the Campus is made a person/s with disabilities should evacuate the campus by their best means possible. If help is necessary, [contact Campus Police at 508-854-4221](tel:508-854-4221) or [508-854-4444](tel:508-854-4444). If possible, persons with disabilities should make their way safely to the Fuller Student Center. Campus Police will make periodic checks of the Fuller Student Center as it is safe to do so. Persons with disabilities may let Campus Police know their location by calling using the above numbers or the [Text-a-Tip Line 847411](tel:847411) on the QCC Mobile App.

PARENT RESOURCE PAGE:

As a parent, sending a child off to college is filled with many hopes and expectations for your student. You have been your student's greatest advocate and have laid the foundation for your student to be a self-determined young adult. The role of SAS is to continue to support your student as they navigate the college setting while reinforcing independence and self-advocacy. Thus, it is the expectation that the student will initiate contact with SAS to discuss access, barriers, faculty issues, and general questions. The college is held to this standard by the Family Education Rights and Privacy act of 1974 (FERPA), as defined below.

Understanding Family Educational Rights and Privacy Act of 1974 (FERPA)

FERPA Defined: FERPA is a legal amendment that pertains to the privacy rights of college students. FERPA protects students' privacy on campus from intrusion by anyone, including family members, and mandates confidentiality of student records.

What does this mean for parents? The only information the college can give to anyone, including parents, is as follows: name, address, telephone number, dates of enrollment, degrees and awards received, full or part-time status, and participation in college activities or sports.

Impact: This is often a significant change for parents regarding their involvement with their student's education, particularly for parents of students with disabilities. Student Accessibility Services is certainly here to assist parents with general questions, but specific information about students (other than what is listed above) needs to be communicated directly to the student. It is important for parents to be aware of the FERPA amendment because it applies to all college offices and is a change for parents in the transition from high school to college.

Questions about FERPA: Please contact Student Accessibility Services with any questions regarding FERPA. The Director and/or Associate Director will gladly discuss your concerns.

Differences between High School & Quinsigamond Community College

College and high school provide very different settings. Understanding some of the key variations between high school and college is important for success in college.

	High School	College
Success vs. Access	IDEA is about educational success	The ADA AA is about <u>access</u> Passing courses is not guaranteed
Modifications to courses and programs	Fundamental modifications of programs and curricula are required	No fundamental modifications are required – only reasonable accommodations
Student Rights in Education	Education is a right and must be provided in an appropriate environment for all individuals	Higher Education is not a right – students must meet certain admissions and/or program criteria and/or standards
Educational Plans	The school district develops Individualized Education Plans (IEP's) to define educational services	Students must provide disability documentation, and request services – the college will then determine what are reasonable and effective accommodations
Disability Evaluations	The school district provides free evaluations	The student must obtain evaluation at his/her own expense
Arranging Accommodations	Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and arranging accommodations belongs to the student (who may seek assistance from Disability Services)
Personal Services	Personal services for medical and physical disabilities are required (i.e., Personal Care Attendant)	No personal services are required – however, the Disability Services Office may assist the student in advertising for such services
Advocacy	Parents advocate for the student	Student must advocate for his/herself
Parental Permission	The student needs the parent's permission in most instances	The student is an adult and responsible for making his/her own well-informed decisions
Educational Planning	The main planning office exists as the center of activity for the school.	The student is responsible for knowing where to go to obtain information and services

School year schedule	The school year runs from September – June	The school year is divided into semesters: from September to December and January to May
Typical class length	The average length of a class is 35-45 minutes	Classes vary in length from 50 minutes to 3 hours
Instructors	<ul style="list-style-type: none"> • Takes attendance • May check student's notebook • Writes information on the whiteboard, and • Impart knowledge and facts. 	<ul style="list-style-type: none"> • Rarely teaches student the text but expects student to read covered chapters • Often lectures non-stop • Often requires library research, and • Lists assignments in the syllabus
Assignments and Due Dates	Teachers usually take time to remind students of assignments and due dates	<p>Professors expect students to read, save, and consult the course syllabus (outline); this tells the student what is expected of him/her, when it is due and how it will be graded (grading criteria)</p> <p>Read Blackboard messages and updates, utilize Starfish</p>
Study Time	Whatever it takes student to do homework, 1-2 hours per day	<p>Rule of Thumb: 3 hours of study time for every 1 hour of class!</p> <p>Learn and improve student's <u>College Skills</u> at the Academic Tutoring Centers HLC 2nd floor</p>
Educational Funding	High school is paid for by tax dollars that go to the school district	The student is responsible for applying for financial aid or arranging some type of payment
Freedom	Structure defines the day most of the time. Limits are set by parents, teachers, and other adults	The single greatest problem most college students face – students choose how long and often they go to class, study, eat and sleep

deBettencourt, L. (2002). *Understanding the differences between IDEA and Section 504*. TEACHING Exceptional Children 34(3).

Individuals with Disabilities Education Act (IDEA) of 2004 (p.l. 108-446), 20 U.S.C § 1400 et seq.

Madaus, J. & Shaw, S. (2004). *Section 504: Differences in the regulations for secondary and postsecondary education*. Intervention in School and Clinic 40(2).

Section 504 of the Rehabilitation Act of 1973 Retrieved on March 27, 2007, from [OCR Department of Education](#) . Shaw, D. & Rein, B. (2006) *Disability laws – Applications in the schools*. Adapted from: Brinkerhoff, L., McGuire, J., Shaw, S. (2002). *Postsecondary education and transition for students with learning disabilities*. Austin, TX: PRO-ED.

Shaw, S. F., Brinkerhoff, L.C., Kistler, J.K., and McGuire, J.M. (1991). Updated 8/14/06 The Americans with Disabilities Act: A guide for Connecticut business employing and accommodating

SAS ALTERNATE FORMAT BOOK REQUEST FORM

TO BE FILLED OUT ONCE AND KEPT ON FILE IN SAS.

STUDENT NAME: _____ ID#: _____ DATE OF BIRTH: _____
STUDENT E-MAIL: _____@QMAIL.QCC.EDU TELEPHONE #: _____

Do you have a Bookshare account? Yes or No

Student Note: Non-Redistribution Warning: This file is being provided for use by one student with a disability at this institution who is the specific subject of this request. **You agree not to otherwise reproduce, use, sell, transmit, publish, broadcast, or otherwise disseminate or distribute the file (or any version modified for accessibility purposes) to anyone**, including but not limited to other students with a disability at your or any other institution, others in the same company, school, college or other organization, whether or not for a charge or other consideration, including but not limited to use in connection with the sale, retransmission, distribution, publication, broadcasting, circulation or other dissemination, for any purpose, whether commercial or otherwise, without the express prior written permission of the publisher.

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Student Signature: _____ Date: _____

Reminder: Every semester that the student is requesting alternate format textbooks, the student must bring in receipts for each book, with the student's name and ID number clearly written on the receipt.

Student's initials _____

Student Accessibility Services Coordinator Print Name: _____

SAS COORDINATOR SIGNATURE TO VERIFY SERVICES: _____

Diagnosis: Print Sensory Learning Attention Other: