

2018

Disability Services Manual

Quinsigamond Community College

KRISTEN PROCTOR

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Disability Services Contact Information

Phone

Worcester: Tel 508.854.4471 Fax 508.854.4549

Southbridge: Tel 508.453.3809 Fax 508.765.5625

Sorensen Video Phone: 508.502.7647

Location

Main campus:

670 West Boylston Street, Worcester, MA
Administration Building (A Building),
Room 246 A

Southbridge campus:

5 Optical Drive, Southbridge, MA
Reception Area on the first floor

Hours of Operation

Main Campus

Monday – Thursday 8:00-6:00

Friday 8:00-5:00

Southbridge Campus

Monday – Tuesday 9:00-5:00

Wednesday please call

Thursday -- Friday 8:00-4:00

Email: disabilityservices@qcc.mass.edu

Disability Services Website: [Disability Services](#)

Assistive Technology Department

Room 255 A

Phone: 508.854.4471

Welcome from the Director of Disability Services

July, 2018

Dear Student,

Welcome to QCC's office of **Disability Services (DS)**. Disability Services assists students with documented disabilities by coordinating services and supports in order to give students equal access to the community college. In accordance with Section 504 of the Rehabilitation Act 1973, Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008, Disability Services is committed to providing reasonable accommodations to qualified individuals with disabilities.

The Disability Services staff functions as a source of information on policies, procedures, and resources that will enhance your ability to be successful at Quinsigamond Community College. DS serves as a communication link among students with disabilities, faculty and staff, rehabilitation agencies, and the community at large. Currently, the office has staff on the Main and Southbridge campuses.

New students are encouraged to schedule an intake appointment with Disability Services as soon as they are accepted to QCC or register for classes. On behalf of the DS Staff, we look forward to working with you! Please don't hesitate to drop by the office or send your coordinator an email!

Sincerely,

Kristie Proctor, Director
Disability Services

Information for New Students

New students should follow the steps below. Please contact Disability Services if you have any questions about documentation requirements.

1. Drop off, mail, or fax your disability documentation to Disability Services. For documentation requirements please refer to Documentation Guidelines on the following page.
2. Contact Disability Services to schedule an intake appointment with a Coordinator. The appointment will take about 1.5 hours.
3. Meet with your Coordinator for your intake appointment and to discuss your disability accommodations request, processes, and procedures for your accommodations and services.
4. Students who are new to QCC should schedule the Accuplacer test (College Placement Test) AFTER the intake appointment. See Appendix pages *vi and vii* for more information on Accuplacer accommodations.
5. After your Accuplacer is scored, you can meet with your Coordinator or an Advisor in the Advising Center to register for classes.
6. As soon as possible after registration, check-in with your Coordinator to request your accommodations and services for the upcoming semester.
7. Your accommodation form will be emailed to your Qmail account. Follow the directions in the email to distribute the form to your professors.
8. If any of your professors have questions concerning your approved accommodation plan, please refer them to your DS Coordinator.

Disability Documentation Guidelines

Under Federal Law (Section 504 of the Rehabilitation Act of 1973, ADA 1990, and the ADA Amendments Act of 2008), individuals with disabilities are defined as having “a physical or mental impairment that substantially limits one or more major life activities of such individual; a record of such impairment, or being regarded as having such an impairment.” Students requesting accommodations due to a disability need to provide documentation of a disability. Disability documentation is considered confidential and is maintained in Disability Services.

The documentation should be submitted as soon as possible since early planning is essential for many of the disability-related accommodations provided by Disability Services. Students are encouraged to submit their documentation before the initial meeting with a Disability Services Coordinator.

A. Information required in all documentation

- A licensed professional who is an expert in the field of the student’s particular disability needs to complete the documentation and confirm that the condition is a disability subject to ADA-AA laws.
- The professional’s report should be dated, signed, and current.
- The documentation should list the current status of the disability, including expected progression or stability of the disability.
- The documentation should describe how the student’s disability **substantially** limits one or more major life activities, identifying the major life activity(s) and how it affects him/her in a postsecondary setting.

B. Documentation Information for Specific Disabilities

Learning Disabilities

- The specific diagnosis/diagnoses should be clearly stated by a licensed professional.
- Assessment results need to be comprehensive and include both cognitive and achievement inventories.
 - Results of a cognitive inventory (Wechsler Adult Intelligence Scale, Woodcock-Johnson Cognitive Battery, etc.)
 - Results of an achievement inventory (Woodcock-Johnson Achievement Battery, Wechsler Individual Achievement Test, etc.).
- Subtest scores and data should to be provided; percentiles and grade equivalents are not acceptable unless the standard scores are included.
- The report should be current and relevant– typically less than three years old or post age 18 if an adult.
- Include recommended supports or accommodations for the post-secondary setting.
- Provide any additional information that would be helpful in providing support to the student.

Emotional/Psychiatric Disabilities

- The specific diagnosis/diagnoses should be clearly stated by a licensed professional.
- Conditions should be described and diagnoses be specified in terms of the latest DSM codes. Note: test anxiety by itself is generally not considered a disability since the majority of students have such concerns.
- Include the date of original diagnosis and the date of the last office visit.
- List the major life activities that are substantially limited.

- Current treatment and medications, as well as any potential side effects that could impact attendance or academic performance, should be included. If no treatment is being provided, please explain why condition is severe enough to be considered a disability.
- Include recommended supports or accommodations for the post-secondary setting.
- Provide any additional information that would be helpful in providing support to the student.

Physical, Neurological, Medical Disabilities, ASD, and ADD/ADHD

- A specific diagnosis/diagnoses should be clearly stated by a licensed professional.
- Physical/medical conditions should be stated in appropriate medical terminology, not in common, vernacular terms.
- Primary diagnosis, and secondary diagnosis, if warranted, should be included; as should symptoms associated with the diagnosis exhibited by the student.
- Include the date of original diagnosis and the date of the last office visit.
- List the major life activities that are limited.
- Current treatment and medications, as well as any potential side effects that could impact attendance or academic performance, should be included. If no treatment is being provided, please explain why condition is severe enough to be considered a disability.
- Include recommended supports or accommodations for the post-secondary setting.
- Provide any additional information that would be helpful in providing support to the student.

Once appropriate medical documentation is received and a student is determined to be an otherwise qualified individual with a disability the College will engage in an interactive process with the student in order to develop a reasonable and effective accommodation plan.

2/10/2010 (Adapted from Disability for Compliance Higher Education 2002-Year Book by LRP Publications and Association on Higher Education and Disability)

Informing Professors of Your Accommodations

Students are expected to notify instructor(s) regarding approved accommodations at the start of the semester or one week prior to a deadline or test date. Disability Services encourages notifying the instructor as soon as possible.

- Before classes start for the semester, your Coordinator will email your Accommodation Form to your Qmail address.
- Please follow the instructions in the email accompanying your Accommodation Form to distribute your accommodation form to your professors. (See below for emailed instructions.)
Note the different instructions for online classes, which use Blackboard Learn for communication between instructor and student.
- To discuss your accommodations in person with your professor, check your class syllabus for your professor's office hours and office location. *(Note: If your professor does not have set office hours, speak to him/her privately before or after class).*
 - In this meeting, provide your instructor with your approved accommodation form (if you have not already notified instructor via email) and be prepared to discuss with your instructor the practical implementation of the plan in the classroom.
 - During this discussion you should attempt to answer the instructor's questions about accommodations or refer him/her to DS for additional assistance or information.
- If you have any questions regarding accommodations for the class, immediately contact your Coordinator.

Sample Accommodation Email

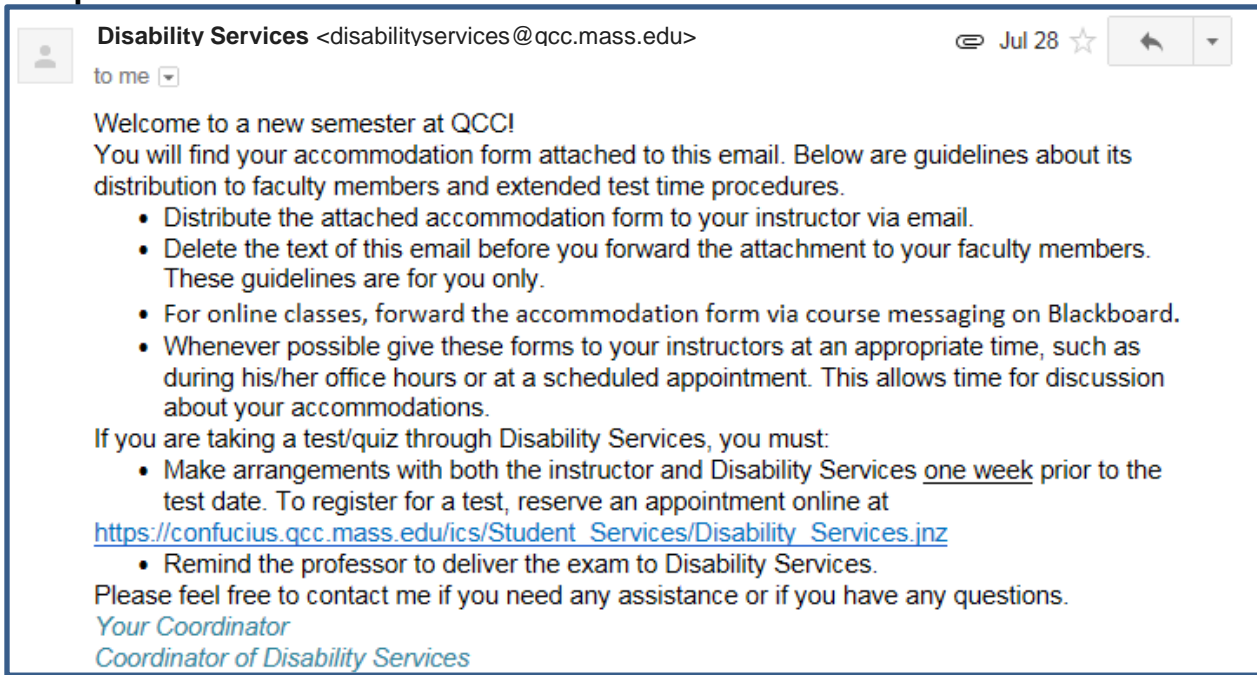


Figure 1 - sample accommodation email and directions to forward to instructors; also how to sign up for exams on the Q.

Sample Accommodation Form

Disability Services
Room 246A
Accommodations for Students with Disabilities

To: Faculty **Semester:** Fall

From: Coordinator's name
Disability Services, Ext. 4322

Student: Your name

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 require educational institutions to provide reasonable academic adjustments to students with documented disabilities. Verification of the student's disability and need for academic adjustments are on file in Disability Services.

Please note: Modifications to these accommodations may be necessary during the semester. Faculty may not deny an approved accommodation(s) without engaging in an interactive process with Disability Services.

Examination and In-Class Graded Assignment Accommodations	
<input checked="" type="checkbox"/>	Extended time (<i>double time unless otherwise indicated</i>)
<input checked="" type="checkbox"/>	Less distracting setting

The **student** must reserve a seat in the testing room **5 business days** prior to the exam date. Final exams must be scheduled three weeks prior to the start of the final examination period.

Please call me at 508-854-4322 if you require additional information.

Figure 2 - Sample Accommodation Form with date, semester, student and coordinator's names, and the two sections: classroom accommodations and examination/in-class graded assignment accommodations

Testing Accommodations

If you are eligible for testing accommodations, you should promptly discuss with your professor how course testing will be arranged for you.

Possible options for accommodated testing include:

- Take the test in Disability Services with the same start time as the class
- Take the test in Disability Services earlier or later than the class
- Start the test with the class, and continues 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.

Note: The location the student starts the test is the location student should complete the test.

If your professor will not be able to provide your accommodations in class, you will need to arrange to take your test in Disability Services.

If you are taking a test through Disability Services, you must:

- Make arrangements with both the instructor and Disability Services at least 5 business days prior to the test date. Final exams must be scheduled three weeks before final exams.

To reserve testing appointment go to Disability Services
[Disability Services on Q](#)

- Or go directly to the Testing Schedule Calendar [Reservation Testing Calendar](#)
- Remind the professor to deliver the exam to Disability Services. For tests on a different date or time from the class date/time, remind the professor to note the approval of the alternate time on the Disability Services Exam Checklist.

Students may access accommodated testing through Disability Services during the hours of 8:00 am to 6:00 pm, Monday through Thursday and 8:00 am to 5:00 pm on Friday. You must be able to start and finish your test between those hours.

Using the Online Calendar

To access the Testing Calendar from The Q:

1. From The Q homepage, click on Student Services (top heading selection).
Then click on “Disability Services” (left hand side of the page)
Then click on “Click Here to Sign Up For Your Test” on the middle right hand side of the page:

Test Appointments in Disability Services



[Click Here to Sign Up For Your Test](#)

Students must sign up **at least 5 business days in advance for testing appointments in Disability Services.**

The student is responsible for notifying the instructor and securing arrangements one week in advance as well.

If the test is less than 5 business days away,

Please click [HERE](#)

Disability Services will do our best to accommodate your request, but approved accommodations are not guaranteed for late requestors.

Figure 3- Text Appointments in Disability Services. Students must sign up at least 5 business days in advance. The student is responsible to notifying instructor in advance. Final exams must be scheduled three weeks in advance of the final exam period.

2. A window will open asking you to select the campus that the class is held. (Southbridge, Main Campus, or Downtown)
3. A calendar will open. The dates that are in blue are the only dates on which you can schedule an appointment. If you need to change the month, click on the month at the top of the calendar page.
4. Select an exam date. Click on it.
5. Select a time and click on it. (This should be the same time that your class is taking the exam unless you have arranged with the professor for another approved time).
6. The form will open up; complete all information. See copy of form next page.
Once complete, click “Continue Your Extended Time Request” located at the bottom of the page.

7. Confirm all information is correct on the form.
Click on “Complete Your Extended Time Exam Request” at the bottom of the page.
8. A confirmation will be sent to you via Qmail.
9. If you need to CANCEL or CHANGE an exam appointment, if your professor did not give you 5 business days’ notice, or if you have a computer glitch, contact Disability Services at the campus where your class meets as soon as possible.

Sample Online Request Form:

Please complete and submit the following.	
Student ID:	<input type="text"/> (required)
First Name:	<input type="text"/> (required)
Last Name:	<input type="text"/> (required)
Phone:	<input type="text"/> required (10 digit number)
Qmail:	<input type="text"/> @qmail.qcc.edu (required)
Course:	<input type="text"/> (required)
Professor:	<input type="text"/> (required)
Class Time Begins: (required)	Hour: <input type="text" value="1"/> Minute: <input type="text" value="00"/> Period: <input type="text" value="AM"/> Beginning class time selected: 1:00 AM
Class Time Ends: (required)	Hour: <input type="text" value="1"/> Minute: <input type="text" value="00"/> Period: <input type="text" value="AM"/> Ending class time selected: 1:00 AM
What is the date the class is taking the exam? (required)	Month: <input type="text" value="January"/> Day: <input type="text" value="1"/> Year: <input type="text" value="2014"/> Classroom Exam date selected: January 1, 2014
Check-off any of the accommodations listed below that you require for this exam:	
<input type="checkbox"/> Reader	
<input type="checkbox"/> Scribe	
<input type="checkbox"/> Enlarged Print	
<input type="checkbox"/> Sign Language Interpreter	
Do you need to use a computer for this exam? <input type="radio"/> Yes or <input type="radio"/> No.	
Please note: The above accommodations must be listed on your Accommodation Form	
Disability Services will contact you with any changes. Please phone them if you need to cancel or re-schedule your appointment (508) 854-4471 or TTY: (508) 854-4524.	
<input type="button" value="CLEAR FORM"/>	<input type="button" value="CONTINUE YOUR EXTENDED TIME EXAM REQUEST"/>

Figure 4- example of the form to fill on the Q when submitting a test request/appointment including name, ID, course information, and date of exam. Need for reader, scribe, enlarged print, or computer?

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 will not be able to use the Online Calendar.

You will need to send an email to Disability Services (disabilityservices@qcc.mass.edu).

In the email provide the following information:

Reason for less than 5 business days' notice

Campus (Worcester, Downtown, or Southbridge)

Course Name

Course Number, including the section #

Name of Professor

Date of exam

Start time of exam

Start time if different than that of class

Accommodations requested

Do you need a computer?

Special Considerations and Suspension of Testing Accommodations

1. If a student walks in without a testing appointment, Disability Services may not be able to accommodate the student.
2. If a student is unable to make the scheduled test appointment, he/she will need to have permission from the instructor to reschedule the test.
3. 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 DS in advance, Disability 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 Disability Services may be suspended for the remainder of the semester. Testing accommodations for the following semester will be re-evaluated.

MAT 090/095 "Calculator" Accommodation

A calculator may not be used on tests in MAT 090, Basic Math, and 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 Disability Services. You will receive a copy of the chart when you arrive to take your test.

Accuplacer (College Placement Test) Accommodations

To receive accommodations for the placement test, you must provide appropriate documentation and complete the intake interview with Disability Services **before** taking the placement test. Your Coordinator will discuss accommodations for the Accuplacer after your documentation is received and reviewed.

Refer to the Placement Testing handout from your coordinator for further instructions.

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

The T.E.A.S. test is an internal QCC test. Therefore, Disability Services will determine your accommodations for the test. The accommodations will be those for which you are eligible 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.

Please note: Disability Services does not determine accommodations for external certification tests. (Example: Certiport Certification Exams)

Copies of Class Notes and Audio Capture (SmartPen, digital recorder)

If you are eligible for copies of class notes, you must discuss the request when you discuss accommodations for the semester with your coordinator. After you attend class for the first week, inform your Coordinator for which classes you will need copies of notes.

Notes will not be provided for classes if the professor provides notes or lecture slides (i.e. PowerPoints) to all class members.

Note-Taking

- When assigned to you, the note taker will contact you by phone or Qmail. You and your note taker are responsible for coordinating the exchange of notes. The note taker will provide a copy of notes from the class within twenty-four hours. Delivery methods include, but are not limited to:
 - Paper copy right after class
 - Paper copy to be picked up from your folder in Disability Services
 - Electronic version (scanned, pen cast, e-mail, etc.)
 - Take pictures of note taker's notes with your smartphone after class
- If you cannot attend class, call Disability Services (508-854-4471) as soon as possible.
- 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 without the consent of Disability Services.
- If notes are not picked up from Disability Services within a week, you will need to meet with the Director of Disability Services to reinstate note-taking services.

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

Audio Capture Technology (e.g., digital recorder, SmartPen)

- Audio Captured lectures may not be shared with other people without the consent of the lecturer.
- Audio Captured 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 Audio Captured 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.

Alternate Format Textbooks

Students who are eligible for alternate format textbooks will work with their DS Coordinator to obtain their alternate format textbooks. Disability Services will order Alternate Format Textbooks from the best source. If there is difficulty getting the alternate format, Disability Services will make every effort to substitute an appropriate alternate accommodation. This may require the breaking down of the student-purchased book for scanning and conversion to a PDF or other format file.

- 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 iii, which is available from your DS Coordinator.
- 2) (optional) As soon as you register for classes you can “pre-order” your textbooks by reminding your DS coordinator that you would like to access alternate format textbooks. This will give the 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 to Disability Services **with your name and student ID# on it**. Your book **CANNOT** be ordered from the publisher until we have received a receipt.
- 4) Disability Services will contact you when your alternate format book(s) are available and will show you how to access your books. Please bring a flash drive with you to this appointment.

***E books digital rental

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

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ASL Interpreting Services

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 Disability Service Coordinator.

Interpreter Services Agreement

- If you cannot attend class, contact your Interpreter and/or Disability Services at 508-502 7647 (Sorenson videophone) or disabilityservices@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.

Learning Specialist Services

Your Coordinator may recommend you to a Disability Services 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 your weak areas.

If you agree to meet with a Learning Specialist, you are making a commitment to an appointment one hour a week.

Learning 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 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, please contact your Learning Specialist using the contact information that you received at your first session or Disability Services at 508-854-4471.

Other

Online classes

See your coordinator for resources regarding online classes.

Grievance Process

If you feel that your needs have not been met, please contact your Coordinator to learn about and/or initiate the grievance process.

Service Animal Policy

QCC follows the ADA Guidelines for service animals. See your coordinator for more information regarding service animals on campus.

INDIVIDUALS WITH DISABILITIES - EVACUATION PROCEDURES

Approved June 2017

The evacuation procedures for individuals with disabilities are as follows:

When the alarm sounds (or notification to evacuate is given) it is important to determine the nature of the emergency and act accordingly.

- 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.

Note: 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 or 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 on the QCC Mobile App.

Differences between High School & Quinsigamond Community College

College and high school are 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 <u>success</u>	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 to 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	Student 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	A 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	School year runs from September – June	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 • Imparts 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 student of assignments and due dates	Professors expect student 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) Read BbL messages and updates, utilize Starfish
Study Time	Whatever it takes student to do homework, 1-2 hours per day	Rule of Thumb: 3 hours of study time for every 1 hour of class! Learn and improve student’s <u>College Skills</u> at the Academic Tutoring Centers HLC 2 nd floor
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).

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Disability Services
V: 508.854.4471 • F: 508.854.4549
VP: 508-502-7647
disabilityservices@qcc.mass.edu

Permission to Exchange/Release Information

During my enrollment at Quinsigamond Community College I give QCC permission to release/request pertinent information concerning my disability and or accommodation plan to and from all QCC school officials who require the information to perform their job functions, as well as to the entities indicated below:

I. Agency or other entity: _____
Name(s)

Type of Information: _____

II. Family/other: _____
Name(s)

Type of Information: _____ Disability Services Processes and Procedures _____

Print name: _____

Signature: _____

Date: _____

Date of birth: _____

(Only if Disability Services will be requesting information on your behalf)

QCC Disability Services

Alternate Format Book Request Form

To be filled out ONCE, and kept on file in Disability Services.

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 name and ID number clearly written on the receipt.

Student's initials _____

Disability Services Coordinator Print Name: _____

DS Coordinator signature to verify disability: _____

Diagnosis

- | | |
|---|---|
| <input type="checkbox"/> Print disability | <input type="checkbox"/> Sensory disability |
| <input type="checkbox"/> Learning disability | <input type="checkbox"/> Attention disability |
| <input type="checkbox"/> Other (MUST specify) _____ | |



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Disability Services Manual Agreement

I understand that it is my responsibility to read, understand, and adhere to the processes and procedures in the Quinsigamond Community College Disability Services Manual.

I understand that the manual is available for viewing or downloading online from the Q, and that a hard copy will be provided by Disability Services upon my request.

I understand that my rights, as a student with a disability attending Quinsigamond Community College, are outlined in the manual.

Print name: _____

Signature: _____

Date: _____