



EMILY GRIFFITH
Technical College

Student Disability Support Services Manual 2019-2020

Disability Support Services at Emily Griffith Technical College is committed to providing academic accommodations and support in an effort to create an equal opportunity to participate in and enjoy programs and services at the College.



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Students with documented disabilities may request accommodations through the Disability Support Services office. Emily Griffith Technical College collaborates with and empowers students who have disabilities in order to coordinate support services that enable equal access to an education.

Philosophy

Mutual Respect: Offer a welcoming environment that treats all students as individuals in a courteous, friendly, fair, helpful and respectful manner.

Customer Satisfaction: Strive to meet the needs of students with disabilities by providing an environment which values the persons we serve.

Awareness: Work to identify and remove attitudinal barriers which prevent students with disabilities from being full and equal participants in all facets of their college experience.

Retention: Assist the institution's retention of students with disabilities.

Student Advocacy: Empower students to become full partners in their college experience.

Community Outreach: Work to develop a community that supports appropriate educational, social and career opportunities for students with disabilities by developing and maintaining relationships with resources both on and off campus.

Contact Information

Disability Support Services
1860 Lincoln Street, 6th Floor
Denver, CO 80203

dss@emilygriffith.edu
(720)423-4589



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Disability Services

- Accommodations for disabilities
- Academic advising, registration assistance and support services
- Communication with case managers in the Division of Vocational Rehabilitation or insurance agencies

Confidentiality Statement

Information presented to this office in support of the student's request for consideration and accommodation as a person with a disability is considered private and sensitive and will be handled accordingly. This information in the Disability Service Office is part of the student's Family Educational Rights and Privacy Act (FERPA) record; as such, disability-related information will be shared with other institutional personnel only when there is a legitimate educational interest.

The Office of Disability Support Services has been assigned the responsibility for receiving and holding disability-related information regarding students in order to guard against the unintentional disclosure of sensitive information. It is generally inappropriate for copies of the student's documentation of disability to be requested or held elsewhere on campus.



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DSS at EGTC will provide accommodations as mandated under the ADA and Section 504 of the Rehabilitation Act. Since each disability and the particular circumstances surrounding each request for accommodations is unique, it is impossible to predict which accommodations will be provided to any given student. The following is a list of potential accommodations which may be granted based on the student's disability and how it impacts them in a postsecondary educational environment. Equal access accommodation may be granted in a variety of ways and while EGTC will attempt to respond to the student's wishes, there may be times when the mode of accommodation made available will not be the student's first preference.



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Common/Acceptable accommodations are listed below

Alternative Testing	Additional time(LPN Students must get it approved by Dr. Shinn), private room, reader/scribe, enlarged print, use of calculator, use of spell checker etc.
Alternate Format -Textbooks	Digital Audio, scanned/electronic (CD), braille, enlarged print.
Deaf/ HOH Services	Interpreters & Captionists
Note-taking Services	Student receives notes from other student in class. Notetaker is compensated for providing notes to student at the end of the semester. (paid per credit hour)
Special Furniture	Table, padded chair, adjustable table or desk.
Assistive Technology	Portable devices (reading pens, talking calculators).



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Rights & Responsibilities of Students with Disabilities

Rights

- To an equal opportunity to participate in and benefit from employment, courses, programs, services, or activities offered through the College.
- To an equal opportunity to work and to learn, and to receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services.
- To appropriate confidentiality of all information regarding their disability and to choose to whom information about their disability will be disclosed, except as disclosures are required/permitted by law.
- To information, reasonably available in accessible format.

Responsibilities

- To meet qualifications and maintain essential institutional standards for courses, services, or activities.
- To self-identify as an individual with a disability when an accommodation is requested, and to seek information, counsel, and assistance as necessary.
- To demonstrate and/or document (from an appropriate professional) how the disability limits their participation in courses, programs, services, or activities.
- To follow published procedures for obtaining information, services and reasonable accommodations.



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Rights & Responsibilities of Disability Support Services

Rights

- To evaluate and/or identify functional limitations of a student's disability.
- To determine appropriate academic adjustments and accommodations needed for courses, programs, services, and College activities..
- To request and receive from student, current documentation that supports requests for reasonable accommodations, academic adjustments, and/or auxiliary services.
- To deny a request for reasonable accommodation, academic adjustments, and/or auxiliary services if the documentation demonstrates that they are not warranted, or if the individual fails to provide appropriate documentation.
- To select among equally effective reasonable accommodations, academic adjustments, and/or auxiliary services.
- To deny a request for an unreasonable accommodation, adjustment, and/or auxiliary service or one that imposes an undue hardship or fundamental alteration on a program or activity of the College.

Responsibilities

- To provide information to students with disabilities in accessible formats upon request.
- To ensure that qualified students receive academic adjustments and accommodations for courses, programs, activities, and services in the most integrated and appropriate settings.
- To evaluate students on both their abilities and disabilities.

- To maintain appropriate confidentiality of records and communication, except where permitted/required by law.



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Students with documented disabilities may request accommodations through the Disability Support Services office. The student is responsible for self-identifying, requesting the accommodation and for providing documentation of his/her disability.

Please see below for getting started.

1. Submit an admissions application at www.emilygriffith.edu.

2. Next students must schedule intake appointment with DSS [via google form](#) (Found Below). Please allow 1 hour for this appointment. Please email documentation to DSS@emilygriffith.edu or drop off in person to 1860 Lincoln Street, 6th Floor. For more info on specific disability documentation guidelines, please refer to the documentation guidelines found in the Disability Support Services Manual.

Prior to the appointment, the intake form and documentation will be reviewed by the DSS advisor.

3. Once form is submitted, please allow 5 business days to be contacted by our Disability Support Services team.



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Accommodations are determined on a case by case basis, so the documentation needed will vary depending on the type of disability and what accommodations are being requested.

Documentation of disability is required before any official accommodations may be authorized by DSS. Students are responsible for providing documentation of disability, and for any costs incurred in obtaining that documentation. The age of acceptable documentation varies depending on the type of disability. For disabilities that remain stable over time, older documentation may be acceptable. EGTC does not offer any testing for disabilities of any kind.

Written documentation provided by competent professionals trained in disability assessment. This documentation should state a diagnosis, describe the resulting functional limitations, describe the tools and results used to assess the disability, address the stability of the condition over time, recommend accommodations, and provide complete contact and credential information of the diagnostician on letterhead. Documentation of disability such as an IEP or 504 Plan from high school may be submitted, as well. Please see the following chart for a partial description of “competent professional.”



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Type of Disability	Examples of Diagnosticians	Additional information that may be helpful
Physical Disability & Systematic Illness	Medical doctor, specialist	Information about treatment, medications, and assistive devices currently prescribed or in use. Information about current medications and any potential side effects that may impact the student in the educational environment
Deaf/ Hard of Hearing	Audiologist	An audiogram that includes the audiologist's interpretation and audiology report including information about the extent of hearing loss. Information about any prescribed adaptive equipment (hearing aids, FM systems, etc.)
Blind/ Low Vision	Ophthalmologist	Information about assistive devices or services currently in use
Psychiatric/ Psychological Disabilities	Clinical psychologist, psychiatrist, medical doctor	A DSM-IV (or successive editions) diagnosis, summary of present symptoms, description of any effects the diagnosis may have on the student's ability to access the educational environment, information about current medications and any potential side effects that may impact the student in the educational environment



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Specific Learning Disabilities	Licensed psychologist, neuropsychologist, certified school psychologist, or other appropriate professional certified to administer and interpret class C psychological tests	Names of diagnostic tests and evaluation results used to make the diagnosis, summary of evaluation procedures. Include both IQ assessment and achievement tests. Examples of acceptable tests include the Wechsler Adult Intelligence Scale (WAIS III) or revised version (WAIS-R) with subtest scores, Woodcock-Johnson Psycho-Educational Battery-Revised: Tests of Cognitive Ability, Wechsler Individual Achievement Test (WIAT)
Attention Deficit/ Hyperactivity Disorder	Clinical psychologist, neuropsychologist, psychiatrist, or other relevantly trained medical doctors	Date of diagnosis, history or pattern of symptoms, description of evaluation procedures



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Testing Accommodations are provided to allow students with disabilities an equal opportunity to demonstrate their academic abilities. Students who wish to use testing accommodations must follow these policies and procedures.

TABE Exam Testing

- All student entrance exam accommodations must be arranged through an advisor in the DSS office at least 5 business days prior to taking the tests in order to provide the appropriate testing conditions.
- The advisor will ensure that the student is registered with DSS and approved for testing accommodations.
- If you are experiencing difficulties arranging your testing accommodations, please contact the advisor in DSS department for assistance.
- ***LPN Testing: For extra time on LPN entrance exams, all accommodations must be approved by the dean of the Health & Sciences department.***

Classroom Testing

- Classroom Testing accommodations must be approved by an DSS advisor at least 5 business days prior to requesting classroom testing accommodations.

• After you have been approved, discuss your need for testing accommodations with your instructors at the start of each term, and again when a classroom exam is announced. Your instructor will coordinate with the testing center.



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- The testing center will make every effort to administer the test during the scheduled classroom test time. If this is not possible, the test will be administered as close as possible to the designated test time.
- If the student does not show up for the scheduled exam, the exam will be returned to the instructor. Make-up exams must be authorized by the instructor.
- If an emergency occurs and you are unable to take your exam on the scheduled date/time, contact your instructor and DSS as soon as possible. Only the instructor can give consent to change a date/time for a scheduled exam.

Testing rules

- Arrive on time for your scheduled exam.
- Students are required to bring a valid photo ID.
- Visits to the restroom are only permitted during emergency situations.
- All personal exam materials, such as notes or calculators must be specified and documented by the instructor or they will not be checked out to students or permitted in the testing center.



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Resources



Mile High United Way's 2-1-1 is a free and confidential community referral service that connects callers with resources which provide food, shelter, rent assistance, clothing, child care options and other types of community assistance. Trained referral specialists are multi-lingual and available to help individuals with real-time resources. Students needing assistance outside of academic support can contact the Mile High United Way at *211 or visit their website at www.unitedwaydenver.org.



Denver 311 is a link for non-emergency services and communications between citizens and the City and County of Denver. We strive to accomplish this goal in a personal, timely, efficient, accurate and measurable manner. Visit the [311 Help Center](#) web page on the Denver website.



Colorado Crisis Services connects people to trained crisis counselors for issues such as relationship problems, family crises, substance abuse, suicidal thoughts and disability. They offer translations services for non-English speakers and make follow-up calls to ensure continued care. Their crisis services are open 24/7 throughout the Denver region, including walk-in centers in Westminster, Lakewood, Littleton, Boulder, Denver and Aurora. Visit [their website](#) to see the locations for crisis services. You can also call them at: 1-844-493-8255 or text "TALK" to 38255.



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Faculty Rights & Responsibilities

Faculty Rights

Faculty members have the right to:

- Maintain academic standards for courses/programs
- Determine course content and how it will be taught
- Contact DSS if you have questions about the appropriateness of a given accommodation for a particular course
- Confirm a student's request for accommodation and ask for clarification about a specific accommodation with DSS
- Deny a request for accommodation if a student has not been approved by DSS for the accommodation
- Award grades appropriate to the level of the student's demonstration of meeting the learning objectives of the course and/or mastery of the material.
- Fail a student who does not perform to passing standards

Faculty members do not have the right to:

- Refuse to provide an approved accommodation for a verified disability
- Determine what is and is not a reasonable accommodation for a given student
- Challenge the legitimacy of a student's disability
- Review a student's documentation, including diagnostic data



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Faculty Responsibilities

Faculty members have the responsibility to:

- Understand the laws and EGTC's guidelines regarding students with disabilities
- Refer students to the DSS when necessary
- Participate in an interactive process of accommodation with the student and DSS
- Provide requested accommodations and academic adjustments to students who have verified disabilities in a timely manner
- Maintain appropriate confidentiality of records concerning students with disabilities except when disclosure is required by law or authorized by the student (in writing)
- Provide handouts, videos and other course materials in accessible formats upon request and in a timely manner
- Evaluate students based on their abilities rather than the manifestations of their disabilities



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Service Animals

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Service animals are defined as animals that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person's disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA and are not allowed in the classroom. In compliance with the ADA, service animals are welcome in all buildings on campus and may attend classes, meetings, or other events. Students with disabilities desiring to use a service animal on campus are invited to contact DSS to register as a student with a disability. The Disability Support Services Coordinator will evaluate the disability and recommend any additional accommodations appropriate to the functional limitations of the disability.



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An emotional support animal is any commonly domesticated animal that provides emotional support or comfort to a person with a disability. ESAs have been verified by a medical professional to provide emotional support, comfort or therapy to an individual with a disability. Some examples of the support these animals perform: provide soothing, feelings of security and familiarity. **Emotional Support Animals are not service animals** and are not granted the same rights and protections as service animals. They are not permitted on the EGTC campus.



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Requirements of Service Animals and Their Owners Include

1. Dogs must be licensed and vaccinated in accordance with City of Denver regulations.
2. Other types of animals must have vaccinations appropriate for that type of animal.
3. Service animals must be in good health.
4. Under the ADA, service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal's work or the individual's disability prevents using these devices. In that case, the individual must maintain control of the animal through voice, signal, or other effective controls.
5. Service animals must be clean/free of odors.
6. The owner is encouraged to provide DSS with information about their service animal usage in order to enable our office to support their use; and, to be able to respond to any concerns that may arise.
7. Reasonable behavior is expected from service animals while on campus. If a service dog, for example, exhibits unacceptable behavior, the owner is expected to employ the proper training techniques to correct the situation. The owners of disruptive and aggressive service animals may be asked to remove them from College facilities. If the improper behavior happens repeatedly, the owner may be told not to bring the service animal into any facility until he/she takes significant steps to mitigate the behavior.



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Areas Restricted to Service Animals

The College may prohibit the use of service animals in certain locations due to health or safety restrictions, where service animals may be in danger, or where their use may compromise the integrity of certain research. Such restricted locations include, but are not limited to, food preparation areas, mechanical rooms/custodial closets, wood/metal/machine shops, areas where protective clothing is necessary, and/or other areas where the animal's presence may constitute a danger or a fundamental alteration of the program or activity conducted in the area. Access to restricted areas may be granted on a case-by-case basis by contacting DSS. The College will pursue an interactive process to determine whether or not admission of the service animal will be granted or denied.

Removal of Service Animals

The College has the authority to remove a service animal from its grounds or facilities if the service animal becomes unruly or disruptive, unclean, and/or unhealthy to the extent that the animal's behavior or condition poses a direct threat to the health or safety of others or otherwise causes a fundamental alteration in the College's services, programs, or activities. If such behavior or condition persists, the owner may be directed not to bring the animal into public campus areas until the problem is rectified.