Dear Faculty,

Welcome to the Fall 2019 semester. In preparation for this semester, the Accessible Education Center (AEC) has created this bulletin to inform you of our procedures. The purpose of accommodations is to equalize the learning environment. This means the difference between a student in your class succeeding or failing. Without accommodations, the student is at a severe disadvantage. Providing reasonable accommodations for students with disabilities is a college responsibility and mandated by Federal legislation. The AEC is committed to improving the delivery of its services; towards this end, we encourage you to share your suggestions with us. For the most current AEC information, visit [www.gavilan.edu/student/aec/](http://www.gavilan.edu/student/aec/).

**Test Accommodations**

AEC will continue to administer exams Monday - Friday from 8am to 4pm or by special arrangements. If the instructor’s scheduled exams do not coincide with the AEC’s testing hours, faculty may be able to provide the accommodations. If one of your students has requested extended time for your exam, you will receive the following forms from our AEC test proctor:

1. Test Accommodations Request (for your signature).
2. Test Proctoring Instructor Form (for your completion).

AEC will accept delivery of exams by one of the 5 methods:

1. Bring exam to **Library 117** (AEC Office)
2. Place in the main AEC mailbox (Jane Maringer-Cantu, Interim Coordinator)
3. Email: proctoring@gavilan.edu
4. Fax: AEC @ 408-846-4914
5. Submit your exams by using the [online test proctoring form website](http://www.gavilan.edu/student/aec/).

Completed exams will be returned to your mailbox by 5pm on the day of the exam. Electronic submission of exams facilitates the prompt delivery and return of exams. Electronics submission further allows the AEC to quickly produce exams in alternate formats (Braille, electronic, large print, etc.) without delay for the student taking the exams. If the student is late to their scheduled exam, they can either take the exam with the remaining time or get your permission to reschedule.

**Note Taking Services**

The AEC is requesting your help in acquiring note takers for students with disabilities enrolled in your courses. Note taking is an essential accommodation for some students with disabilities and a critical component of student success. Should you be presented with a Note taker Request via email or letter, please make an announcement to your class as soon as you get the request from our Adaptive Services Specialist, Marina Lares. Student confidentiality is respected, so we cannot disclose the name of the AEC student who has requested the notes. Sometimes the student will advocate for themselves. AEC will provide you with several tips for a successful recruitment. Any incentives that you are willing to offer your students will be greatly appreciated. Student volunteers can receive transferable credit (Guidance 23) for providing this service. Volunteer note takers should meet with Marina Lares in the High Tech Center (LI 105), email mlares@gavilan.edu or call 408-848-4891.

---

**AEC Office:**

<table>
<thead>
<tr>
<th>Location</th>
<th>Library 117</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>8am - 5pm</td>
</tr>
<tr>
<td>Phone</td>
<td>408-848-4865</td>
</tr>
<tr>
<td>Fax</td>
<td>408-846-4914</td>
</tr>
<tr>
<td>TTY</td>
<td>408-846-4924</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:aec@gavilan.edu">aec@gavilan.edu</a></td>
</tr>
</tbody>
</table>

---

**Together we can make a difference in the life of a student.**
Alternate Media Services for Students with Low Vision or Who Are Blind
The High Tech Center (LI 105) provides students instructional access through its production of alternate formats (Braille, e-text, large print) for curriculum related material. If a student enrolled in your course needs materials produced in an alternate format, you will receive an email notification from the Adaptive Services Specialist (Marina Lares) and/or a Request for Course Materials form from the student. The AEC student is eligible for course materials including syllabus, all class handouts, PowerPoints, quizzes and tests in an alternate media format that is appropriate for the student. When course materials are already digital, then they can be altered quickly. If they are not electronic, then we have to produce the alternate media from the original documents. Since our goal is to provide immediate access to all learning, please send your materials in advance, so they can be produced in a timely manner. Options for delivery of the course materials include sending the files via email to: mlares@gavilan.edu or delivering your materials to the AEC mailbox, the AEC office (LI 117) or the High Tech Center (LI 105). AEC also provides handouts on Tips for Working with Blind: Students who have Guide Dogs and 12 Rules of Blind Etiquette.

Deaf and Hard of Hearing
AEC provides educational sign-language interpreting and real-time captioning services to students who are deaf or hard-of-hearing. To assist instructors with providing effective communication to Deaf and Hard of Hearing students, AEC provides a Tips for Working with Deaf Students handout. If requested, assist the student receiving interpreting services in finding a volunteer note taker since they will be busy watching the interpreters. Remember all instructional and informational video media must be closed captioned. See Gavilan’s Video Ordering Procedures form. If you need your videos captioned, it usually takes 5-6 weeks to get the publisher’s permission and to caption the videos, and your department will need to cover the cost. If you are going to use any web videos, streaming videos or podcasts in your online class, you must have them captioned before they are used. We currently have funding for captioning online materials only. Contact Jane Maringer-Cantu, Peter Howell or Sabrina Lawrence to start the DECT grant process.

Adaptive Furniture
Sometimes an accessible table or chair will be placed in one of your classrooms for a student with a physical disability who cannot utilize the existing furniture. Please ensure that the AEC student has access to the furniture at all times.

Creating Accessible Curriculum Materials
Gavilan has a college-wide Section 508 policy to ensure access to District programs and services to individuals with disabilities, as guaranteed by Section 508 of the Rehabilitation Act and the ADA. Section 508 requires that all information and communication technology developed, used, maintained, or procured by public agencies receiving federal funds be accessible to people with disabilities. According to the ADA, some access examples include: curb cuts, accessible restrooms, electric doors & elevators. According to Section 508, areas of access include: closed captioned videos, accessible web pages, online documents and course materials, access to software programs, and access to phones w/TDD capability, etc. For more info, see the Distance Learning Course Accessibility Agreement and visit http://www.gavilan.edu/student/aec/508.php.

Faculty Training Modules:
The UCSF Medical Student Disability Services and UCSF Student Disability Services, in a partnership with colleagues from around the country, have created a Disability Training Series for Faculty/Staff. The modules are located on our AEC website or you can go directly to their website at: http://sds.ucsf.edu/working-students-disabilities.

Please Note:
Accommodations for students with disabilities are vital to the student’s success. In order for a student to receive services through the AEC, they must provide a verification of disability. Some students will not seek our services, but they are still eligible to receive them through the college. AEC can act as a resource.

Visit us on the web at www.gavilan.edu/student/aec/.
ACCESSIBLE EDUCATION CENTER (AEC)
TEST ACCOMMODATION REQUEST

Instructions:
Section 1: Verify Information is correct
Section 2: To be completed by LD Specialist and/or AEC Counselor
Section 3: Instructor signature

NOTE: A form needs to be completed EACH semester for EACH class. Completed forms must be on file in our office PRIOR to students receiving services. Thank you.

1. To be Completed by Student

Student ____________________________  Gavilan ID # ____________________________
Instructor ____________________________  Course ____________________________

2. To be Completed by the Learning Disabilities and/or AEC Counselor.

- Alternate Examination Formats
  - Extended Time _________
  - Distraction Reduced Environment
  - Oral Administration of Exam (Reader)

- Alternate Media Format
  - Braille
  - Large Print
  - Audio (MP3, Daisy, Audio Description)
  - Electronic Text
  - Tactile
  - Closed Captioned Video
  - Other: ____________________________

- Specialized Equipment/Assistive Technology
  - Test read aloud to student through computer
  - Type using voice recognition software
  - Magnification to enlarge text (CC-TV, Portable Magnifiers)

- Word Processor
  - Grammar Check
  - Spell Check
  - Other: ____________________________

Specialist/Counselor Signature / Date

3. INSTRUCTOR Signature

Eligibility for this service is determined by the AEC Counselor or Learning Disabilities Specialist. It is the intent of AEC to provide reasonable accommodations for all students with a verified disability.

I acknowledge receipt of Testing Accommodations Request form and agree that AEC will provide this accommodation based on this student’s disability.

Instructor Signature / Date
INSTRUCTORS: One of your students has requested extended time for your exam.

Please place exam in attached envelope and use one of the methods listed below to get your exam to us:

- Bring exam to LI120 (Test Proctoring Center) or Library 117 (AEC Office)
- Fax exam to: 408-846-4914
- Email exam to: proctoring@gavilan.edu

INSTRUCTOR’S NAME: _____________________________________________________________

COURSE: ____________________ COURSE DAY/TIME: ________________________________

DATE OF EXAM (IN CLASS): ____________ START TIME OF EXAM (IN CLASS): ______

TIME ALLOWED FOR EXAM (IN CLASS): ____________________________________________
(Students receive double time when using the Extended Time service.)

NOTE: Evening and Saturday tests may be rescheduled on a different day and/or time during AEC business hours. Rescheduling of the exam requires the instructor’s written and signed approval.

EXAM INSTRUCTIONS: Please check the items that are permitted with this exam.

| Open book | Dictionary | ScanTron Required |
| Notes | Speller | Blue Book |
| Formulas | Test Break | |
| Calculator: What Kind? | Basic | Scientific | Graphing |

Other: ________________________________________________________________
________________________________________________________________________

*RETURN OPTIONS:

☐ Instructor will pick up from AEC Office. ☐ Instructor will pick up from mailbox.

*IF A RETURN OPTION IS NOT SELECTED ABOVE, YOUR COMPLETED EXAM WILL BE RETURNED TO YOUR MAILBOX BY 5:00 P.M. ON THE DAY OF THE EXAM.

Person Who Delivered Exam ____________________ Time and Date

Person Who Returned Exam ____________________ Time and Date

If you have any questions or concerns, please call Jane Maringer-Cantu, Interim AEC Coordinator @ ext. 4871 or 4823. Thank You.
To: ______________________  
From: Marina Lares  
Accessible Education Center  
Date: 8/26/19  

Your help is urgently needed!

A student in your ___________ class on ______________ from ________________, has requested a Note Taker. Student confidentiality is respected so we cannot disclose their name. Note taking is an essential accommodation for some students with disabilities. Providing reasonable accommodations for students with disabilities is a college responsibility and mandated by Federal legislation. The purpose of accommodations is to equalize the learning environment. This means the difference between a student in your class succeeding or failing. Without accommodations, the student is at a severe disadvantage.

Research has shown that:

- Students with disabilities who receive notes from a note taker have more success in school.
- Some students with physical or visual disabilities do not have the dexterity or the speed necessary for accurate note taking.
- Students with learning disabilities may have problems processing language and may not see or hear things in the same way that other students do. For this reason, they may be unable to take comprehensive, understandable notes during a class lecture.
- A student who is deaf or hard of hearing must watch his/her interpreter and the instructor, which prevents the student from taking notes.

In order to provide this critical service, we would appreciate your cooperation in recruiting a note taker ASAP. We have listed several incentives that you can offer your students below; however, any additional ones that you are willing to offer will be greatly appreciated.

Please announce to your students:

1. This volunteer service will look great on your resume and college applications. At the end of the semester, you will receive a verification of service letter along with a certificate.
2. Volunteers can receive a $50 gift card from the Gavilan bookstore for their service.
3. You will experience the satisfaction of knowing that you are doing something of great benefit for a fellow student.
4. The student also has the option to enroll in our Guidance 23 class for 1.0 unit of transferable credit; however, he or she is responsible for the registration fees.
5. Students can choose to use a really nice NCR carbon notebook.

Please refer potential note takers to me in Library 105. If there are any questions, please contact me at (408) 848-4891 or email mlares@gavilan.edu.

Thank you for your cooperation and prompt attention to this matter.
In the past, instructors and students have had a difficult time in finding a volunteer note taker in the classroom. Here are some suggestions that might make finding a volunteer easier:

- Stress the incentives of volunteering as a note taker:
  - Students will be able to get educational and professional references.
  - Students can receive a $50 gift card from the Gavilan Bookstore for their service.

- If recruitment on your first attempt at making the announcement fails, contact the High Tech Center at (408) 848-4891, and arrange for a AEC staff member to drop into your class to make an additional announcement.

- Other instructors have not permitted students to leave the class until a note taker has volunteered. (This is drastic, but it has been effective.)

- Students also receive a certificate at the end of the semester signed by the College President for volunteering their time.

- Some students have shared the responsibility month by month.

If you have any further suggestions on how to recruit note takers, or if you need further assistance regarding the services offered at the Accessible Education Center, please contact our office at 408-848-4891.

Thank you for your time and support with this critical service!
GAVILAN COLLEGE
ACCESSIBLE EDUCATION CENTER
Request for Course Materials

Student’s Name: __________________________ Date: ____________
Instructor: _________________________________ Ext.: ____________
Course Title: _______________________ Section: _____ Class Days/Hour: ____________

I certify that ____________________________ is eligible for AEC accommodations.

_________________________________________ Date ____________
Alternate Media Specialist

Instructors, as representatives of Gavilan College, you must assure compliance with the Americans with Disabilities Act. THIS INFORMATION IS CONFIDENTIAL. Please help protect the student's right to privacy by not sharing this information with others. If you have any questions or concerns regarding this student's accommodations, please contact the student's AEC counselor.

Note to Instructor:

This student is eligible for course materials including syllabus, all class handouts, quizzes and tests in an alternate media format that is appropriate for the student’s learning style. When pertinent course materials are on disk (E-Text), the materials can then be altered according to the student’s needs. Our goal is to provide immediate access to all learning. Thank you for your assistance.

1. You may put your course materials in my mailbox (Jane Maringer-Cantu), bring your materials to the Accessible Education Center (Library 117) to be put in my AEC mailbox or deliver it directly to the High Tech Center in Library 105 (Monday-Friday 9-4pm).

-OR-

**Options for delivery of the course materials on removable media (e.g. flash drive, CD-Rom):**

2. You may give the removable media directly to the student to transport to the High Tech Center for immediate translation into the student’s alternate media preference.

-OR-

3. You may send the files via e-mail as an attachment to: imaringer@gavilan.edu. Please state in your e-mail the date and time that your course materials are needed, and how you want the original materials returned. You will be notified within 24 hours of your request that your course materials have been received and the estimated completion date and time.

4. If you have a quiz or test that needs to be translated into the student’s alternate media preference, send the material via e-mail as an attachment to: imaringer@gavilan.edu. You will be notified within 24 hours of your request that your course materials have been received and the estimated completion date and time. The quiz or test needs to be sent to the Alternate Media Specialist (Jane Maringer-Cantu) at least 2 to 3 workdays in advance so it can be translated into the alternate media format for the student in a timely manner.

**IMPORTANT:** If you need assistance with this process or other arrangements, please call 408-848-4723 or email me for immediate individual support. Thank you for your assistance.
TIPS FOR WORKING WITH BLIND STUDENTS WHO HAVE GUIDE DOGS

When you meet a person with a guide dog, please remember that they are concentrating on working together as a team. For the safety of the person and their dog, keep in mind these tips on guide dog etiquette:

- Guide dogs should not be petted or disturbed while working in harness.

- When guide dogs are not working, do not pet them without first asking for permission.

- Do not offer food or treats to a guide dog without asking for permission. Unscheduled feeding may harm the guide dog’s ability to work.

- If you wish to assist a person with a guide dog,
  - Ask if you can be of help
  - Offer your left elbow for the person to hold
  - Don’t touch or grab the dog, harness, leash, or the person’s arm. Doing so may place them in danger.
I2 RULES OF BLIND ETIQUETTE

HERE ARE SOME THINGS TO KEEP IN MIND WHEN DEALING WITH THOSE OF US WHO ARE BLIND OR HAVE LOW VISION:

1. Speak in a natural conversational tone. It is not necessary to speak loudly or slowly unless the person also has a hearing impairment.
2. Address us by name when possible, especially in crowded places.
3. Address us personally, not through someone else.
4. Greet us when we enter the room so that we know you are present.
5. Indicate the end of a conversation when you leave us so that we aren’t left talking to the air.
6. Feel free to use words that refer to vision. We also use the words “see,” “look,” “watch,” etc. And remember, we are not insulted by the term “blind.”
7. Do not leave us standing in “free space” when you are serving as a guide.
8. Be calm and clear about what to do if you see us about to encounter a dangerous situation.
9. If you think we need help, ask first. Don’t assume that you should help.
10. When offering assistance, never take us by the arm. If you offer your arm instead, we can follow slightly behind and anticipate changes.
11. Never take hold of a white cane.
12. Never pet or interfere with a guide dog while it is on duty.

(Source: Carl Augusto, President, American Federation for the Blind in NY, and David McGown, executive director of the Guild for the Blind in Chicago. Compiled by Dan Roberts.)
Tips for working with Deaf students

- It is okay to feel some anxiety with a deaf or hard of hearing student who uses ASL (American Sign Language) to communicate. This should not cause you to make drastic changes in your teaching style, unless it interferes with the ASL user’s ability to get information from the interpreter or real time captioners (RTC’s) (e.g., turning off the lights completely during movies, using power point, or overhead projectors). In this case, allow the interpreter or real time captioner to bring a small lamp or dim the room lights enough to allow the student to still see the interpreter or RTC.

- **REMEMBER: try to get a closed caption version of any movies shown in class. For additional questions or concerns regarding captioning please contact the AEC office at 848-4722 or 848-4891.**

- **REMEMBER: When using an interpreter or RTC, speak directly to the Deaf or Hard of Hearing student.** Look directly at the student with whom you are communicating, not the interpreter or RTC. Use of third-party phrases such as, “Ask her” or “Tell him” can compromise the relationship between the instructor and student(s).

- The interpreter or real time captioner’s primary responsibility is to facilitate communication and interpret EVERYTHING said in class. Instructors should refrain from asking the interpreter or RTC to function as a teacher’s aide, to participate in class activities, to censor any information, or to perform other tasks. Doing so may interfere with the quality of communication provided, compromises the role of the interpreter or RTC and prevents full communication access for the Deaf or Hard of Hearing student(s).

- Speak clearly and naturally. Write or spell out difficult or new vocabulary. This is helpful for the student as well as the interpreter or real time captioner.

- The interpreter or real time captioner is there to interpret/caption EVERYTHING that is said in class. Please do not ask the interpreter or real time captioner to censor any information.

- Avoid talking while students are focused on written class work. Students who are Deaf, require time to process visual aids and materials before returning their attention to the interpreter or real time captioner.

- Notice or ask students which label they prefer to use to identify themselves either Deaf or Hard of Hearing.

- If requested, assist the student in finding a volunteer note-taker. The student will miss parts of the lecture if he/she is trying to watch the interpreter and write notes simultaneously. Students interested in volunteering their services may sign up for one unit of credit through the AEC office. For further information please contact the Accessible Education Center, ext 4823.

- Expect the same from culturally Deaf students as you would from Hard of Hearing or hearing students. They all need to be able to handle the same course load. **Deaf and Hard of Hearing students are just like any other students - they like to be included in class discussions and feel equal to their peers.**

- For further information regarding interpreting or real time captioning or for information related to Deaf and Hard of Hearing students please feel free to contact the Adaptive Services Specialist at ext. 4891.
VIDEO ORDERING PROCEDURES

Section 508 of the Rehabilitation Act requires that all electronic and information technology developed, procured, maintained, used or purchased by public agencies receiving federal funds be accessible to people with disabilities.

In order to comply with this law, all new videos (VHS tapes, DVDs, or any other media format) purchased through Gavilan Community College District must be in a captioned format.

STEP 1: Is the video title you intend to purchase closed captioned?

- YES  If yes, attach this form to the purchasing requisition, no signatures are required.
- NO    If no, please complete STEP 2.

STEP 2: If the desired video title is not available in a captioned format, the following options are available to the faculty/staff member, Department Chair and/or School Dean:

- Research and purchase an alternate captioned video title of similar content.
  
  If the alternate captioned video title is not adequate to fill the need of the faculty or staff member, please choose one of the following:

- My department has committed to the cost of captioning the video through an outside vendor within one year or sooner based on need (must see Alternate Media Specialist for list of vendors) or

- My department has committed to the cost of providing a transcript of the video through an outside vendor (must see Alternate Media Specialist for list of transcribers).

Title of Video

Vendor Name

---------------------------------------------

Originator Signature  Date  School Dean/Manager/VP  Date

Department Chair/Supervisor  Date  Alternate Media Specialist/AEC  Date

Attach this completed video ordering form to your purchasing requisition.
DISTANCE LEARNING COURSE ACCESSIBILITY AGREEMENT

The questions below concern the accessibility of your distance-learning course for students with disabilities. The instructor who is teaching this course will ensure accessibility of the instructional materials by agreeing to abide by the following criteria when creating content for online courses such as: graphics, animations, videos, audio, PDF and/or Word documents.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Requirement and Purpose</th>
</tr>
</thead>
</table>
| ☐  | ☐  | 1. Using campus LMS software?  
The current course management software we use has been certified section 508 compliant. This means when using this system the delivery of your content is guaranteed accessible. However, as the instructor or course creator you must make sure that the content you provide within the LMS is accessible by using the following methods in the boxes below. |
| ☐  | ☐  | 2. Using images or animation?  
A text equivalent is provided for every non-text element, including both images and animated objects. *This will enable a screen reader to read the text equivalent to a blind student.* |
| ☐  | ☐  | 3. Using multimedia?  
Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must have captions and/or a transcript. With archived audio, a transcription may be sufficient. |
| ☐  | ☐  | 4. Using documents?  
Ensure accessibility content, including PDF files, Microsoft Word documents, PowerPoint presentations. PDF documents and other content must be as accessible as possible. If you cannot make it accessible, consider using HTML instead or, at the very least, provide an accessible alternative. PDF documents should also include a series of tags to make it more accessible. *A tagged PDF file looks the same, but it is almost always more accessible to a person using a screen reader.* |
| ☐  | ☐  | 5. Using forms?  
When electronic forms are designed to be completed online, the form allows students using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues. |
| ☐  | ☐  | 6. Using web pages?  
- Ensure links make sense out of context. Every link should make sense if the link text is read by itself. *Screen reader users may choose to read only the links on a web page. Certain phrases like “click here” and "more" must be avoided.*  
- Ensure that webpages meet 508 standards by testing through Cynthia Says [http://www.cynthiasays.com/](http://www.cynthiasays.com/) or through the AccVerify/AccRepair programs (available in the TLC). For step by step instructions, follow the guidelines on the Accessibility Guidelines website: .  
http://www.gavilan.edu/student/aec/web_guidelines.php When creating html content, you can use a 508 compliant program that Gavilan supports such as: Cascade or Dreamweaver (available in the TLC). |

You can visit Gavilan’s Section 508 Standards for Electronic & Information Technology at [http://www.gavilan.edu/student/aec/laws.php](http://www.gavilan.edu/student/aec/laws.php).

For more information on accessibility, see The Access Board provisions at  [http://www.access-board.gov/sec508/guide/1194.22.htm#a](http://www.access-board.gov/sec508/guide/1194.22.htm#(a) and the WebAIM Section 508 Checklist at [http://www.webaim.org/standards/508/checklist](http://www.webaim.org/standards/508/checklist).
The Accessible Education Center of Gavilan College provides a variety of services for students with disabilities. The AEC strives to equalize educational opportunities for students as they move forward towards their educational or vocational goals.

The following is a list of accommodations and contact information for students with verified disabilities who may require services from our department.

Marina Lares, Adaptive Services Specialist
(408) 848-4891
Library 105
mlares@gavilan.edu

- Note-Taking
- Adaptive Furniture
- Interpreting Services
- Real Time or Remote Captioning / In-class captioning
- Assistive Listening Devices (Phonic Ear)
- Adaptive Equipment Checkout (Digital Recorder; Laptop)
- Alternate Media (E-text, MP3’s Daisy, Braille, Large Print)
- Specialized Proctoring (Scribe/Transcription)

Irma Lopez, Test Proctor
(408) 848-4858
LI 120
ilopez@gavilan.edu or proctoring@gavilan.edu

- Testing Services (Extended Time; Distraction Reduced Environment)

Jane Maringer-Cantu, HTC Instructor
(408) 848-4722
LI 105
jmaringer@gavilan.edu

- Assistive Computer Technology Training & Evaluation
- Scribe / Transcription