



STUDENT ACCOMMODATION SERVICES

STUDENT GUIDE

Procedures, Responsibilities & Guidelines

Providing Support Services to
Students with Disabilities Districtwide

This guide has been reviewed by the ADA/504 Coordinator,
the Vice President of Student Services, the Office of Student Life,
and
Student Accommodation Services.

Updated 04/18/2023

*MATC is an Affirmative Action/Equal Opportunity Institution
and complies with all requirements of the Americans with Disabilities Act*

WELCOME

Dear Student:

Welcome to Student Accommodation Services at Milwaukee Area Technical College (MATC). Student Accommodation Services (SAS) offers the student with a disability comprehensive accommodations and services designed to enhance accessibility to learning and educational success. Please review this guide and feel free to share your comments and suggestions. We want to help you achieve your goals at MATC.

Sincerely,

*The Staff of Student Accommodation
Services*

AFFIRMATIVE ACTION
AND
EQUAL OPPORTUNITY COMMITMENT

MATC'S commitment to equal opportunity in admissions, educational programs, and employment policies assures that all individuals are included in the diversity that makes the College an exciting institution. MATC does not discriminate against qualified individuals in employment or access to courses, programs, or extracurricular activities on the basis of race, color, national origin, ancestry, religion, creed, gender, sexual orientation, age, disability, pregnancy, marital status, parental status, or other protected class status. The lack of English skills shall not be a barrier to admission or participation in any MATC program or service.

MATC will comply fully with state and federal Equal Opportunity and Affirmative Action laws, executive orders, and regulations. Direct questions concerning application of this policy to the Affirmative Action Office, 700 West State Street, Milwaukee, Wisconsin, 53233-1443, (414) 297-6528.

It is the policy of MATC to provide reasonable accommodations for qualified students or applicants for admission with disabilities (see Discrimination Against Individuals with Disabilities policy C0203). The exceptions to providing accommodation are if doing so would (1) cause undue hardship or (2) pose a direct threat to the health and safety of others at MATC. MATC will adhere to all applicable federal and state laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal opportunity and access to programs and services for students with disabilities. Reasonable accommodations will be provided in a timely and cost-effective manner. Access shall not be denied because of the need to make reasonable accommodations to an individual's disability. Both state and federal laws include the concept of "reasonable accommodation" as a key element in providing equal opportunity and access to programs and services for students with disabilities.

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DIRECTORY

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Student Accommodation Services Counselor

Vacant C219

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Retention Coach

James Lawton (PT) C219 (414) 297-7413

Director of Sign Language Interpreting Services

Carla Eichelberger C219 (414) 297-7487

Sign Language Interpreters

	C297	(414) 297-8070
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Oak Creek	A208	(414) 571-4647
Mequon	A282	(262) 238-2220
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INTRODUCTION

This guide includes information regarding Student Accommodation Service's philosophy, eligibility requirements, and procedures for obtaining auxiliary aids, services, and accommodations. A student utilizing Student Accommodation Services (SAS) receives the "Student Accommodation Services Student Guide" upon orientation to the Department's services. It is the student's responsibility to read and become familiar with this information.

FAIR AND EQUAL TREATMENT

SAS staff provides fair and equal treatment and demonstrates respect and concern for all students and their individual needs, regardless of race, color, gender, national origin, religion, disability, sexual orientation, or other protected class status.

MISSION STATEMENT

The mission of SAS is to ensure that all students with disabilities have equal access and opportunities to Wisconsin Technical College System programs, courses, and services offered at MATC. The philosophy of the department is to serve all students with disabilities equitably and with dignity. We respect the individuality, abilities and needs of each student, and strive to enable each student to succeed at MATC.

Our purpose is to provide reasonable accommodations and academic support to students with disabilities who demonstrate specific educational needs. Similarly, our goals are to promote completion of educational objectives and, ultimately, enable individuals with disabilities to acquire skills for competitive employment. We encourage students to develop independence and self-advocacy skills to enhance success in school and beyond.

THE STUDENT CODE OF CONDUCT - STUDENT RIGHTS AND RESPONSIBILITIES

Milwaukee Area Technical College expects its students to conduct themselves in such a manner as to show respect for the MATC community at large, including college officials acting in the performance of their duties. It is the responsibility of the students to conduct themselves in accordance with the "Student Code of Conduct" which is found in "Student Life," the MATC student handbook. The Student Code of Conduct Handbook is distributed at orientation and is available in the Student Life Office at each campus and at www.matc.edu.

The principle rules of the Milwaukee Area Technical College expect students to

- (1) comply with all federal, state, county, and municipal statutes and ordinances while participating in MATC activities or while located on MATC property, loaned or leased, and
- (2) to conduct themselves in such a manner that will not interfere with the educational process at MATC.

PREGNANT & PARENTING STUDENT RIGHTS (Title IX)

MATC is committed to fair and equitable treatment of all students. MATC policy prohibits discrimination in education and programs on the basis of sex, including pregnancy, childbirth, and related conditions.

If you are a pregnant student in need of accommodations or a student who has need of academic adjustments related to childbirth, MATC's Student Accommodation Services is available to assist you in development and implementation of an appropriate accommodation plan based upon your circumstances. Accommodations may include, for example:

- A period of approved leave for childbirth
- Excused absences for medical appointments related to pregnancy and childbirth
- Reasonable allowances to make up missed coursework
- Make up or substitute assignments that are reasonably equivalent
- Altered course scheduling (pre-requisite or co-requisite modifications)
- Substitution of course assignments, with instructor approval, in order to prevent exposure to specific hazards such as radiation, infectious agents, drugs, chemicals, or other agents
- Grade(s) of Incomplete or student initiated Withdrawal with refund and readmission, if appropriate

Students are responsible to seek approval of accommodations due to pregnancy and childbirth in advance. Advance academic planning is beneficial to ensure student success and to minimize disruption of student progress through the academic program.

Reasonable documentation of medical status and certification of fitness to continue in an educational program is required. For students seeking to complete work online during periods of physical disability due to childbirth, physician approval is required.

MATC is committed to student success. Resources are available to all pregnant students -- just reach out to any Student Accommodation Services office for assistance.

MATC'S EXPECTATIONS OF STUDENTS

STUDENT PERSONAL RESPONSIBILITIES

1. Students are responsible for all of their own personal care, including but not limited to feeding, dressing, toileting, etc.
2. Students are responsible for all of their own medical needs, including, but not limited to, medications, catheter bags, etc. and carrying pertinent medical information on their person in case of emergency.
3. Students are responsible for their own transportation needs to, from, and within any campus location. Students with disability-related transportation conflicts for class field trips should notify the Facilitator of SAS as soon as the field trip is announced for assistance in arranging alternative transportation. (Campus "Orientation and Mobility Instruction" is available to students with visual impairments by pre-approved appointment only. Written Accommodation Request Forms should be submitted as soon as possible. Please allow three weeks for response.)
4. Students who require the use of a personal aide/attendant or nurse while in school are responsible for hiring and paying the aide. The student should complete a Program/Class Accommodation Request Form and notify SAS as soon as possible.

STUDENT ACADEMIC RESPONSIBILITIES

IT IS THE STUDENT'S RESPONSIBILITY TO:

1. Schedule time or a reader for a test/quiz with their Disability Specialist, prior to test date.
2. Check in at the front desk.
3. Schedule time to learn about assistive technologies that may be available.

4. Reserve testing booth/space, if necessary.
5. Allow enough time to take a test. Once a test is started, it must be finished before student leaves. No test will begin less than two (2) hours before SAS closes.
6. **Leave purses, book bags, coats, personal audio/electronic equipment, including cell phones, laptops, tablet computers, and Smart Watches in a secure location outside the Center. (SAS staff are not able to “watch” or secure student property.)**
7. Notify SAS staff of tests that need to be picked up or called for ahead of time.
8. Contact instructors when absent per instructor’s attendance policy (in syllabus).
9. Contact instructors for extensions on assignments or when unable to take a test. All requests for extensions of time must be presented to the instructor prior to the deadline established for the work. Documentation specifically supporting a student’s request for an extension of time should be provided to the instructor and the SAS Facilitator.
10. See an academic advisor to schedule, add, or drop classes, if needed.
11. Apply for Smart Pen/tape recorder with Disability Specialist, if pre-approved, and provide or request that the Passport be emailed to Instructor to the instructor immediately at the start of the course.
12. Order audio format books and adaptive technology, if appropriate, at time of registration.
13. Record their own class(es) or use Smart Pen, if approved.

14. Apply for tutoring with Tutoring Services.
15. Utilize telephones in SAS only to call MATC extensions.
16. We cannot make copies for students unless handouts need to be enlarged (as a pre-approved accommodation).
17. Use the MATC internet connections in SAS for research for Blackboard, class projects, study, online classes, Self-Service, and MATC email only, not for personal research, or personal entertainment/communication.
18. Arrange for appropriate child care: children are not permitted in study or testing areas in SAS. MATC offers childcare services on all campuses. Students are responsible for enrolling their children in childcare and for following the established guidelines for use of childcare facilities. (Check with each MATC childcare center and MATC Resource Center.)
19. Return all borrowed equipment in good condition before the end of the semester/school year.
20. It is the student's responsibility to purchase ink refills and notebooks as needed for the Smart Pen, or batteries (both rechargeable and disposable) and tapes for assistive technology. SAS will provide the initial supplies necessary upon checkout of the assistive technology, but refills are the student's responsibility.
21. If the student is approved for a note taker, notify SAS if no note taker has been assigned within the first two class sessions after the Passport to Instructor was provided to the instructor so that SAS may make alternative accommodations available.

ACCESSING ACCOMMODATIONS AT MATC

MATC fully complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and the ADA Amendments Act of 2008. The Student ADA/504 Coordinator will ensure that students with disabilities are provided reasonable accommodations to ensure their successful participation in MATC's educational environment. The Administrative Notice (FO102) provides additional information concerning accommodations.

TRANSITION SERVICES

After high school, services are based on eligibility and the student's needs to provide proof that accommodations are necessary. Neither the IEP nor SoP alone will be sufficient documentation at the college level.

Transition Services is the first step into college from high school. Transition Staff will ensure the student has a smooth transition with MATC's admissions process.

There are several steps to the admissions process that the Transition Specialist will assist with. They are as follows:

- Mail current Documentation of Disability(s) at least 1 month prior to the start of the semester of intended enrollment period.
- Apply for Financial Aid, if applicable
- Schedule Admissions Test, if required
- Schedule/Pay for Classes
- Obtain your MATC ID Card
- Purchase Books and Supplies
- Complete your Student Accommodation Services Paperwork

MATC's Transition Specialists are located only at the Milwaukee Campus in room C219. The office hours are 8:00 a.m. - 4:30 p.m. Monday – Thursday and 8:00 a.m. to 4:00 p.m. on Friday. Evening hours are available upon request.

STEPS TO ACCESS STUDENT ACCOMMODATIONS SERVICES (SAS)

A student of MATC who has a disability and desires accommodations, auxiliary aids, and/or services from MATC must:

1. Be currently enrolled in an MATC class.
2. Provide documentation of the disability by a licensed professional (medical doctor, psychologist, or psychiatrist) that states the specific diagnosis of the disability (including DSM-IV, DSM-V or ICD-10 codes where applicable), how it impacts the student's education, the duration of the disability, and the recommended accommodations and/or services to accommodate that disability at MATC.
3. All documentation of disability must be presented in English. Documents in a language other than English must be translated to English at the student's expense before being submitted to SAS. A list of translators is available upon request.
4. Complete the appropriate Accommodation Request Form (Test or Program/Course) to request the specific accommodations, auxiliary aids, and/or services needed. Please refer to page 10 for examples of accommodations, auxiliary aids, and services. Please be aware that requests involving the audio format of textbooks or specialized equipment/furniture may require as much as **TWO MONTHS LEAD TIME.** All requests will be responded to in a timely manner.
5. Submit the Accommodation Request Form and appropriate documentation of disability to SAS as early as possible.

6. Following approval, meet with a Disability Specialist to discuss approved accommodations, complete the Service Plan, and request the “Passport” (letter detailing approved accommodations) be emailed to instructors.

DETERMINATION OF ACCOMMODATIONS/SERVICES TO BE PROVIDED

All Accommodation Request Forms with accompanying appropriate documentation of disability will be reviewed in a timely manner in accordance with the Americans with Disabilities Act. Each request for accommodation will be evaluated on an individual basis. MATC has discretion in choosing the specific accommodation, aid, or service it provides to the student, as long as it is effective. The student has the right to provide input as to the type and effectiveness of specific accommodations as they relate to their disability. If the request is denied, the student will be contacted by SAS. The need for further documentation or possible alternatives will then be discussed.

If an accommodation or service is not approved, the student has the right to submit a written appeal to the Director of SAS. If further appeal is needed, the appeal should be submitted to the ADA Coordinator.

FINALIZING ACCOMMODATIONS

To begin using approved accommodations/services, the student will need to complete a Service Plan designating the services and test accommodations that will be provided. The Service Plan may be completed electronically by using Adobe Sign or in person with a Disability Specialist. The student has the right to refuse any recommended service or accommodation.

STUDENTS TRANSFERRING TO MATC

Students with disabilities who transfer to MATC from other colleges must follow MATC procedures for determining what and how services and/or

accommodations are provided. The Facilitator of SAS should be contacted to discuss arrangements prior to the beginning of the semester. Appropriate documentation of disability and a completed Program/Class Accommodation Request Form will be necessary before accommodations or services are considered.

ACCOMMODATIONS, SERVICES, AND AUXILIARY AIDS

According to Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the ADA Amendments Act of 2008, it is MATC's responsibility to provide auxiliary aids and services to qualified students with a disability. The student must express the need for an accommodation, auxiliary aid, or service in writing on an Accommodation Request Form and give adequate notice of the need to SAS. MATC may then request that the student provide supporting diagnostic test results, relevant medical documents, and professional prescriptions for auxiliary aids. MATC has discretion in choosing the specific aid or service it provides to the student, as long as the aid or service selected is effective. The student has the right to provide input as to the type and effectiveness of specific accommodations as they relate to their disability. If the student wishes to add an accommodation, a new Accommodation Request form must be completed and approved by the Facilitator. Examples are listed below.

Services:

- Coordination of services by a Disability Specialist

- Liaison with instructors

- Specialized disability-related study skills

- Instruction on use of assistive technology

- Clarification of concepts

- Advising

- Referral to MATC resources:

 - Counseling

 - Peer tutoring (applied for in Tutoring Services on each campus)

Accommodations:

- Test accommodations

Enlargement of handouts and tests/quizzes
Use of Smart Pen or Glean for note taking
Audio recording of lectures (by student)
Preferential seating in class
Classroom interpreters for students who are deaf and hard-of-hearing

Examples of auxiliary aids that MATC provides are:

Smart Pen
Alternative format textbooks
Closed Circuit TV system (CCTV electronic video magnifier)
Scanning & Reading software
Voice-recognition software
Screen reading software
Software to enlarge text on computer screens
Assistive listening devices

TEST/QUIZ ACCOMMODATIONS

Reasonable accommodations for tests/quizzes will be made for students with disabilities who have approved requests for test/quiz accommodations. Program/Class Accommodation Request Forms are used and are available in SAS and at <http://matc.edu/student/resources/needs.html>. The most common accommodations are the services of Kurzweil reading software; use of a calculator; use of a computer; extended time; and special environment. However, written requests for other types of reasonable accommodations based upon documentation of the disability will be considered on an individual basis.

PROCEDURES FOR TEST/QUIZ ACCOMMODATIONS

1. Use of cell phones, iPads, smart watches, notebook computers, headphones or other electronic devices are not allowed in the test booth, unless the instructor has listed the item on the test proctoring

form. Smartphones that monitor blood sugar levels may be left with the Disability Specialist who is proctoring the test.

2. Smoking or tobacco use of any kind is prohibited. Electronic smoking alternatives such as e-cigarettes or vapor cigarettes are also prohibited.
3. The student must meet complete a Service Plan that defines the test/quiz accommodations to be provided and give written permission to notify their instructors. Accommodations can only be provided with the student's written consent to notify the instructor.
4. The student must notify the Disability Specialist on the campus where the class is located of any test/quiz for which they desire accommodations.
5. Test accommodations will be arranged and provided by the Disability Specialist on the campus where the class is located. However, exceptions may be made depending upon test booth availability.
6. The student should give the instructor adequate notice of the need for accommodations. It is also helpful if the student reminds the instructor that the test needs to be brought to SAS.
7. Whenever possible, the student must reserve a test booth in advance. The reservation book covering the entire semester is located at the front desk of SAS. Students should register for a test booth as soon as they are aware a test needs to be taken. If a student is more than 10 minutes late, the booth reservation cannot be guaranteed.
8. All test/quizzes should be taken as close to the same time the class meets as possible. If there is a conflict in times caused by SAS's time schedules, the Disability Specialist will contact the instructor. If the student cannot take the test/quiz on the given day assigned by the instructor, or is absent on the date listed, the student must arrange for permission from the classroom instructor to take it on another day. Disability Specialists do not arrange for students to take tests late.

Disability Specialists will not administer a test that has gone past the testing deadline.

9. For each test, the instructor will complete a Test Proctoring Form designating which materials (i.e., notes, texts, etc.) may be used on the test/quiz. Only those aids designated in writing by the instructor will be allowed no matter what was told to the student. If the student does not agree, the test/quiz will be held by the Disability Specialist and the instructor will be contacted for clarification. Students who become abusive will not be allowed to take the test/quiz.
10. **If a student begins to take a test/quiz, they must finish the test/quiz during that sitting**. If the student leaves the room, the test/quiz is considered finished and will be returned to the instructor as is. (A brief restroom break may be allowed if the Disability Specialist is notified.) If a student has a time conflict and cannot stay for the complete test period, the student must inform the Disability Specialist before they see the exam. Once the student has seen the exam, they must complete it in that sitting. (If breaks are an approved accommodation, the Disability Specialist will make the arrangements.)
11. Test/quiz questions that are unclear will be clarified with the instructor, if necessary. Otherwise, the question will be reworded in a manner that only conveys what the instructor is asking.
12. The test/quiz will be returned to the instructor by the method designated on the Test Proctoring form.
13. All tests/quizzes will be administered by the staff of SAS or professional employees of MATC. Students, tutors, or family members are never allowed to proctor exams or act as readers or scribes for tests/quizzes.
14. If test/quiz accommodations are being denied by the instructor, a complaint should be filed with the Facilitator of SAS, and, if not resolved, with the Director of SAS.

15. During a test, all personal items, except purses, will be kept in lockers or a designated area outside the Center. Purses will be kept on the floor, under the desk, or on a chair in the test booth. However, students are encouraged not to bring purses or book bags whenever possible. Coats may not be taken into the test booth. Oversize bags, such as luggage, may not fit into lockers and will not be supervised by SAS staff. **Water, in a closed container only, will be allowed.**
16. Cell phones, laptops, iPads, smart watches and all personal portable audio/electronic equipment are not permitted in test booths.
17. All tests/quizzes must be started no later than two (2) hours before SAS closes. For example, if the center closes at 4 pm, tests/quizzes must be started by 2 pm. Longer tests/quizzes may require an earlier starting time in order to provide the time accommodation. Students who do not allow enough time for their accommodated time will be asked to sign a form confirming it was their choice to take the test.
18. A student may be asked to show a picture ID (MATC or government issued) before taking a test.
19. If the student is taking an online test or quiz, the Respondus Lockdown Browser program or similar software may be used in the test booth.

DEFINITIONS OF TEST/QUIZ ACCOMMODATIONS – USE OF ASSISTIVE TECHNOLOGY

TEST/QUIZ READER

Assistive software, such as Kurzweil 3000 or JAWS, may be used to scan and read the test to the student. Students will be trained in the use of the software in advance. An alternative may be the use a C-Pen, which only reads printed text. If the test/quiz cannot be read by assistive technology, the test/quiz may be read by an employee of MATC, usually a Disability Specialist. The reader orients the student to the format of the test/quiz and may have to interpret the language of the question if the student does not understand the intent. The reader does not provide answers.

TEST/QUIZ SCRIBE

A test/quiz scribe is an employee of MATC, usually a Disability Specialist, who will write or type the student's answer in response to test/quiz questions when a computer cannot be used due to disability or the nature of the test. The scribe will write or type the student's exact words; the student provides the content of the answers, not the scribe. The purpose of the scribe is to provide a compensatory mode that allows a student who is limited by their disability in the area of written expression to complete written exams. The student is not expected to dictate the spelling of every word, capitalization, or basic punctuation unless it is an "English" or other language test/quiz and that is the purpose of the test/quiz.

USE OF A COMPUTER

The computer should be used as the preferred method of accommodation instead of a scribe whenever possible. If the student takes their test/quiz using the computer, they must use a special blank flash drive that is obtained from a Disability Specialist when the test/quiz is given. In order to obtain the flash drive, an ID is necessary and will be returned when the flash drive is returned. The flash drive must be returned with the test/quiz.

If the flash drive is not returned, the test/quiz will not be returned to the instructor. Flash drives are the sole property of SAS and will be erased after each use.

EXTENDED TIME

Extended time is an accommodation given to students with disabilities who require extra time to complete a test/quiz. The recognized amounts of time are time and a half or double the amount of time given in the regular classroom as determined in the student's approved accommodations. There are circumstances that may indicate a greater need for time, such as multiple disabilities. Written Program Accommodation Requests for more than double time will be considered on an individual basis. Extended time accommodation is also given for online tests/quizzes.

SPECIAL TESTING ENVIRONMENT – PRIVATE TEST BOOTHS

Each campus office has testing booths which provide a private environment which is accessible, properly lit, quiet, well-equipped, and of sufficient size to accommodate the student, personnel, and equipment. The purpose is to provide a testing environment that is as distraction-free as possible. Testing in a special testing environment is an accommodation determined on an individual basis based upon the student's disability and accommodation needs.

REWORDING OF QUESTIONS FOR CLARITY ONLY

Questions may be reworded to clarify what the question is asking, not to provide content, hints, or answers. If the question is asking for a definition, SAS cannot provide the definition. If SAS staff do not understand the test question, the instructor will be contacted.

BREAKS

If a student is approved for brief breaks during testing, before the test begins the student should discuss taking breaks with the Disability Specialist proctoring the test. If a student needs to use the restroom during a test, the Disability Specialist must be informed before the student leaves the Learning Center. It is the student's responsibility to inform SAS staff when they are taking a break. Tests should be hand delivered to SAS staff whenever student leaves the Learning Center. Students must return quickly without accessing student materials. Any other breaks during an extended test, such as a break for lunch, must be worked out with the Disability Specialist before starting the test.

DEFINITIONS OF CLASSROOM ACCOMMODATIONS/SERVICES

IN-CLASS SCRIBES

Students who have an approved disability-related accommodation for an in-class scribe should inform the Disability Specialist at each campus they are attending. The purpose of an in-class scribe is to take dictation for in-class assignments so that the student can participate with the class. The scribe only records the student's words. Evaluation of the content of the assignment is the responsibility of the classroom instructor. Tutoring and notetaking are not provided by an in-class scribe.

NOTETAKING ASSISTANCE

Some students with a disability may have a documented accommodation for note taking assistance. These students should apply for note taking services each semester with their Disability Specialist on each campus. In most cases, the need for note taking services will be addressed by the use of a Smart Pen, a note taking assistive device, or audio recorder. Training and loan of the equipment will be provided. If a Smart Pen is not an appropriate accommodation for a student's disability, the student should consult with the Facilitator of SAS about options.

Students who have served as a note taker are not eligible to receive notetaking services. Note takers who have a change in their disability will need to provide new documentation of their disability to document their new need for that service.

SCRIBES FOR HOMEWORK

SAS does not offer scribes for homework or other personal services to individuals outside of the classroom, including individualized tutoring.

PEER TUTORING

MATC's Tutoring Services offers certain tutoring services to all MATC students, and provides equal access to students with disabilities. Students interested in receiving tutoring should visit Tutoring Services at the Milwaukee Campus or the Academic Support Centers at outlying campuses either in person or online:

<https://www.matc.edu/academics/academic-resources/tutoring-services.html>

Students may want to consider enlisting assistance from their friends and families and allowing extra time in their daily schedules to accommodate lengthy homework assignments. Students may also want to work with a Disability Specialist to discuss alternatives, such as recording assignments and learning to use available assistive technology.

CLASS ATTENDANCE POLICY- USING A SIGN LANGUAGE INTERPRETER

SIGN LANGUAGE INTERPRETERS FOR CLASSES

Students who need sign language interpreters for their classes should submit a Program/Class Accommodation Request Form as soon as they register for their classes. Appropriate documentation of disability must be on file in SAS. Any changes in class schedule must be reported immediately to the Director of Interpreting Services.

LATE FOR CLASS

If you are going to be late for class CALL the interpreter's office (414)297-8070 or Video Phone (414) 892-7124 and

- Leave your name
- Class information
- Time you will be here
- Where interpreter should meet you

If you fail to call, the interpreter will wait 10 minutes for an hour class and 20 minutes for any class longer than an hour.

ABSENT FROM CLASS

CALL the interpreters office (414)297-8070 or Video Phone (414) 892-7124 and leave a message as far in advance of the class meeting time as possible. You are responsible for contacting your instructor. If you are late or miss a class, your interpreter is not responsible for relaying information that was missed.

INTERPRETING SERVICES CANCELLED

Providing interpreting services can be very costly to the college. It is imperative you cancel your services as far in advance as possible. Three failures to notify the interpreter may result in services being canceled.

SIGN LANGUAGE INTERPRETERS FOR MATC EVENTS

Students who need sign language interpreters for MATC events, such as graduation, should submit an online request as soon as they register for the event to Human Resources. Advance notice of at least two weeks is required. [Sign Language Interpreter/C-Print Captionist Request Form](#)

TEXTBOOK TRANSLATIONS – ALTERNATIVE MEDIA (ALTERNATIVE FORMAT TEXTBOOKS/HANDOUTS)

Alternative format textbooks are provided as an approved accommodation for a student with a documented “print” disability that prevents him/her from reading standard, printed instructional materials required in a course that they are enrolled in. SAS will provide most electronic files through Kurzweil accounts. Free Kurzweil accounts and training will be provided to students using this service, at the student’s request. Textbooks will be provided in the KESI format on the Firefly account website. Alternatives, such as PDF & MP3, may be used depending upon availability of the electronic textbook file.

To ensure that a student will get their alternative format for required textbooks at the beginning of the semester, SAS needs adequate notice of the student’s alternative media needs. **Obtaining an alternative format textbook often takes several months.**

A student who is approved to receive alternative format materials is required to follow these procedures to place their request:

1. The student is responsible for submitting an online requests, ([Textbook Alternative Format Request](#)) for the specific required textbooks that will be needed for the course(s) that they are enrolled in. Textbook information can be obtained from the instructor, the Dean, and the college bookstore and is available at the time of registration for classes. If it is difficult to obtain this information, SAS will try to assist. A copy of the receipt of purchase will be required

before electronic textbook files are posted in the student's Firefly account or otherwise distributed.

The student and the Disability Specialist may also want to contact the instructor to obtain the syllabus and handouts for the following semester so that they may also be converted into an alternative format in advance.

2. If the student prefers the Daisy format from Learning Ally, they should register with LEARNING ALLY and utilize their services, when appropriate. Application information is available from SAS staff.
3. If the student prefers the Daisy format from Learning Ally, the student must work with their Disability Specialist to contact LEARNING ALLY to determine if the Daisy format materials are available. A student registered with LEARNING ALLY may request textbooks by telephone 1-800-221-4792 or on the internet (www.learningally.org). If the textbook is not available from LEARNING ALLY and the student wants LEARNING ALLY to convert the textbook, the student may be asked to contact the publisher and ask for complimentary copies to be sent to LEARNING ALLY for processing. Students may also utilize ABLE, if desired.
4. SAS requests 60 days advance notice of textbooks or materials which need to be converted into an alternative format due to the extended time required for preparation. Students should order their textbooks when registering for the following semester. Students must provide the SAS reasonable notice when materials are not available from LEARNING ALLY or ABLE. MATC is not responsible for providing alternative format materials to students who do not comply with these deadlines. Assistive electronic technology, however, is available to meet most reading needs.
5. Basic training on the effective use of the assistive technology is available from the staff of SAS.

6. If the student learns that previously ordered materials are not needed, the student should notify SAS as soon as possible, unless they placed a personal order with LEARNING ALLY.
7. If a student does not provide reasonable notice of need or if SAS does not have documentation that they have alternative format textbooks as an approved accommodation for their disability, it will become the student's responsibility to use assistive technology to read the instructional materials.
8. If there is a last minute textbook change, SAS will assist the student who needs alternative format books by trying to order from LEARNING ALLY, teaching the student to use electronic scanning technology, or checking other course sections.

TYPISTS

Students who would like to have someone type their papers are responsible for hiring and paying for their own typist. According to Section 504, typists are considered a “personal service” and, therefore, not provided by MATC. Disability Specialists are not allowed to type papers for students. Students may also choose to learn how to use assistive technology offered through SAS.

REFUSAL OF INSTRUCTORS OR STAFF OF MATC TO ALLOW SERVICES/ACCOMMODATIONS

If an instructor or staff person who has received a student’s Passport refuses to allow a service or accommodation to be provided to the student who has a documented need and has been approved for such service/accommodation, the student should notify the Facilitator of SAS in writing. If the accommodation is still not provided, the student should contact the Director of SAS.

If an instructor has a question or concern about the accommodation(s), the instructor should contact SAS to discuss the accommodation(s) and develop alternatives, if necessary.

DISABILITY SPECIALISTS

AVAILABILITY OF DISABILITY SPECIALISTS

Disability Specialists are available at the Milwaukee, Oak Creek, Mequon, and West Allis Campuses. Students desiring services should contact the Disability Specialist on the campus where their class is being held. Students attending classes at Walker's Square can utilize SAS services at the campus of their choice. A list of campus contacts is included on page vi.

THE ROLE OF THE DISABILITY SPECIALIST

The role of the Disability Specialist is to expedite the educational process for the student with a disability. This includes, but is not limited to, providing test/quiz and classroom accommodations, working as a liaison with instructors and staff, identifying and suggesting resources at MATC that will benefit the student, assisting the student with clarification of concepts and assignments, teaching students how to use assistive technology, and promoting study skills that enhance the strengths of the student. Students enrolled in SAS should schedule appointments with a Disability Specialist on a regular basis to communicate their individual needs and receive services.

THE RELATIONSHIP BETWEEN STUDENTS AND STAFF

The most effective relationship between a student and the staff of SAS is one of mutual respect in which the student feels free to ask for assistance, share academic concerns, and learn new skills to facilitate the learning process. Although each student has very important concerns and needs, the student must remember that each Disability Specialist provides services for many students. Time is allotted to provide these services based upon documented need and timeliness, never favoritism. All relationships between students and staff of SAS will be conducted in an ethical, legal, and professional manner in order to maintain the integrity of the students, staff, and SAS.

GUIDELINES FOR CONFIDENTIAL INFORMATION

NOTIFICATION OF INSTRUCTORS/STAFF – THE PASSPORT

Instructors will be notified of needed test/quiz and classroom accommodations only after the student has signed a Service Plan. No test/quiz and classroom accommodations will be made in SAS without this written authorization. The student is responsible for notifying their instructors about approved accommodations by requesting a “Passport” be emailed to their instructor. The student may also cancel the authorization at any time in writing to the Facilitator. Students who fail to notify instructors or who refuse to notify their instructors of their approved accommodations waive their right to accommodations of which the instructor has not been notified.

RELEASE OF CONFIDENTIAL INFORMATION

Requests to release confidential information and records to persons/agencies outside of MATC will be processed only in accordance with the written policies of MATC and the Federal Education Right to Privacy Act (FERPA). Completed Release of Confidential Information forms should be directed to the Facilitator. Students with a picture identification card may request a copy of information from their own confidential file kept by SAS. All records must be picked up in person: no records will be mailed, emailed or faxed. In accordance with MATC Policy and Procedures, a \$0.25 fee per page may be charged.

COMMUNICATION WITH PARENTS, RELATIVES, AGENCIES, ETC.

MATC complies with the Federal Education Right to Privacy Act (FERPA). Any student who is registered is considered an adult, and all communication regarding MATC, grades, progress, concerns, accommodations, etc. is with the student. Communication with concerned parents, family members, agencies, etc. is only with the prior written consent of the student. Students may withdraw this consent at any time in writing. Any meeting regarding the student must have the student in attendance.

ATTENDANCE GUIDELINES

ATTENDANCE IN SAS FACILITIES

Attendance for SAS centers is monitored by computer or manually by the staff in the SAS facilities. Students are asked to scan their ID card or enter their Student Number when entering and leaving. If a computer is not available, a sign-in book will be utilized. If a student's attendance is being monitored by a funding agency, it is the student's responsibility to use the attendance computer, if available, and/or work with their Disability Specialist to see that accurate records are kept.

MATC CLASS ATTENDANCE

Students who are utilizing the services of SAS should attend every one of their classes. Unless a special arrangement (i.e. for test accommodations) has been made by the Disability Specialist, the student should be in class and not in SAS during class time.

ABSENCES FROM SCHOOL

If a student is absent from school, it is the student's responsibility to contact the instructor. The procedure for making up missed tests and assignments should be written in the instructor's course syllabus. SAS staff will not deliver a message to the student's instructor(s) that they will not be in school.

CERTIFICATION OF FULL TIME STATUS

Often students request letters to certify full time status for their parent's insurance carriers, scholarship sources, etc. The Registrar's Office on the Milwaukee Campus, 1st floor, S Building, (414) 297-7900, will make the determination of status and prepare a letter for the student upon request for verification of full time status. The student may also request such information from the Registration Department on the Oak Creek, Mequon, and West Allis campuses.

GENERAL SAS GUIDELINES

ACADEMIC DISHONESTY

Students who utilize the services of SAS will be held to the highest standards of academic honesty. Instances of alleged academic dishonesty will be brought to the attention of the student and will be documented for the instructor in a memo with a copy sent to Judicial Affairs. If a student is found to be using unauthorized materials during a test or in any way interfering with the integrity of the test, the test and the unauthorized materials will be taken from the student and forwarded to the course instructor. The instructor of the class will then follow the Procedures Governing Academic Dishonesty as outlined in the “Student Code of Conduct” which is available to all students in the Student Life Office on each campus. It will then be the classroom instructor’s decision as to how to grade the test. If the student disputes the grade, a Grade Appeal Procedure Form is available from the Pathway office or online.

Repeated acts of academic dishonesty may result in restrictions imposed by the Judicial Affairs. If a student fails to comply with the restrictions imposed by the Judicial Affairs, dismissal of the student from SAS may result.

In all cases, the student will be afforded the opportunity for due process, which is as follows:

- Step 1: A meeting with the Director of Student Accommodation Services; if unsatisfied with the resolution/decision, a meeting with Judicial Affairs (or designee) will be scheduled.
- Step 2: A meeting with Judicial Affairs (or designee) for final determination; if unsatisfied with the resolution/decision, the appellate process as outlined in the Student Code of Conduct will be followed. (Article C, Part 3, Formal Hearing Procedure).

CLASS INCOMPLETES

The availability of, and procedure for, arranging an incomplete to finish a course should be listed in the instructor's course syllabus. When the criteria to satisfy an incomplete have been determined, there is a contract that must be signed by the instructor and student and then filed with the instructor's Pathway. It is important to note that an incomplete is not available in all courses. Read the syllabus! Incompletes may also negatively affect academic or financial aid status. SAS does not grant Incompletes. Incompletes are the decision of the instructor.

SELF ADVOCACY

Students are encouraged to use their self-advocacy skills to facilitate their approved accommodations and resolve concerns. On occasion, an instructor may forget what accommodations a student is entitled to receive. Self-advocacy is the art of communicating one's needs in a professional, courteous manner to ensure that one's needs are met in a timely manner. A strong self-advocate is able to discuss needed accommodations, proactively identify situations which may require accommodations, and communicate effectively with instructors, staff and counselors to resolve concerns.

EQUIPMENT LOAN

Equipment, textbooks, tapes, or materials that are borrowed from SAS must be documented. Small dictionaries, calculators, etc. may be obtained, if available, by exchanging the student's MATC ID card for the item when the item will be used within that SAS facility. When the item is returned, the ID will be returned. Equipment that will be leaving the SAS facility will require the student to sign a form. If equipment is not returned in good working order, SAS will request a hold be placed on the student's account until the item is returned or financial compensation made. Equipment loaned to students does not constitute its use as an approved accommodation. Use for all equipment in classrooms must be listed as an approved accommodation on the service plan. Students with unreturned equipment will receive two notices regarding the return of the item. After 30 days past the second notice, SAS will no longer accept the item for return and the student's account will be charged.

EXTENSIONS ON ASSIGNMENTS/TEST

If a student is unable to complete an assignment or test and needs additional time to finish it, the student must discuss it with the instructor of that class. Students who work with a Disability Specialist on a regular basis usually do not fall behind.

COMPLAINTS/GRIEVANCE PROCEDURES

- Any complaints or grievances regarding accommodations provided by SAS on all four campuses should first be directed to the Facilitator of SAS. If unresolved, the Director of SAS should be contacted.
- Any complaints or grievances regarding the day-to-day operation of SAS at any campus should be directed to the Director of Student Accommodations. If unsuccessful, contact the Executive Vice President of Student Success.
- Students who have complaints and grievances regarding sign language interpreting services should contact the Director of Interpreting Services. If further action is needed, contact the Student ADA/504 Coordinator.
- Complaints and grievances regarding SAS facilities and accessibility should be referred to the Director of Student Accommodation Services.
- All academic grievances, for example grade appeals, should be handled according to MATC policies and procedures as outlined in the “Student Code of Conduct.” The names, office locations, and telephone numbers of these employees are located on page *vi* of this guide.
- If a student disagrees with a decision regarding an accommodation or service request, the student may appeal the decision within 10 business days. The appeal must be in writing and submitted to the Director of

Student Accommodations. If unresolved, the appeal must be submitted to the ADA/504 Coordinator.

PRESENCE OF CHILDREN IN SAS FACILITIES

In order to insure the rights of all students, children will not be allowed in SAS study or testing facilities. Disability Specialists are not available to care for children while students are attending class or testing. If a student needs assistance in making child care arrangements, they should discuss this with a Disability Specialist.

USE OF THE INTERNET IN SAS FACILITIES

SAS has a limited number of network computers with adaptive equipment which have access to the internet. Students should limit their use of the internet on these computers to research for course projects and papers. Students who wish to use the internet for personal communication should use the computers in the libraries or Academic Support Centers.

SERVICE ANIMALS IN CLASSROOMS AND LABS

Service animals are always welcome in the public areas of MATC, such as Registration, libraries, Academic Support Centers, cafeterias etc. However, students who require the use of a service animal in a MATC classroom, lab, or clinical site should submit a written Program/Class Accommodation Request form to the Facilitator of SAS prior to the start of the semester. The student should include documentation of disability from a doctor, psychologist, or psychiatrist of the need for a service animal and the role of the service animal in the student's daily life. The student is responsible for making sure the service animal has adequate breaks outside in designated areas only, and adequate food and water. If the service animal has an accident, the student is responsible for all clean-up in a timely manner. The handler is also exclusively liable for any harm that the animal may cause, not MATC.

The student is also responsible for any PPE (Personal Protective Equipment) necessary to protect the service animal in labs using chemicals and biohazards, such as Barber/Cosmetology, Nail Tech, Chemistry, Microbiology, etc.

USE OF SERVICE ANIMALS BY VISITORS TO MATC

Members of the general public may bring service animals to MATC public functions. The Wisconsin public accommodation statute, Wisconsin Act 354 (2005), applies to people who are at MATC as members of the public for public events at the college. Examples of public events are the District Board meeting, graduation, or a public event like a speaking engagement or performance that was open to the public. It also applies to MATC public services such as Barber/Cosmetology services and other open to the public services for a fee. Public Safety has authority to ask if the animal is a service animal and what tasks the service animal is trained to perform but cannot ask about the handler's disability.

MOTORIZED TRANSPORT DEVICES (Scooters, Segways, power wheelchairs, etc.)

Students who utilize motorized transport devices are responsible for safely operating those devices within MATC. Students who cannot control their device or operate it at speeds too fast to maintain the safety of the student and people in the hallway will be referred to Judicial Affairs. The student owner of the device is also responsible for the maintenance, charging, and repair of the device. MATC is not responsible for any device left alone on its premises and will not store/charge any device for a student.

PERSONAL AIDES, ATTENDANTS, NURSES, ETC.

Students who require assistance for any personal care activity (including dressing, toileting, feeding, drinking, transferring, or accessing purses/book bags) or medical treatment are responsible for finding, hiring, paying, and transporting that aide, attendant, nurse, etc. SAS staff will share any information about resources for this service if they are aware of them. Students should plan at least two (2) months in advance to arrange this service. When an aide,

attendant, or nurse will be attending classes with a student, the student should submit a Program/Class Accommodation Request form before the start of the semester.

MATC RESOURCES

Students enrolled with SAS are encouraged to utilize all of MATC's resources to enhance their education. These include all Academic Support Centers and Tutoring Services. Students should check with each center regarding their hours of operation. In addition, MATC offers many other resources such as the Student Resource Center, CareerHub, Financial Aid Office, Library, Multicultural Affairs Office, and Student Life Office. Disability Specialists have more information about these and other MATC services and programs. There is more information about all these areas posted on MATC's website: www.matc.edu.

TUTORING SERVICES

Peer tutoring is offered on all four campuses to all students at MATC. Availability of tutors is dependent upon the number of students who apply to be a tutor, the prospective tutor's eligibility, and the mutual hours that the tutor and student have available. Tutoring is usually offered in-person and online to small groups of students only. MATC makes every effort to find peer tutors for students who request them. However, there are times when tutors are not available. This is often true in accounting, graphics, high level mathematics, and technical areas. Students are encouraged to apply for services at the beginning of each semester. Please see the MATC tutoring webpage or a Disability Specialist for more information.

ACADEMIC SUPPORT CENTERS

MATC offers extensive academic support to all students through the Academic Support Centers located on all four campuses. Specialized assistance in math, sciences, health occupations, writing, business areas, etc. is available online or

on a walk-in basis. Check with each center for offerings and hours. Please see the MATC tutoring webpage or a Disability Specialist for more information.

ON-LINE TUTORING (Internet)

Tutoring assistance is also available online when classes are in session. More information is available at (414) 297-6791. The internet address is https://guides.matc.edu/Tutoring_Services/types/Online

PAY FOR PRINT

MATC has implemented a Pay for Print policy that gives each registered student \$10.00 worth of printing each semester for use in MATC classrooms and support centers. For all printing, students will be required to scan their ID card and utilize Pay for Print money. If the \$10.00 is exhausted, the student may add their own money to the Pay for Print account. Tests/quizzes taken in SAS facilities will not count against the student's Pay for Print account. SAS staff cannot use their IDs to print for students. It is the student's responsibility to have sufficient funds available to them on their MATC IDs.

ADVISING

Assistance with course selection is available through the student's Pathway. Students should register as early as possible in order to assure better course selection and to arrange for alternative media, if necessary. Before dropping classes, it is wise for students to speak with their advisors/counselors and the Financial Aid office at their campus.

MATC MENTAL HEALTH COUNSELING SERVICES & RESOURCES

MATC has licensed professional counselors to provide short term support to students with mental health needs and concerns. Please contact them at counseling@matc.edu or 414-297-7710.

CAREER HUB: STUDENT EMPLOYMENT, CAREER & TRANSFER

Students desiring the opportunity to explore new career options, have prior experience evaluated, or participate in career readiness activities should contact the Career Hub located on the Milwaukee, Oak Creek or Mequon Campus.

RULES OF THE SAS FACILITIES ON ALL CAMPUSES

To ensure that the rights of all students are respected, the following rules are in effect:

1. Students who are studying or testing must not be disturbed.
2. All food and drink, except bottled water, must be consumed outside of SAS. No other food or drink is allowed.
3. Book bags, purses, or similar carriers, must not be left unattended in SAS. Students are responsible for their personal property at all times. If a bag is left unattended, Public Safety will be notified for removal.
4. During a test, all personal items, except purses, must be kept in lockers. Purses can be kept on the floor under the desk or on a chair in the test booth. However, students are encouraged not to bring purses or book bags whenever possible. Coats should be left in the lockers provided. Students can bring their own locks.
5. Bottled water or water in a closed container only, will be allowed in the test booth.
6. Cell phones, laptops, tablet computers, iPads, smart watches, and personal portable audio/electronic equipment are not permitted during testing.
7. Staff who are working with other students, particularly when giving tests, should not be interrupted.
8. Appointments or test booth reservations made by other students must not be erased. Double booking appointments, without checking with your Disability Specialist, is not permitted.
9. Telephone calls are limited to MATC extensions.

10. Duplication of materials (“Xeroxing”), excluding enlargements for accommodations, by the SAS copy machine is not permitted. The location of the copy machines available to students on each campus can be requested.
11. Due to the specialized nature of SAS and the need to minimize distractions, no children will be allowed in any area of SAS. If assistance in arranging child care is needed, the student should see a Disability Specialist.
12. We strive to maintain a quiet environment so students can focus on their studies. Tables should only be used by those actively engaged in quiet study. Students socializing will be asked to move to a common area of the school. Please maintain your “quiet voice” while in the study area.
13. Students requesting a copy of information from their own confidential file kept by SAS must make that request in writing. All records must be picked up in person with a picture identification card: no records will be mailed, emailed or faxed. According to MATC Policies and Procedures D, there will be a nominal charge paid in advance.

ALTERNATIVE FORMAT RESOURCES

Learning Ally (formerly Recording for the Blind and Dyslexic, RFB&D)
20 Roszel Road
Princeton, NJ 08540
1-800-221-4792
www.learningally.org

Audio & Braille Literacy Enhancement, Inc., ABLE (formerly Volunteer Services
for the Visually Handicapped)
803 W. Wells Street
Milwaukee, WI 53233
(414) 286-3039
www.ablenow.org

Wisconsin Talking Book and Braille Library
813 West Wells Street
Milwaukee, WI 53233-1436
(414) 286-3045
1-800-242-8822 (WI)
<https://dpi.wi.gov/talkingbooks>

Bookshare
(650) 352-0198
www.bookshare.org/cms

DIVISION OF VOCATIONAL REHABILITATION

Students with disabilities are encouraged to contact the Division of Vocational Rehabilitation (DVR) to apply for services. Students who are consumers of DVR must communicate frequently with their counselor. It is the student's responsibility to provide copies of their grades or other materials when necessary. Students must also consult with their DVR Counselor before adding and dropping any classes, before making any program changes, and if any concerns arise. It is also very important to apply for Financial Aid as early as possible and provide a copy of the Grant Award Letter to the DVR counselor.
www.dwd.wisconsin.gov/dvr/