

**WORKING WITH STUDENTS
WITH DISABILITIES:
FACULTY RESOURCE GUIDE**

**MESA COMMUNITY COLLEGE
DISABILITY RESOURCES & SERVICES**

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www.mc.maricopa.edu/disability/

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INTRODUCTION

Students with Disabilities at Mesa Community College

In the United States today, approximately 43,000,000 people have disabilities. The estimated percentage of college students with disabilities ranges from 5% to as much as 10%. During the MCC 1999-2000 scholastic year, 759 students registered with DRS reported 937 disabilities on their initial student information forms. These figures are deceptive, however, because many students choose not to initially report disabilities, and because disability incidence data would suggest much higher numbers. For example, it is estimated that 5% of the general population have specific learning disabilities.

Considerations for Faculty

The underreporting of disabilities among Mesa Community College students is a concern n our commitment to fostering student academic achievement. Some students aren't aware there's a reason for their learning problems, and many do not know that accommodations are available to assist them. There is also a stigma associated with being different; many times students are reluctant to ask for assistance. In a Federally required compliance audit conducted several years ago, the auditors recommended that faculty members assist in the identification of students with disabilities by including a statement in the syllabus similar to the following:

"If anyone in this class has a documented disability, including a learning disability, and would like to discuss possible accommodations, please see me or contact Disability Resources and Services in Building 37 as soon as possible."

A similar statement might be read in class. Some instructors routinely have students complete information cards, and include a place for disability accommodation.

You, as faculty, do not have to be experts in deciding appropriate accommodation. The majority of adjustments can be arranged by the Disability Resources and Services office. The legal requirement to provide access and accommodation is not the overriding concern; the objective is student success.

SECTION 504 AND THE AMERICANS WITH DISABILITIES ACT

Two laws have had a profound impact on the role and obligations of colleges and universities regarding access, accommodations and services for persons with disabilities. The first law was **Section 504 of the Rehabilitation Act of 1973**. The second was **The Americans With Disabilities Act**, which became law on July 26, 1990. For disabilities professionals in higher education, the ADA was not a startling change: ADA was modeled after Section 504, but the effects are much more inclusive and far-reaching.

Who is a Person With a Disability?

A person with a disability is someone who:

1. Has a physical or mental impairment that substantially limits one or more major life functions (such as performing manual tasks, walking, seeing, hearing, speaking, breathing or learning)
2. Has a record of a physical or mental impairment
3. Is regarded as having substantially limiting physical or mental impairment, even though the impairment is insubstantial or a reflection of the attitudes of others or nonexistent

The term "physical or mental impairment," includes, but is not limited to, speech, hearing, visual, and motor impairments; cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, diabetes, heart disease, AIDS, mental retardation, emotional illness; specific learning disabilities such as perceptual handicaps, brain injury, dyslexia, minimal brain dysfunction, and developmental aphasia.

Who is Affected by the Law?

"No otherwise qualified handicapped individual shall, solely by reason of his handicap, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program receiving Federal financial assistance." (Section 504)

The Civil Rights Restoration Act of 1987, established that if Federal financial assistance is received by any program, directly or indirectly, in a college, then the entire college and all of its programs are covered under the requirements of the law. Further, under The Americans With Disabilities Act, the same coverage is extended to all places of public accommodation.

"Otherwise Qualified"

"A recipient to which this subpart applies may not, on the basis of handicap, exclude any qualified handicapped student from any course, course of study, or other part of its educational program of activity." (Section 504)

In addition to meeting the legal definition of being a person with a disability or handicap, the student must also be "otherwise qualified" in terms of meeting a program's requirements. Two Supreme Court decisions have upheld excluding students from programs if they cause a potential risk to others (Southeastern College v. Davis and Doe v. New York University.) However, decisions regarding qualifications for a program must be made very judiciously, because other court decisions (i.e. Pushkin v. Regent of University of Colorado) have shown that decisions cannot be based on unfounded assumptions.

Reasonable Accommodation

In section 84.44, of Section 504, the law is very specific regarding the provision of accommodations, including modification of program requirements that are:

"not essential to the program of instruction...or to any directly related licensing requirement. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are taught."

In response to this requirement, the MCCCCD Board recently approved a Policy for Course Substitution for Students With Documented Disabilities. (See Appendix Page 29)

Section 504, also specifies that the college: "may not impose upon handicapped students other rules, such as prohibition of tape recorders in classrooms or of dog guides in campus buildings, which have the effect of limiting the participation of handicapped students..."

Other academic accommodations, such as special testing arrangements, commonly provided on campus by Disability Resources and Services, are also specified in the same section of the law. In addition, auxiliary aids are specifically defined to include:

"taped texts, interpreters or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and actions."

It is remarkable to review definitions written more than twenty years ago and realize that technology that did not exist at that time is still covered under the broad inclusiveness.

DISABILITY RESOURCES AND SERVICES

The Disability Resources and Services Office provides, at no charge, extensive services for students with a wide variety of disabilities, including learning disabilities. Our purpose is to help the student:

- * Become more independent and self sufficient
- * Achieve optimal potential
- * Improve self-awareness, self-esteem, and self-identity
- * Overcome personal obstacles to academic success

Office Location and Hours

Building 37, SS 3W

Monday – Thursday	8:00 a.m. – 8:00 p.m.
Friday (fall & spring)	8:00 a.m. – 5:00 p.m.
Friday (summer sessions)	closed

Contact: Jack Clevenger, Coordinator

www.mc.maricopa.edu/disability/	
480-461-7447	(voice)
480-461-5587	(TDD)
480-461-7909	(fax)

Services for Students

Mesa Community College provides an atmosphere of accessibility and encouragement in which services vary according to the needs of the individual student. The key to planning is to determine what the student will require to enhance his/her opportunities for academic success. Some of the support services DRS offers are:

- Advisement
- Registration in the office
- Testing accommodations appropriate for the disability, such as extended test times
- Aides, such as note takers, interpreters, scribes, readers, and lab assistants
- Adaptive equipment, such as print enlargers, computer adaptations, assistive listening devices, and closed-caption video services
- Coordination with community agencies
- Bookstore assistance
- Disabled parking permits

Services for Faculty

The Disability Resources and Services staff is available to consult with faculty regarding students with disabilities in your classes. It is primarily the student's responsibility to identify himself to faculty as a person with a disability. If the student is requesting accommodation or if it is felt he would benefit from special assistance, DRS will provide written notification verifying the need.

Please call the DRS office for assistance. Often through collaboration we can find solutions to difficult challenges, as each student is different. We are fortunate at MCC to have great faculty support for our students.

Equipment: Disability Resources and Services Office

TDD (Telecommunication Device for the Deaf)
Perkins Braille
Visual Enlarger (B/W and color)
FM Assistive Listening Devices
Tape recorders, variable rate
Loaner wheelchair and crutches

Equipment: Integrated Library /High Tech Center's Adaptive Lab

Hewlett Packard Laser Jet printer
Reading Edge portable reading machine
Versapoint Braille
Various adaptive software programs, including:
JAWS Synthesized Voice Computer Screen Reader on all 7 computers
Voice Recognition Pentium Computer (Dragon Dictate) on all 7 computers
Zoom Text Level 2 Screen magnification software
6 Compaq Desk Pro computers with 20" monitors and 1 with 19"
Panasonic TV with solid state color video camera: enlarges images or people
Adjustable workstations on 2 computers (some library workstations also adjustable)

An adaptive computer lab aide is available for assistance during specific hours, posted on the lab window.

HEARING IMPAIRMENTS

Unlike blindness, there is no legal definition of deafness. Hearing impairment covers a broad range of mild, moderate or profound loss and affects 21 million people in the United States.

Mild or Moderate Loss

Some students rely on the use of hearing aids and speechreading/ lipreading. For many of these students, an FM Assistive Listening Device (ALD) is extremely helpful when used for faculty lectures, theatre presentations, films, and a variety of other situations.

Speechreading is a very difficult skill to master, since only 26%-36% of spoken English can be identified visually. To speechread well, a person must have good intelligence, exceptional language ability and visual acuity, as well as considerable motivation. The following are some suggestions that will enable the student who is relying on speechreading to understand you better:

1. Face the hearing impaired student while speaking.
2. Stay within 3-10 feet of the student while speaking.
3. Keep the sunlight on your face, not on your back.
4. Seat the student according to these variables:
 - a. 3 - 10 feet from you
 - b. accessible enough for you to make sure he/she is following directions
 - c. paired with a hearing student who can be of assistance
 - d. arranged so that lipreading during discussions is possible
5. Speak in a full, but not loud voice.
6. Speak carefully, but don't over enunciate.
7. Clarify a concept by rephrasing the sentence rather than repeating it (remember his language and vocabulary difficulties).
8. Use as many visual clues as possible (i.e., pictures, new or unusual vocabulary on chalk board, overhead projector, etc.)
9. Consider the following when showing movies and videos:

- a. Most videotapes and movies are available in closed-caption format for the hearing impaired.
 - b. Seat the student near the audio equipment.
 - c. Realize that the student may not be able to watch the movie and take notes at the same time, especially if his/her hearing is quite limited.
 - d. The student will not be able to read the teacher's lips if he/she talks in the dark.
10. Avoid obstructing the view of the speaker's mouth (hands in front of face, pencil in mouth, gum, mustache, etc.)

Severe or Profound Hearing Loss

Persons with a severe or profound hearing loss are classified as "deaf;" some may be able to hear loud noises, but can't understand connected speech. The deaf are divided into two groups: those who were born deaf, or became deaf shortly after birth; and those who lost their hearing later in life, after they learned language. The second situation often results from an accident, illness, drugs, or exposure to loud noises.

The group known as the prelingually deaf may have more communication difficulties. They have never heard speech and, therefore, have not learned language the way most hearing persons have; as a result, they may never acquire fluency in the use of language. Lipreading depends on a person's ability to fill in the missing parts of speech since only a small percentage of speech is visible on the lips. As a result, this is a very difficult method of communication for the prelingually deaf, since they do not have the background knowledge of language structure.

Many of the deaf depend on sign language as the preferred method of communication. Using an interpreter is the most effective method of communicating. It is becoming more common to use interpreters in the classroom, and the instructor can utilize the interpreter more effectively by considering the following suggestions.

Working with an Interpreter

In the educational setting, the interpreter is a valuable and essential part of the communication between college employees and the deaf student. He or she will translate spoken English into manual communication.

The best teacher/interpreter relationship is based on trust and mutual respect for the importance of each job. It is helpful to meet, preferably in the presence of the deaf student, at the beginning of the course to begin establishing this relationship. Reliance on a deaf student's ability to speechread should never replace the need for an interpreter, assuming that the deaf person knows sign.

The role of an interpreter for a deaf student is similar to that of a foreign language interpreter. S/he translates the teacher's instruction and other English communications from students or audio-visual materials into sign language for the deaf student. The interpreter can also speak for the deaf student when necessary.

The interpreter will usually stand to the teacher's left or right, in good light, so the student can maintain eye contact with both the teacher **and** interpreter. The interpreter will not provide direct instruction or substitute his or her personality for that of the teacher; he/she is only a means of communication. He/she should not answer the student's questions about instruction; the student should ask the teacher directly or through the interpreter.

If the interpreter is absent when the class is scheduled to begin, there are several options. Do more board or overhead work and make sure the deaf student gets good notes from the note taker. Slow down the pace of the class to allow more time for the deaf student to follow along. Or the class can be taped and interpreted later.

Summary

1. The interpreter will usually stand to your left or right and must be in good light.
2. The interpreter generally adjusts to the pace of the teacher, but occasionally the interpreter will ask the teacher to slow down or repeat something.
3. There is a time lag between the teacher's instruction, interpretation, and the student's reception of the instruction.
4. A brief outline can help both the interpreter and student follow the lecture; it is helpful to have this in advance in order to study the vocabulary and read ahead.
5. Try to present new vocabulary in advance because it is difficult to speechread or spell unfamiliar words. If this is not possible, write new vocabulary words on the board or use an overhead projector.
6. When using audio-visual materials that require special lighting, the interpreter must be in good light; a small lamp or second projector may be needed.

VISUAL DISABILITIES

According to the dictionary, blindness is defined as "no light perception," however, the term "legally blind" stems from the Depression years when the Federal Government utilized acuity and field loss to determine eligibility for special services.

Individuals are classified as legally blind when their corrected vision is only 20/200 or their peripheral vision is less than twenty degrees. A person with 20/200 vision can see at twenty feet what the normal person with 20/20 vision can see at two hundred feet. Partially sighted persons have corrected vision ranging from 20/70 to 20/200; these persons are not considered legally blind, but still require some teaching aids. The term "visually impaired" includes both the legally blind and the partially sighted.

Many accommodations are available for students with visual impairments, however faculty assistance is often needed to obtain course materials as much in advance as possible. For example, if textbooks change, a new text may need to be recorded by Recordings For the Blind and Dyslexic; two months' lead time is usually required.

Mesa Community College's Adaptive Lab has the equipment to Braille some types of material, such as exams. Speech synthesizer software is available to read print to blind students, and print enlargement software enables partially sighted students to access computers. Visual enlargers for textbooks and other printed materials are available in the Disability Resources and Services Office, the Integrated Library/High Tech Center, the Open Entry/Open Exit Lab, and the Assessment Center.

Sometimes course modifications are necessary to accommodate blind students. For example, one blind student wanted to take a keyboarding class, but the software was not speech compatible. DRS was able to obtain software compatible with speech synthesis, and the faculty member designed course objectives and assignments for that specific student. DRS then provided an aide to work one-on-one with the student, who completed the work in the Disability Resources and Services office.

Possible Accommodations

- Recorded textbooks and class materials
- Use of visual text enlarger
- Computer hardware and software adaptations
- Note taker/Scribe
- Tape recorder
- Print converted to Braille
- Lab aide
- Testing accommodations
- Attendance by service dog

LEARNING DISABILITIES

There are many misconceptions about learning disabilities. Often students with learning problems are reluctant to identify themselves and/or do not realize that they may qualify for accommodations that will greatly enhance academic success. It is important to realize that persons with learning disabilities have **average or above average intelligence**.

The definition commonly in use in colleges is from the U.S. Department of Education, Rehabilitation Services Administration:

" A specific learning disability is one or more of the central nervous system processes involved in perceiving, understanding, and/or using concepts through verbal (spoken or written) language or nonverbal means. This disorder manifests itself with a deficit in one or more of the following areas: attention, reasoning, processing, memory, communication, reading, writing, spelling, calculation, coordination, social competence, and emotional maturity."

Other Terms Commonly Used:

Dyslexia - difficulty with reading
Dyscalculia - difficulty with numbers
ADD - Attention Deficit Disorder
ADHD - Attention Deficit/Hyperactivity Disorder

Possible Accommodations: (Depending on subject, specific learning disability and severity)

Extended time on tests
Private testing room
Reader/scribe assistance
Academic tutoring
Use of calculator
Use of dictionary
Note taker
Taped texts
Use of computer
Specialized software and computer access (i.e., speech synthesizer, grammar/spell check)

ORTHOPEDIC DISABILITIES

A person with an orthopedic disability has an impairment that interferes with the normal functioning of bones, joints, and muscles. Impairment ranges from mild to severe, and care must be taken not to generalize about the severity of specific disabling conditions. Each student must be considered individually with regard to any special accommodation that might be indicated either in the classroom or at a work site.

The best expert on a specific condition is the student, but s/he may be reluctant to ask for help; the instructor may need to approach the student openly. Faculty members should not hesitate to contact Disability Resources and Services for assistance.

Here is a brief outline of some of the more common mobility-related disabilities:

Arthritis - The term simply means joint inflammation, and may be due to a variety of causes, including infectious agents, rheumatoid arthritis, and degenerative joint disease. Although there is no "cure" for arthritis, there have been many surgical advances in recent years to increase function and mobility. There also have been notable advances in the medical management of inflammation and pain.

Cerebral Palsy - Refers to a variety of neurological conditions first noted in infancy and early childhood. Motor disability results from brain damage, and is not normally progressive. Some or all limbs may be involved; speech may be affected. The condition affects the muscles, causing spastic, rigid, or uncontrolled movement and can range from very mild to very severe.

Muscular Dystrophy – A progressive disease caused by the degeneration and weakening of muscle fibers and their replacement by fatty tissue.

Other Congenital Conditions - conditions present at birth may include absence of limbs, dwarfism, spina bifida (failure of the spinal cord to be enclosed).

Traumatic Injuries - These are injuries caused by accidents and operations, such as amputations and paralysis. To differentiate degrees of paralysis, the most common terms are: hemiplegia (one side of the body is involved), paraplegia (involving the lower limbs), and quadriplegia (all four limbs involved),

Hemiplegia is most commonly caused by stroke or other injury to the brain; the side paralyzed is opposite the damaged portion of the brain. In spinal cord injury, the degree of motor and sensory loss depends upon the location of the injury and its severity; generally, the closer to the base of the skull that the injury occurs, the more severe the handicap.

Possible Accommodations (individually determined):

Computer software/hardware adaptations

Lab assistance
Testing accommodations
Loaner wheelchair
Attendance by canine companion
Scribe
Note taker
Tape recorder
Taped text books
Special arrangements for field trips

PSYCHOLOGICAL/PSYCHIATRIC DISABILITIES

Students with psychological or psychiatric disabilities will not usually identify themselves to faculty because of the type of disability. Yet these students, because of their disabilities, require class accommodation in order to be successful. It is especially challenging for faculty to not only identify students with mental conditions, but to deal with the students effectively when there are sometimes behavioral issues.

Students with mental disabilities who require accommodation are also required to provide Disabilities Resources and Services with documentation from their treatment provider. The documentation assists in prescribing appropriate and reasonable assistance, which varies considerably depending upon the diagnosis, student's academic ability, and the severity of the condition. There also may be accommodations required to ameliorate the affects of psychotropic medication.

Classroom indicators may be extremes of expressed hostility and anger, concentration difficulties, feeling overwhelmed, poor note taking, lethargy, sleeping in class, etc. It is to the student's advantage to speak to him privately to ask more about the problems he is experiencing. If the student indicates he has difficulties, he may be referred to Counseling or to Disability Resources and Services. If the student indicates that the problem is medically-related, he should be referred to Disability Resources and Services.

Possible Accommodations

- Extended time for exams
- Note takers
- Tape recording
- Tutoring
- Selective advisement

OTHER DISABILITIES

In addition to students with obvious disabilities, such as those discussed previously, there are many with less visible disabilities, which may require special accommodation or understanding.

In Arizona, we find many individuals with respiratory problems, some of whom have relocated here because of their specific problems. In this category we have people with asthma, allergies, cystic fibrosis, emphysema, chronic obstructive pulmonary disease, etc. Usually, minimal accommodations are necessary, but some of these conditions are aggravated by chemical fumes, dust, and tobacco smoke.

Additionally, there are students with cardiovascular problems, AIDS, diabetes, kidney disease, cancer, etc. Most of these conditions require little special classroom assistance, but at times of exacerbation the student may request any of the following; additional time to complete exams or papers, prolonged classroom absence, or even home study. You may wish to discuss specific requests with Disabilities Resources and Services to determine what is reasonable under the circumstances.

In the Appendix on Page 20 there is information for faculty regarding procedure to follow should a student with epilepsy have a seizure on campus. This is an uncommon event, since most seizure disorders are well controlled by medication. The reason that campus Public Safety is to be called first is so that we can be sure that paramedics, if needed, will be able to find the location of the student.

STUDENTS WITH MEDICAL DISABILITIES

MCC is experiencing an ever increasing number of students with disabilities. Some of these are individuals with medical conditions such as seizure disorders or heart problems. The information below will help you assist a student who may pass out in class because of a seizure or other health related problem. Students with disabilities who have identified themselves as having serious health conditions will have completed an EMERGENCY INFORMATION CARD at the Disability Resources and Services office, which is then forwarded to MCC Security, with a copy kept on file in the DRS. If a student has come to you to discuss a medical condition and has **not** been to DRS to complete an EMERGENCY INFORMATION CARD, you might suggest that he/she complete this form for personal safety.

MEDICAL EMERGENCIES IN THE CLASSROOM

If a student discloses a medical disability that may lead to an emergency situation in the classroom, the faculty member should encourage the student to fill out an EMERGENCY INFORMATION CARD in the DRS office. After the card is completed, a copy is made for DRS files before sending it to Security.

In the event that someone has a medical emergency in a classroom or campus facility, **call SECURITY at 1-7777**. There are blue posters in classrooms and department offices outlining procedures to follow for emergencies after calling 1-7777.

If the instructor sees a student having a seizure, the procedure given below can serve as a guideline.

DURING THE SEIZURE

The person may fall, stiffen and make jerking movements. Pale or bluish complexion may result from difficult breathing.

1. Stay calm and call Security at 1-7777.
2. Help the person into a lying position.
3. Move the person away from hard or sharp objects or move them away from the person.
4. Put something soft (coat or similar object) under the person's head.
5. DO NOT FORCE anything into the person's mouth.
6. DO NOT RESTRAIN the person's bodily movements.

AFTER THE SEIZURE

The person will awaken confused and disoriented.

1. Turn the person on one side to allow saliva to drain from the mouth and to keep the air duct open.
2. Do not offer the person any food or drink until fully awake.
3. Remain with the person until fully awake.

If your department's staff members have any questions, don't hesitate to call Disability Resources and Services for assistance: (480-46)1-7447.

CLOSED-CAPTIONING FOR VIDEO PROGRAMS

For Classroom Video Viewing

MCC Media Services has a full range of closed-captioning options for students who wish to view video programs, either live or on videotape. Arrangements can be made, as follows:

1. Have your instructor call (480-46)1-7687 or go to Media Services in the Academic Support Building (old library) to complete an AV REQUEST FORM. The instructor can have the video program “piped in” to the classroom on the specified day and time, or have a TV/VCR combo brought to the classroom.

2. You will need to have your instructor include the following when making a request for closed-caption viewing:

- Date, time, and location of the program to be viewed, for example:

Tuesday, March 5, 2000

10:00-10:50am

EP5S

Name of videotape or TV program to be viewed

3. At the beginning of the semester, it’s a good idea to ask each instructor what video programs will be viewed by the class. You and the instructor then need to determine if the program on videotape has been encrypted with captions, or will be shown live with closed-captioning availability.

4. If the program that will be viewed in class, or is required for your coursework, is not encrypted with closed captioning, you will need to make arrangements with DRS to find a note taker or interpreter for the deaf, whichever you prefer. You will need to make your request **at least 5 working days prior** to the viewing date.

For Out of Classroom Viewing

The Paul Elsner Integrated Library/High Technology Center (IL/HTC) has a number of TV/VCR combos for viewing captioned video programs. There are units with headphones available for individual use, as well as modules set up in private rooms for small group use. Please ask a staff member for assistance in finding what you need.

If you or your instructor have questions, please check with Disability Resources and Services (DRS); phone numbers are: 480-461-7447 (voice) or 480-969-4487 (TDD).

You can also send e-mail to: clevenger@mail.mc.maricopa.edu for assistance.

TESTING ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

INSTRUCTOR'S GUIDE

Dear Instructor,

Students with documented disabilities are often afforded extended time or proctored tests as part of their classroom accommodations. The following guidelines may benefit you if you receive an instructor's notification that includes testing accommodations:

1. The instructor takes the tests to the **ASSESSMENT CENTER** where the exams are kept secure until the student takes the test at the scheduled time. The instructor fills out the **ASSESSMENT SERVICES INSTRUCTIONS FOR EXAM ADMINISTRATION** form specifying the instructions for the test. Please fill out this form completely.
2. Students with testing accommodations that require a test proctor or private room need to schedule the test through **Disability Resources & Services**. A minimum of **two (2) days** is required for making said accommodation arrangements. Please inform student of test dates as soon as possible.

**IT IS THE STUDENT'S RESPONSIBILITY TO MAKE
ARRANGEMENTS FOR ACCOMMODATION.**

3. The test remains secure in the Assessment Center until the instructor picks it up. It will not be sent back in the campus mail.
4. Please do not hesitate to call DRS at (46)1-7447 if there are any questions regarding these guidelines or testing accommodations.

MCC DISABILITY RESOURCES & SERVICES

TEST ACCOMMODATION REQUEST FORM

Student: The information requested below, and any documentation regarding your disability and your need for accommodation in testing, will be considered strictly confidential and will not be shared with any outside source other than to facilitate arrangement of the requested accommodation(s).

DATE OF EXAM/TEST: _____
 TOTAL TIME NEEDED: _____

BEGIN TIME: _____
 END TIME: _____
 END TIME: _____

REQUEST DATE: _____
 TEST DATE: _____
 BEGIN TIME: _____
 END TIME: _____
 TEST SITE: _____
 PROCTOR: _____
 IF NO SHOW: _____
FOR OFFICIAL USE ONLY

STUDENT: _____
 ID#: _____ PHONE: _____
 COURSE: _____ INSTRUCTOR: _____ PHONE: _____
 DAYS: _____ TIME: _____

ACCOMMODATION(S) REQUESTED FOR THE FOLLOWING EXAMINATION:	DRS COORDINATOR INITIALS OF AGREEMENT
<input type="checkbox"/> Reader	<input type="checkbox"/> R
<input type="checkbox"/> Scribe	<input type="checkbox"/> S
<input type="checkbox"/> Word Processor	<input type="checkbox"/> W
<input type="checkbox"/> Visual Enlarger	<input type="checkbox"/> V
<input type="checkbox"/> Sign Language Interpreter	<input type="checkbox"/> I
<input type="checkbox"/> Large Print	<input type="checkbox"/> L
<input type="checkbox"/> Tape/Oral	<input type="checkbox"/> T
<input type="checkbox"/> Extended Time (specify) _____	<input type="checkbox"/> E
<input type="checkbox"/> Private Room	<input type="checkbox"/> P
<input type="checkbox"/> Other: _____	<input type="checkbox"/> O

I understand that I will receive testing accommodation only if I meet the following conditions:

1. I will submit a TEST ACCOMMODATION REQUEST FORM for each class in which I have a test.
2. Each TEST ACCOMMODATION REQUEST FORM that I submit will be complete, signed, and dated.
3. Each form completed must be submitted to the DRS office a minimum of two (2) working days PRIOR to the test date. The exam date and weekends DO NOT COUNT!!!
4. In the event of a change in the test date or time, I accept responsibility for notifying the DRS office of the change by altering and initialing this form a minimum of two (2) working days prior to the test date needed.

STUDENT SIGNATURE: _____ Date: _____

The applicant has discussed with me the nature of the test(s) to be administered in this course, and the need for accommodation(s). Due to the nature of the applicant's disability, as substantiated by documentation in the DRS files, he/she should be accommodated as requested by the student and initiated by myself.

DRS ADVISOR/COORDINATOR: _____ Date: _____

TESTING ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES AFTER HOURS ARRANGEMENTS

Please follow the guidelines below for students who need to take tests/exams when the Assessment Center and Disability Resources and Services offices are closed: after 8:00p.m. Monday – Thursday, after 5:00p.m. on Friday, and on weekends.

INSTRUCTOR'S RESPONSIBILITY AND ARRANGEMENTS

1. The instructor will have test/exams taken to the Assessment Center for safekeeping on or before the day of the test/exam.
2. The instructor will need to make arrangements to have the test/exam picked up by someone in the department on the next working day.

STUDENT'S RESPONSIBILITY AND ARRANGEMENTS

1. The student is required to notify DRS that the test/exam will need to be taken after hours, when the Assessment Center and DRS are closed. The student needs to give the DRS office **two (2) days** to work out arrangements for tests/exams to be transported to the Library Reserve Desk.
2. If the student needs a test proctor's assistance, he/she should request one from DRS **two days prior** to the test/exam.
3. On the day of the test/exam, the student will report to the Library Reserve Desk to take the test/exam, then return it to the Reserve Desk after completion.
4. The Reserve Desk staff will store the exam for safekeeping until a DRS employee picks it up and returns it to the Assessment Center.
5. The test/exam will be secured in the Assessment Center until the instructor or a department employee picks it up.

DRS RESPONSIBILITY AND ARRANGEMENTS

1. After notification by the student, the DRS office will make arrangements to deliver the test/exam to the Library Reserve Desk. DRS will also arrange for a proctor, if needed.
2. DRS will pick up the test/exam and return it to the Assessment Center on the next business day.

DISABILITY RESOURCES & RESOURCES INSTRUCTOR NOTIFICATION

INSTRUCTOR: _____
STUDENT: _____ SS# _____ - _____ - _____
COURSE: _____ SECTION: _____ SEMESTER: _____ 2 _____

The following course accommodations have been authorized as indicated below:

- ___ 1. Interpreter for the Deaf: Name of interpreter: _____
Student will provide you with information to help you best utilize the interpreter's services.
- ___ 2. Note taking assistance (from class volunteer)
Student will provide you with: **LETTER** and **NOTE TAKING REQUEST FORM**
- ___ 3. Note taking aide employed by Disability Resources & Services
Name of note taker aide: _____
- ___ 4. Assistive Listening Device (FM SYSTEM)
Student will provide instructor's copy of **FM ASSISTIVE LISTENING DEVICE SYSTEM**
- ___ 5. Audio-taping the lecture
- ___ 6. Exams sent to the ASSESSMENT CENTER
Extended time allowed: ___ Time and a half ___ Double Time
Reader ___ Scribe ___ Visual Enlarger ___ Large Print ___ Special Testing Room ___
(If a proctor is needed, student will arrange for one from Disability Resources & Services)
- ___ 7. Closed-Captioned video for class material/class program
(If a video-based program will be shown in class, arrangements will need to be made with Media Svcs)
- ___ 8. Special arrangements: _____

_____ (STUDENT SIGNATURE)	Date: _____
I have been given this INSTRUCTOR'S NOTIFICATION form and made aware of the above named student's accommodation needs as indicated above.	
_____ (INSTRUCTOR'S SIGNATURE)	Date: _____
<small>Student must return this entire form to Disability Resources & Services. One copy will be given to the student and one filed in DRS.</small>	

DOCUMENTATION OF STUDENT'S DISABILITY IS ON FILE IN MCC DISABILITY RESOURCES & SERVICES

If you have questions or concerns regarding the above, please call Disability Resources & Services at (480) 461-7447 [v], (480) 969-5587 [tdd], (480) 461-7907 [fax], or e-mail to clevenger@mail.mc.maricopa.edu
Jack Clevenger
Coordinator

(Name of Disability Resources & Services Representative) Date: _____

FM
ASSISTIVE LISTENING DEVICE SYSTEM
GUIDELINES FOR USE IN THE CLASSROOM

Student: _____ Semester: _____ 2 _____
Course: _____ Section: _____

The above named student has asked to use of the FM System in the course listed above. This is an appropriate accommodation for this student with a disability under Section 504 of the Rehabilitation Act of 1973.

The FM system is a device that helps the user hear everything the instructor says in the classroom. Components are:

- transmitter used by the speaker

- receiver and additional pieces needed to conduct sound to the user's ear (headphone, ear buds, induction neckloop, induction coil).

The benefit to the student using the system, with or without hearing aids, is that it improves the SNR (signal to noise ratio). Speech is transmitted directly from speaker to user, so he/she can better understand the spoken word and filter out extraneous noises (classroom clatter, A/C, etc.) that interfere with comprehension. The FM system also overcomes one of the shortcomings of hearing aids, the tendency to amplify EVERYTHING.

Following are a few suggestions to effectively use the FM system in the classroom, plus tips for the speaker, user and the class in general:

1. The student/FM user will bring the transmitter to the speaker, turn it on, and make sure it is functioning properly.

2. The FM user needs to watch for system problems that may occur in the classroom, without distracting the class.

3. It is the FM user's responsibility to pick up the transmitter after the lecture or class and turn off all components; the batteries are expensive to replace.

If you have questions, concerns, or problems, don't hesitate to bring them to our attention (461-7447). We appreciate your cooperation and assistance in meeting student accommodation needs.

Jack Clevenger, Program Coordinator
Disability Resources & Services

NOTE TAKING ASSISTANT

Dear Instructor,

The person taking notes for students with disabilities in your classroom this semester is an assistant employed or authorized by the Disability Resources & Services office. Please contact us if you have any questions about student accommodations.

Following are a few tips to help you understand his/her role and function in the classroom.

1. The note taking assistant will take pertinent class notes.
2. The college has arranged for students to obtain copies of assistants' notes. If the note taker is a volunteer, he or she will be provided with a pass to use department photocopy machines.
3. The note-taking assistant will meet the student at the classroom and leave after class. If the student doesn't show up, he/she can leave after 15 minutes.
4. The note taker is not a tutor or class participant, unless enrolled in that class. Arrangements for tutoring can be made through Disability Resources & Services, Academic Services in the library, or the Writing Center.
5. At times it is tempting to ask the assistant personal questions about the student or his/her status, but this is not the note taker's role.
6. In some classes, note-takers are provided through the Disability Resources and Services Office (DRS). Attendance is required in order to receive this service. Notetaking assistance is not a substitute for attendance. The notetaker will wait 15 minutes from the time the class officially starts. If there is a no show, the notetaker will leave the class and no notes will be provided for the day.

It is our hope these suggestions will be helpful. If you have questions or concerns, please contact our office. We wish you a successful semester.

Sincerely,

Jack Clevenger, Program Coordinator

Disability Resources & Services Office
(480 46)1-7447

NOTE TAKING REQUEST FORM

1. Identify classes where note taking assistance will be needed.
2. Approach the instructor before class starts on the first day and request note taking assistance.

The instructor may want to make the following announcement:

INSTRUCTOR'S ANNOUNCEMENT

I'd like to find two or more students willing to share notes with another classmate; you can volunteer or be paid for your assistance. Copies can be made in the department copy machine; please see me after class for more details.

WHO WOULD LIKE TO VOLUNTEER?

3. Meet the volunteer(s) after class, make your choice and send him or her to:

DISABILITY RESOURCES & SERVICES

(Building 37: southeast corner of courtyard east of Kirk Center)

4. If there are no volunteers, ask someone next to you to share his/her notes for the day. Then come to the DRS office to request note taking assistance.

NOTE TAKER _____

STUDENT _____

SUBJECT _____ SECTION _____

CLASS DAYS _____ TIME _____

STARTING DATE _____

(Student Signature) DATE _____

INTERPRETERS FOR THE DEAF INSTRUCTOR'S GUIDE

Dear Instructor,

This is a letter of introduction and information regarding the use of sign language interpreters by deaf student(s) enrolled in your class this semester. The interpreter will be employed either by MCC Disability Resources & Services or by Vocational Rehabilitation.

The following guidelines are intended to help you understand the role and function of interpreters in the classroom:

- The interpreter will sign everything you and the other students say in class.
- The interpreter will voice for the deaf student when the student wants to participate in class.
- It will be necessary for the interpreter to sit in front of the class or near where you will be lecturing. This arrangement will allow the student to see you **and** the interpreter simultaneously.
- The interpreter will meet the student at the classroom and leave after class. The interpreter will wait 15 minutes for the student; if the student does not show up, the interpreter will leave.
- The interpreter is not a tutor. Arrangements for a tutor can be made through Disability Resources & Service, the Learning Enhancement Center, or the Writing Center.
- Due to the interpreter's code of ethics, the interpreter is unable to respond to personal questions about the student or the status of the student.

It is our hope these guidelines will be helpful. Please do not hesitate to call Disability Resources & Services at (480) 461-7447 if you have any questions or concerns.

POLICY REGARDING COURSE SUBSTITUTIONS FOR STUDENTS WITH DOCUMENTED DISABILITIES

The Maricopa County Community College District recognizes that a disability may preclude a student from demonstrating required math, reading, and writing competencies, or from completing course requirements necessary for an A.A., A.G.S. or A.A.S. degree or certificate program in the same manner expected of non-disabled students. The District also recognizes the need to accommodate students with documented disabilities to the greatest extent possible without compromising a disabled student's course of study and without compromising the integrity of any student's degree.

The Governing Board intends all of its graduates to master course competencies and to complete courses required by the Board for graduation. The District recognizes that most disabilities that preclude a student from completing a course can be overcome by altering the method of course delivery by providing a combination of appropriate accommodations. Therefore, for most students with documented disabilities, the first level of accommodation will involve an attempt to complete the course with extra help. Tutorial assistance, auxiliary aides and test accommodations are examples of the kinds of assistance a college may extend to a student. For some students with a disability, such accommodations and alterations of course delivery will not be sufficient to enable him/her to complete the course. For those students, a course substitution will be individually considered under the conditions described below

If a student with a disability has attempted a required course and has discovered that receiving extra help or altering the means of delivery of that course is insufficient to enable him/her to complete the course or has sufficient documentation that he/she has a disability so severe to render any attempt at taking the course futile, that student may submit a petition to the ADA/504 coordinator of the college who will arrange for that student to meet with the District wide ADA Academic Council to determine whether course substitution is appropriate. A course substitution is permissible only if the committee determines that the course in question is peripheral to the student's course of study and that the student has no chance of completing the course even with all the accommodations the college can offer. ("Academic requirements that the District can demonstrate are essential to the program of instruction being pursued by the student or directly related to the licensing requirements, will not be regarded as discriminatory." 34 CFR I 04.44(a)) NOTE: The students must realize a substitution granted by the District may not be recognized by a subsequent educational institution.

PROCEDURES FOR REQUESTING COURSE SUBSTITUTIONS

In order to apply for a course substitution, a disabled student must first have attempted to take the course with reasonable accommodations such as tutoring, auxiliary aides and/or testing accommodations or have a disability so severe as to render any attempt of the course futile. If the student is unable to pass the course with accommodation or qualifies as severely disabled he/she may make application for a course substitution through the ADA/504 Coordinator, who will request:

1. Documentation of a learning disability by a certified psychologist (including I.Q., Aptitude, Achievement Test Battery, along with prescriptive information) or medical documentation from a physician to substantiate severe functional limitations which would preclude completing course requirements.

The above evaluation must have been completed within three calendar years prior to the request for course changes.

2. A release signed by the student authorizing the Council to review the psychologist's or physician's report and other pertinent medical information, and to contact the evaluating psychologist or physician, if necessary.
3. A transcript (unofficial will be accepted) plus narrative outlining the accommodations the student received and other assistance utilized (e.g. private tutoring).
4. Requested course substitutions.

Complete applications for course substitutions will be forwarded to the District wide ADA Academic Council for consideration. The Council will meet once each semester to consider requests. Students should request the meeting dates from the ADA/504 Coordinator and submit all the material at least one week prior to the scheduled meeting.

The makeup of the council will be as follows:

Permanent Members (To be named by the Chancellor or his/her designee)

- Dean of Instruction
- Dean of Students
- 1 Faculty Member (designated by Faculty Executive Council President)
- 1 Disability Specialist
- 1 Learning Disability Specialist
- 1 Attorney from District Legal Office (non-voting except for ties)

Ad hoc Members

- Dean of Instruction from the affected college
- Chair of affected Instructional Council

Disability Specialist or ADA/504 Coordinator from the affected college
Department Chair from the affected discipline and/or Coordinator of
student's program

The student requesting the course substitution is invited to address the Council and may bring an advocate of his/her choice.

The determination of the Council shall consist of three aspects: (1) The committee must determine if the student has made an earnest attempt to complete the class or is so disabled to render any attempt futile; (2) whether a substitute course should be approved; and (3) if applicable, what course is appropriate for substitution. Considerations of the committee in making the decision regarding substitution will include whether the course is essential or peripheral to the student's plan of study and whether the integrity of the program/degree is protected.

All members of the Council except the designated attorney will participate in the decision making process and decisions will be determined by a simple majority of those in attendance. The designated attorney will vote only in instances of a tie vote. Decisions will be provided in writing to the student with copies to the appropriate college personnel within five (5) working days after the appeal is heard. The decision of the ADA/504 Academic Council will be final.

COURSE SUBSTITUTION REQUEST CHECK SHEET

District policy requires that all requests for course substitutions based upon disability be reviewed by the ADA academic Council.

At least one week prior to the meeting with the Council, materials should be forwarded to the Legal Services Department, District Support Services Center.

ADA/504 Coordinators should make sure that a disabled student has compiled the information listed below:

1. ___ Release signed by student authorizing the ADA Academic Council to review relevant information.

2. ___ Documentation of learning disability

- ___ IQ Test
- ___ Aptitude Test
- ___ Achievement Test
- ___ Prescriptive Information

(or)

3. ___ Medical evaluation substantiating severe functional limitations which would preclude completing course requirements

4. ___ Transcript (unofficial will be accepted) plus narrative including a description of the accommodations that the student received and other assistance he/she utilized. (e.g., private tutoring)

5. ___ Requested course substitutions

AUDIO-TAPING LECTURES IN CLASSROOMS

“MCCCD acknowledges that faculty members are, by law, afforded copyright protection in their classroom lectures and, therefore, may limit the circumstances under which students may tape (audio/visual) their classes.

Each faculty member shall inform his/her students within the first week of classes to his/her policy with regard to taping. Failure to do so will accord students the right to tape lectures.

Students with disabilities which render them unable to take adequate lecture notes are entitled to reasonable accommodation to remedy this inability. Accommodation may require a faculty member to exempt a student from his/her taping policy.”

SOURCE: Governing Board Minutes, March 26, 1991
Motion No. 7530

After the DRS office obtains relevant documentation, staff members determine student eligibility and appropriate accommodations. The DRS office keeps **INSTRUCTOR’S NOTIFICATION** forms on hand for those students with disabilities who need to tape class lectures; this form, which includes additional options for learning enhancement, is available on request.

Mesa Community College Policy on Accommodation and Disability:

Mesa Community College is committed to the principles of equal opportunity in education and employment. No person, on the basis of race, color, creed, religion, sex, age, handicap, or national origin, will be denied the benefits of, excluded from, or subjected to discrimination under, any educational program or activity.