

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

**MESA COMMUNITY COLLEGE
DISABILITY RESOURCES & SERVICES**

Phone: 480-461-7447 Fax: 480-461-7907

www.mesacc.edu/students/disability/

Revised 8-2011

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INTRODUCTION

Students with Disabilities at Mesa Community College

In the United States today, approximately 52,600,000 people have disabilities. The estimated percentage of college students with disabilities ranges from 5% to as much as 15%. 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 10% of the general population have specific learning disabilities.

Considerations for Faculty

The underreporting of disabilities among Mesa Community College students is a concern in 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 you have or think you have a disability, including a learning disability, please make an appointment with an Advisor at Disability Resources and Services, Building 37, Room SS3W, as soon as possible. 480-461-7447"

A similar statement might be read in class. You, as faculty, do not have to be experts in deciding appropriate accommodations. 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 access.

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 MCCC 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:

"...[recorded] 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
- * Learn self-advocacy skills

Office Location and Hours

Building 37, SS 3W

Monday – Thursday	8:00 a.m. – 7:00 p.m.
Friday (fall & spring)	8:00 a.m. – 5:00 p.m.
Summer Sessions (June-July)	
Monday – Thursday	7:00 a.m. 6:00 p.m.
Friday	closed

www.mc.maricopa.edu/disability/

480-461-7447
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 access to classrooms and course materials and increase 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, dictation software, screen reading software
- Coordination with community agencies
- Alternative format textbooks and course materials
- Certify reduced course load on a semester by semester basis

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 s/he would benefit from special assistance, DRS will review their documentation and 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

Perkins Braille
Visual Enlarger (B/W and color)
FM Assistive Listening Devices
Loaner wheelchair and crutches

Equipment: Disability Resources and Services Adaptive Lab

Hewlett Packard Laser Jet printer
Reading Edge portable reading machine
Tiger Braille
Various adaptive software programs, including:
 JAWS Synthesized Voice Computer Screen Reader
 Voice Recognition (Dragon Dictate)
 Zoom Text Level 2 Screen magnification software
 6 Compaq Desk Pro computers with 20" monitors and 1 with 19"
 Closed circuit color video camera (CCTV): enlarges images or people
 Adjustable workstations on 2 computers (some library workstations also adjustable)
 Adaptive mouse & keyboard
 FM Assistive Listening Devices
 Flipper Cameras
 LiveScribe pens

A computer lab aide is available in the Adaptive Technology lab located in the Library to assist students daily. Hours are posted on the lab window.

DEAF AND HARD OF HEARING

Unlike blindness, there is no legal definition of deafness. Deaf and hard of hearing 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 speech reading/ lip reading. 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.

Speech reading is a very difficult skill to master, since only 26%-36% of spoken English can be identified visually. To speech read 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 speech reading to understand you better:

1. Face the hard of hearing 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/her 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 hard of hearing.
 - 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. Lip reading 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 speech read 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 speech read 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.

BLIND AND LOW VISION

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 low vision students to access computers. Visual enlargers for textbooks and other printed materials are available in the Disability Resources and Services Adaptive Technology in the Paul A. Elsner Library on the Southern and Dobson campus, and in the Adaptive Technology Lab located in the Mesquite Building on the Red Mountain campus.

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 Adaptive Technology Lab.

Possible Accommodations (individual determined)

- Alternative format textbooks and class materials
- Use of visual enlarger
- Computer hardware and software adaptations
- Note taker/Scribe
- Audio recording
- Print converted to Braille
- Lab aide
- Testing accommodations
- Attendance by service animal

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

Dysgraphia – difficulty with letters and words

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

Alternative format textbooks and class materials

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 service animal

Scribe

Note taker

Audio recorder

Alternative 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
- Audio 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 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.

Turn the person on one side to allow saliva to drain from the mouth and to keep the air duct open.

1. Do not offer the person any food or drink until fully awake.
2. Remain with the person until fully awake.

If you 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. The instructor should call **(480-46)1-7687** or go to **Media Services** located in the front wing of the Library (AS building) 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. The instructor should 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 for each instructor to indicate what video programs will be viewed by the class. You can meet with the student 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, the student will need to make arrangements with DRS to find a note taker or interpreter for the deaf, whichever he or she prefers. The student will need to make their 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); at 480-461-7447.



**INSTRUCTOR'S GUIDE
REGARDING ACCOMMODATIONS
FOR STUDENTS WITH DISABILITIES**

Dear Instructor,

The student named on the reverse side will be bringing the original of this form to you for your signature informing you of his/her disability accommodation needs. After you have signed that form, the student must return the signed form to Disability Resources and Services. **Please keep this pink copy for your files as your instructor's notification for the semester.**

Documentation of Student's Disability Is On File with MCC Disability Resources & Services

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 test to the ASSESSMENT CENTER, where the exam is 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 testing room in person through **Disability Resources & Services**. A minimum of TWO (2) DAYS is required for making said accommodation arrangements. Please inform students of test dates as soon as possible.

**IT IS THE RESPONSIBILITY OF THE STUDENT TO MAKE
THE ARRANGEMENTS FOR THESE ACCOMMODATIONS.**

3. The test remains secure at the Assessment Center until it is picked up by the instructor. It will not be sent back in the campus mail.
4. Please do not hesitate to call DISABILITY RESOURCES & SERVICES at (480-46)1-7447 if there are any questions regarding these guidelines or the testing accommodations afforded to a student with a disability.



Disability Resources and 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: _____

Student: _____
ID: _____ Phone: _____
Course: _____ Days: _____
Instructor: _____ Phone: _____

FOR DRS USE ONLY
Request Date: _____
Test Date: _____
Begin Time: _____
End Time: _____
Test Site: _____
If No Show: _____
Proctor: _____

Accommodations Requested for the Following test/exam

<u>Requested by student</u>	<u>Approved by DRS office staff</u>
___ Reader	___
___ Scribe	___
___ Electronic Visual Enlarger	___
___ Large Print	___
___ Extended Time _____	___
___ Private Room _____	___
___ Other: _____	___

(NOTE: Family members are not allowed to provide accommodation services)

I understand that I will receive testing/exam accommodations only if I meet the following conditions:

1. I will submit a **TEST ACCOMMODATION REQUEST FORM** for each exam in person at the DRS office.
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 in a minimum of **two (2) working days PRIOR to the test/exam date**.
The test/exam date and weekends **DO NOT COUNT!!!**
4. In the event of a change in the test/exam date, I accept responsibility for notifying 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 above student has received an INSTRUCTOR NOTIFICATION FORM with the requested accommodation for the class listed above and returned the signed DRS copy to this office. I have verified this by checking the INSTRUCTOR NOTIFICATION FORM issued to the student by a Disability Resources and Services Program Advisor.

DRS STAFF SIGNATURE: _____ **Date:** _____



Disability Resources and Services

Students with disabilities have legal rights to confidentiality. Please respect the student's privacy when discussing the indicated accommodation needs with the student.

CONFIDENTIAL INSTRUCTOR NOTIFICATION

Instructor: _____

Student: _____ Student ID # _____

Course: _____ Class #: _____ Semester: Fall () Spring () SUM 1 () SUM 2 () 2 _____

The following disability accommodations are authorized as indicated below:

___ 1. Interpreter for the Deaf: Name of Interpreter: _____
Student will provide you with information to help you best utilize services of the Interpreter for the Deaf

___ 2. Note taking Assistance (from class volunteer)
Student will provide you with a form "PROCEDURE TO OBTAIN NOTE TAKER IN CLASS".

___ 3. Note Taking Assistance from note taker aide employed by Disability Resources & Services:
Name of note taker aide: _____

___ 4. FM Assistive Listening Device System
Student will provide an instructor's copy of "FM ASSISTIVE LISTENING DEVICE SYSTEM"

___ 5. Audio recording the lecture

___ 6. Exams sent to the TESTING CENTER or as directed by DRS
Extended time allowed: ___ Time and a half ___ Double Time
___ Reader ___ Scribe ___ Visual Enlarger ___ Large Print ___ Special Testing Room
(If a proctor or room is needed, student will need to arrange for proctor/room from Disability Resources & Services)
Extended time allowed for on-line courses: ___ Time and a half ___ Double Time

___ 7. Closed-Captioning for videotaped class material / class program
(If a video-based program will be shown in class, arrangements will need to be made with Media Services)

___ 8. Special Arrangements: _____

IMPORTANT: By signing below, I acknowledge that the accommodations(s) as initialed above are not ensured by the college until this form is signed by both student and instructor, the DRS copy (white) is returned to the DRS office

Student's Signature _____ Date: _____

I have been given the INSTRUCTOR'S NOTIFICATION FORM and made aware of the above named student's accommodation needs as initialed above.

Instructor's Signature _____ Date: _____

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 and Services at (480) 461-7447 [v] (480) 461-7907 [fax].

Wink Harner
Manager

Chris Saiz
Program Advisor

Marisa Park
Program Advisor/
Coordinator of Interpreting Services

Karen Lindblad
Program Advisor - MCC@Red Mountain

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

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.

NOTE TAKING ASSISTANT

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 the Learning Enhancement C, 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. Note taking assistance is not a substitute for attendance. The note taker will wait 15 minutes from the time the class officially starts. If there is a no show, the note taker 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.



*Disability Resources & Services
 Building 37, Room SS 3W
 480-461-7447 (Voice)
 480-461-7907 (Fax)
 480-969-5587 (TTY)*

NOTE TAKER REQUEST FORM

1. Identify the classes where note taking assistance will be needed.
2. You may either find a note taker yourself or ask the instructor to assist you. If you require assistance, approach the instructor before class starts on the first day to request that the instructor reads the following announcement at beginning of class:
3. Meet the volunteer(s) after class and send him or her to **DISABILITY RESOURCES & SERVICES**,

*****Students with disabilities have legal rights to confidentiality. Please do not identify students when reading this announcement.*****

INSTRUCTOR'S ANNOUNCEMENT

A student in this class is in need of a note taker. If you feel that you take clear, concise notes and are willing to copy your notes for this student, please see me after class. Copies can be made with the department copy machine immediately after class. A letter of recommendation suitable for your resume and/or a stipend of \$25.00 per credit hour is offered to the note taker at the end of the semester.

Building 37, SS3W, which is located east of the Kirk Student Center.

4. If no one volunteers, ask someone next to you to share/her notes for the day. Then come to the DRS office to request assistance with finding a note taker.

Note Taker: _____

Email Address: _____ PHONE #: _____

Student Who Is Requesting Notes: _____

Subject: _____ Class Number: _____

Class Days: _____ TIME: _____

Start Date: _____ Semester: _____ Year: _____

_____ Date: _____

(Note taker signature)

INTERPRETERS FOR THE DEAF INSTRUCTOR'S GUIDE

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 Disability Resources Manager, who will request:

1. Documentation of a learning disability by a certified psychologist (using adult-normed measurements 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.
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 at least once each semester to consider requests. Students should request the meeting dates from the DRS Manager and submit all the material to be submitted for consideration.

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-RECORDING 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.

SEE AUDIO-RECORDING AGREEMENT SAMPLE INCLUDED.

Audio Recording of Class Lectures Agreement

MCC Disability Resources and Services has recommended that I, _____,
ID #: _____ be permitted to audio record class lectures as a form of
academic accommodation. As a condition of using the accommodation of audio recording class
lectures, I hereby agree to the following:

1. I will use recordings of class lectures solely for my personal use in study and preparation related to the class.
2. I will not share these recordings with any other person, whether or not that person is in my class.
3. I acknowledge that the recordings are sources, the use of which in any academic work is governed by rules of academic conduct for my college.
4. I will destroy any recordings that I was permitted to make when I no longer need them for my academic work.
5. I understand that failure to abide by these provisions may result in loss of permission to audio record class lectures

By signing below, I acknowledge that I have read and understand the Audio Recording of Class Lectures Agreement.

Student Signature

Date

DRS ADVISOR/MANAGER Signature

Date

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.