Coming together is a beginning, staying together is progress, and working together is success.

--Henry Ford
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Mission:
The mission of the Disability Resources & Services is to create a vital learning environment that provides the resources, services and auxiliary aids necessary to allow each qualified student with a disability to pursue academic, occupational, developmental and personal enrichment goals in the most fair and independent manner possible. The Disability Resources & Services coordinates services which will ensure student with disabilities equal access to college programs and facilities.

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Welcome . . .

The Disability Resources & Services (DRS) office provides information and support to faculty members as they work with students with disabilities who are attending classes at Phoenix College (PC).

This handbook has been developed as a reference guide to assist faculty in understanding students with different disabilities and the accommodations that may be reasonable and appropriate for that individual.

Please feel free to contact the Disability Resources & Services office with any questions or concerns.
The Law

With regard to students with disabilities, Phoenix College is governed by one State and two Federal laws: Title II of the 1990 Americans with Disabilities, Title II of the 1993 Arizonan’s with Disabilities Act, and Section 504 of the 1973 Rehabilitation Act.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA), was enacted on July 26, 1990, “to provide a clear and comprehensive mandate for the elimination of discrimination against individuals with disabilities.” This federal legislation expanded equal treatment of people with disabilities in employment, public services and transportation, public accommodations, and telecommunications services. Phoenix College adheres to all employment, programmatic, and architectural requirements in accordance with the ADA.

Rehabilitation Act of 1973

- The Rehabilitation Act is generally regarded as the first “civil rights” legislation for persons with disabilities on the national level.
- Section 504 (Subsection E) of the Rehabilitation Act bears directly upon college programs.
- Section 504 is a program access statute that prohibits discrimination on the basis of disability in any program or activity offered by an entity or institution receiving federal financial assistance.
- Section 504 does not require special educational programming to be developed for students with disabilities, but does require that an institution (public or private) be prepared to make appropriate academic adjustments and reasonable modifications to policies and practices in order to allow the full participation of students with disabilities in the same programs and activities available to non-disabled students.

Section 504 states:

“No otherwise qualified person with a disability in the United States. . .shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance.”

Subsection E of Section 504 specifically denotes the coverage of postsecondary institutions. Having been governed by this regulation for quite some time, Phoenix College has practiced a strong commitment to nondiscriminatory practices.

Legal Implications

Section 504 defines a “person with a disability” as someone with a physical or
mental impairment that substantially limits one or more major life activities. A person is considered to be a person with a disability if he/she has the disability, has a record of the disability or is regarded as having the disability.

**Physical impairment** – means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: Neurological, musculoskeletal, special sense organ, respiratory, cardiovascular, reproductive, digestive, genito-urinary, hemic and lymphatic, skin and endocrine; “mental impairment” means any psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

**Substantially limits** – means unable to perform a major life activity, or significantly restricted as to the condition, manner, or duration under which a major life activity can be performed, in comparison to the average person or to most people: the availability of some mitigating measure (such as a hearing aid for someone with a hearing loss that brings hearing acuity within normal limits) is not to be considered when determining if the disability substantially limits the individual.

**Major life activity** – means functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

In regards to academic requirements and adjustments – It is agreed that college curricula should in no case be watered down and Section 504 does not obligate an institution to waive specific courses or academic requirement.

**Grievance Procedures**

Section 504 and the ADA require that a grievance procedure be available to the student who wishes to appeal an administrative decision regarding disability-related accommodations and/or issues. A detailed procedure is outlined in the Student Handbook under Discrimination Complaint Procedures for Students.

Any questions regarding this procedure can be forwarded to the Disability Resources & Services Director.
Nondiscrimination Policy

The Maricopa County Community College District abides by all State and Federal nondiscrimination equal opportunity regulations.

Phoenix College does not discriminate on the basis of race, color, national origin, sex (including sexual harassment), handicap (disability), or age in any of its policies, procedures or practices in compliance with Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title IX Section 504 of the Rehabilitation Act of 1973 (pertaining to handicap), and the Age Discrimination Act of 1975 (pertaining to age).

This nondiscrimination policy covers admission and access to, and treatment and employment in, the Maricopa County Community College District’s programs and activities including vocational education.

Inquiries regarding the equal opportunities policies, the filing of grievances or the requesting of a copy of the procedures covering discrimination complaints may be directed to the Phoenix College Dean of Student Affairs / ADA/504 Coordinator at (602) 285-7856 at Phoenix College, 1202 W. Thomas Rd, Phoenix, AZ 85013.

The Discrimination Complaint Procedures for Students can be found in the PC Student Handbook, the Disability Resources & Services Student Handbook, or on the Maricopa Community College District’s website.
Discrimination Complaint Procedures for Students

This procedure provides a means for resolving complaints by students who believe they have been adversely affected by illegal or MCCCD-prohibited discrimination by the college/center, MCCCD, or their students or employees.

Complaints may be brought under this procedure for discrimination based on race, color, religion, national origin, sex (including pregnancy discrimination and sexual harassment), sexual orientation, age, Vietnam-era veteran status, and physical or mental disability.

Students who believe they are experiencing sexual harassment may utilize the REPORT, Informal Resolution, or Formal Resolution process, as described below.

The timeframes for REPORT or complaint investigation and response, as identified in the following paragraphs, may be extended for good reason, such as (but not limited to) when classes are not in session or upon mutual agreement by the parties to the REPORT or complaint. Information related to MCCCD’s discrimination process is also available from the Legal Services Department at 480-731-8876.

Filing a REPORT of Sexual Harassment
Informal Resolutions of Discrimination Complaints
Formal Resolution of Discrimination Complaints
MCCCD Administrative Review Process:
Request for Reconsideration
External Filing of Discrimination Complaints

Filing a REPORT of Sexual Harassment

A student who believes that he or she is, or has been, the victim of sexual harassment as prohibited by MCCCD policy, may REPORT (either orally or in writing) the conduct or commentary to any or all of the following:

1. The academic or administrative official(s) responsible for the unit or department involved (i.e., department chair, department manager); or

2. The Dean of Students or designee at each campus.

The REPORT should be made within 180 calendar days of the most recent alleged incident of sexual harassment.

The recipient of the REPORT will have a meeting with the alleged harasser. The meeting shall include: identifying the behavior as described in the REPORT; alerting the alleged harasser to the perception of the impact of his or her behavior; providing the individual with a copy of the
MCCCD Sexual Harassment Policy; encouraging attendance at one of MCCCD’s sexual harassment workshops; and encouraging greater awareness of behaviors that may lead to perceptions of sexual harassment.

The name of the complainant shall not be identified to the respondent during the REPORT process; however, complainants should be aware that they may be called as witnesses in subsequent disciplinary or due process proceedings, as well as in litigation.

Before having this meeting, all administrative officials must consult with the appropriate Assistant General Counsel.

The meeting must be conducted within ten (10) working days of receipt of the REPORT.

A summary of the allegations of the REPORT and the outcome of the meeting shall be forwarded to the MCCCD Office of General Counsel within five (5) working days of the meeting.

**Informal Resolution of Discrimination Complaint**

Before filing a formal complaint under this procedure, a student may attempt to resolve the problem through informal discussions with the person claimed to be responsible for the discriminatory action, that person's supervisor or department head. The student may choose to ask the Dean, Associate Dean or Director of Student Services to assist in the informal resolution process.

Attempts to informally resolve alleged discrimination should occur within ninety (90) calendar days of the alleged discriminatory act.

Once the complaint is informally resolved, a summary of the allegations and the final resolution shall be forwarded to the Office of General Counsel within five (5) working days.

For complaints dealing with alleged discrimination beyond the 90-day timeframe, a student must submit a written complaint under the formal resolution procedure of this policy.

If the complaint cannot be informally resolved to the satisfaction of the complainant, the complainant has the right to file a written complaint within 180 days of the alleged discriminatory act and to proceed under formal resolution procedures.

**Formal Resolution of Discrimination Complaints**

A student (part- or full-time) who contends that unlawful or MCCCD-prohibited discrimination has occurred, may file a formal complaint by contacting the Dean, Associate Dean or Director of Student Services or his or her designee at each respective college. These officials will accept complaint filings within 180 calendar days of the occurrence of the alleged discriminatory event.
A complaint must be signed by the student and filed on the form prescribed by the Office of General Counsel. A student may also contact the Office of General Counsel to obtain the name and phone number of the campus official designated to respond to discrimination complaints.

The complaint must identify the action, decision, conduct, or other basis that constituted an alleged act or practice of unlawful or MCCCD-prohibited discrimination. The complaint must also allege that the action, decision, or occurrence was taken or based on the complainant's race, color, religion, sex, sexual orientation, national origin, citizenship, age (over 40), disability, Vietnam-era veteran status, or any other unlawful discriminatory grounds.

Upon receipt of a complaint, the receiving official will notify the college president or provost and the Office of General Counsel. The Office of General Counsel will assign a case number to the complaint.

A copy of the complaint (or a summary of the allegations) will be shared with the respondent within five (5) working days of receipt by the receiving official (Dean of Students, etc.). Respondent will be put on notice that retaliation against the complainant or potential witnesses will not be tolerated and that an investigation will be conducted by the Dean, Associate Dean or Director of Student Services under the guidance of the Office of General Counsel.

Respondent must provide a written response to the complaint within fifteen (15) calendar days of his or her receipt of the complaint.

After accepting a complaint, the Dean, Associate Dean or Director of Student Affairs will conduct a fact-finding investigation which will include, at a minimum, a review of written evidence (including the complaint and response), and interviews with appropriate employees and students. Upon completion of the investigation, the Dean, Associate Dean or Director of Student Affairs will issue a written finding to the complainant, the respondent, and the appropriate College President or Provost, and the Office of General Counsel.

The Dean, Associate Dean or Director of Student Affairs will submit its findings and recommendations to the president or provost within ninety (90) calendar days of receipt of the complaint.

The president or provost will accept, reject, or modify the recommendations and will provide a written notification of his or her action to the parties within fifteen (15) calendar days of receiving the findings from the Dean, Associate Dean, or Director of Student Affairs.

When the investigation confirms the allegations, appropriate corrective action will be taken. Appropriate corrective action is determined solely by MCCCD, the college or center and, with the exception of academic suspension or dismissal, cannot be appealed.
Evidence which is collateral to the allegations of discrimination and/or sexual harassment and which was obtained during an investigation under these procedures, may be used in subsequent grievance or disciplinary procedures.

Within ten (10) working days of the conclusion of the investigation, the college will forward the investigatory file to the Office of General Counsel.

**MCCCD Administrative Review Process: Request for Reconsideration**

A complainant or respondent who is not satisfied with the decision of the president or provost has ten (10) working days to request, in writing, administrative review of the decision, by his or her college president or provost.

The request for administrative review must state specific reasons why the complainant or respondent believes the finding is improper.

The president or provost will review the finding and respond to the request within ten (10) working days from receipt of the request.

If the president or provost determines that the decision is not supported by the evidence, the case file will be reopened and assigned for further investigation.

If the president or provost determines that the investigation was thorough and complete, he or she will deny the request for administrative review. At this point, the complainant has exhausted the Internal Discrimination Complaint Procedure.

**Maintenance of Documentation**

Documentation resulting from each level in the Discrimination Complaint Procedure (including witness statements, investigative notes, etc.) will be forwarded to and maintained by the MCCCD Office of General Counsel. Investigative records are not to be maintained with or considered as a part of a student record. Documentation regarding corrective action is considered part of the student's record.

**Right to Representation**

A complainant or respondent may be represented by another person at any stage of a complaint filed under this Discrimination Complaint Procedure.

**Confidentiality of Proceedings**

Every effort will be made by the college and MCCCD to protect the confidentiality of the parties during the processing of complaints under this procedure. Records will be maintained in a confidential manner to the extent permitted by law and insofar as they do not interfere with MCCCD's legal obligation to investigate and resolve issues of discrimination.
Retaliation Prohibited

Retaliation against a person who has filed a complaint or against any witness questioned during an investigation, is strictly prohibited. Any retaliatory action by instructors, supervisors, managers, academic professionals, administrators, or other employees who have the authority to take adverse action against a complainant or witness is prohibited and may be grounds for disciplinary action up to and including termination of employment.

False Statements Prohibited

Any individual who knowingly provides false information pursuant to filing a discrimination charge or during the investigation of a discrimination charge, will be subject to appropriate discipline, up to and including, termination.

External Filing of Discrimination Complaints

MCCCD encourages individuals to use the MCCCD Internal Complaint Procedure for resolution of discrimination concerns. Individuals also have the right to file civil rights complaints with appropriate external agencies, in addition to their internal complaint. No retaliation will be taken against a person for filing a complaint with an external agency. The following agency accepts discrimination charges filed by, or on behalf of, students:

Office for Civil Rights, Region VIII (OCR)
Denver Office
U.S. Department of Education
Federal Building
1244 Speer Boulevard, Suite 310
Denver, Colorado 80204-3582
Phone: 303-844-5695
Fax: 303-844-4303
E-mail: OCR_Denver@ed.gov

To file a complaint, please download the Discrimination Complaint Form for Students. Go to www.dist.maricopa.edu/eeo/dcpstudent.htm

Maricopa Community Colleges
2411 West 14th Street, Tempe, AZ 85281-6942
480.731.8877 tel / 480.731.8890 fax
Rights and Responsibilities

Students

Student Rights

- Equal access to all courses, programs, services, jobs, activities, and facilities offered by Phoenix College
- Appropriate disability accommodations without cost to the student
- Due process to appeal accommodation denials
- Confidentiality of disability-related information
- Information in accessible formats
- Guide their own process

Student Responsibilities

- Meet the minimum standards and expectations of a qualified student
- Self-disclose their disability to the appropriate department/person at the institution to request accommodations
- Provide appropriate documentation, in accordance with institutional policy, to verify the presence of a disability
- Provide ample time to process the disability-related information
- Follow published procedures and college regulations
- Meet performance standards and behavior standards set by college
- Notify faculty/DRS immediately when an accommodation is not being provided completely or correctly
- Follow specified procedures in order to get the appropriate accommodations
- Act as their own advocate
Institutional

Institutional Rights

- Set policies governing the procedures for complying with 504 and ADA
- Establish essential functions, technical standards for courses, programs, services, jobs, activities, and facilities, and evaluate performance according to these
- Request and receive appropriate documentation supporting requested accommodations
- Deny an accommodation if documentation is inadequate or demonstrates the accommodation is not warranted
- Establish Disability Resources & Services office as the point of contact for disability-related accommodations and expect reasonable notice of requests for accommodation
- Expect appropriate performance standards and behavior of its students
- Deny accommodations that pose an undue hardship, fundamental alteration, or direct threat to others

Institutional Responsibilities

- Prohibit discrimination against persons with disabilities and post notice of non-discrimination and have an appeal procedure
- Ensure that courses, programs, services, jobs, activities, and facilities are provided in the most integrated and appropriate setting
- Foster a hospitable learning and working environment and provide information to the campus community in an accessible format
- Accommodate all reasonable and appropriate accommodation requests and demand responsive services
- Maintain appropriate confidentiality
- Make appropriate referrals when disruptive behavior occurs
- Provide accommodations only to students who are registered with DRS. It is NOT the institution’s responsibility to provide accommodations to students who are not registered with DRS
- Provide leadership on access and opportunity for everyone
Syllabus Disability Statement

A statement should be placed in your course syllabus indicating your willingness to provide reasonable accommodations to students with disabilities. This statement acts as an invitation for students with disabilities to meet with the faculty member, in a confidential environment, to review course requirements and to discuss their disability-related needs.

You are encouraged to use any one of the following statements on your course syllabus.

- If you have a hidden or visible disability that may require classroom or test accommodations, please contact the Disability Resources & Services office. You can reach the DRS office at 602-285-7477 or in the Hannelly Center (HC) Building.

- Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Disability Resources & Services office, Hannelly Center (HC) Building, 602-285-7477.

- Please contact the Disability Resources & Services office immediately if (1) you have or think you may have a disability or medical condition that may affect your performance, attendance, or grades in this class and for which you wish to discuss accommodations of class related activities or schedules; (2) you may require medical attention during class, or; (3) you may need special emergency evacuation preparations or procedures. For accommodations or additional assistance please contact the DRS, Hannelly Center (HC) Building, 602-285-7477. Accommodations are provided on an individualized, as-needed basis after the needs and circumstances have been evaluated.

- It is a college policy to provide reasonable accommodations to students with disabilities. If you would like to request accommodations due to a physical, mental, or learning disability, please contact the Disability Resources & Services office, Hannelly Center (HC) Building, 602-285-7477.

- Any students with a documented disability needing academic adjustments is requested to speak directly to the Disability Resources & Services office as early in the semester (preferable within the first week) as possible. All discussions will remain confidential.
## Language is Important

People with disabilities are people first. They prefer to focus on their individuality, not their disability. The language used to portray individuals with disabilities is often a barrier to access and acceptance in the community. The following is provided for guidance when referring to a person with a disability.

### DON’T SAY:

<table>
<thead>
<tr>
<th>Term</th>
<th>SAY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handicap, handicapped</td>
<td>disability, or person with a disability</td>
</tr>
<tr>
<td>Victim, or afflicted with. . .</td>
<td>Person who has/had (MS, injury, etc.)</td>
</tr>
<tr>
<td>Wheelchair-bound or confined to a wheelchair</td>
<td>Person who uses a wheelchair, has a wheelchair, wheelchair user.</td>
</tr>
<tr>
<td>Deaf and dumb</td>
<td>Person who is deaf, hearing impaired, or hard of hearing.</td>
</tr>
<tr>
<td>Normal, healthy (when used as the opposite of disabled).</td>
<td>Non-disabled</td>
</tr>
<tr>
<td>Deformed</td>
<td>has a physical disability</td>
</tr>
<tr>
<td>Spastic, spazz</td>
<td>has seizures</td>
</tr>
<tr>
<td>Physically challenged</td>
<td>Person with a physical, sensory, mental disability</td>
</tr>
<tr>
<td>Mentally ill</td>
<td>psychological disability, behavior disorder, psychiatric disability or impairment</td>
</tr>
<tr>
<td>Spastic, invalid, crippled, mongoloid, crazy, deformed, defective. These words are archaic, offensive, dehumanizing degrading, and stigmatizing</td>
<td>When it is appropriate to refer to an individual’s disability, choose the correct terminology for the specific disability. Use terms such as cerebral palsy, Down Syndrome, seizure disorder, speech impairment.</td>
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</tbody>
</table>
Disability Documentation

It is the responsibility of the student to provide documentation to the Director of the Disability Resources & Services (DRS) office, which conforms to the Documentation Policy as part of the intake process. The Documentation Policy is included in this handbook. Documentation must (1) verify the existence of a disability as defined under Section 504 and under the ADA; and (2) establish a clear connection between the accommodations being requested and the effects of the disability.

Students must provide documentation that complies with all applicable requirements of the MCCCD Documentation Policy. If the DRS Director advises a student that his/her documentation is incomplete, Phoenix College reserves the right not to provide services or accommodations until all documentation specified in the Documentation Policy is provided. Students submitting only IEPs (Individual Educational Plans) or incomplete documentation, or if a particular accommodation request is not justified by the information provided in the student's documentation, the student is responsible to pursue whatever additional documentation is required and to pay any costs thereof.

Services & Accommodations

Phoenix College provides students with disabilities with accommodations or with modifications to policies and practices in order to ensure that students have an equal opportunity to participate in all Phoenix College programs, services, and activities. The purpose of accommodations is not to ensure success, but to provide access and equal opportunity. The following policies and practices apply to all accommodations provided to students with disabilities at Phoenix College.

The DRS Director or designated professional will initially determine the accommodations to be provided to each student upon all of the following:

- the documentation provided by the student;
- the in-take interview with student;
- academic policies of the student’s college;
- the policies and practices set forth in the handbook;
- consultation with course faculty, if necessary, regarding the essential course elements and the manner in which student mastery of course material is to be evaluated.

Accommodations for each student will be determined on an individual basis considering all the factors mentioned above. Students with similar disabilities may not necessarily receive the same accommodations.

The initial accommodation determination of the DRS Director or designated professional may be modified for any number of reasons, such as the student tries the accommodation and it is not effective, or the director substitutes an equally effective accommodation for reasons of administrative efficiency.

A student who completes the in-take process with the DRS office is entitled to services and accommodations only from that date forward. Phoenix College will generally not reexamine course work completed before the documentation of a disability even if the student can establish that they had a disability at the time of the course in question.
**Blindness / Visual Impairments**

Visual impairments include disorders in the sense of vision that affect the central vision acuity, the field of vision, color perception, or binocular visual function. The American Medical Association defines legal blindness as visual acuity not exceeding 20/200 in the better eye with correction, or a limit in the field of vision that is less than a 20-degree angle (tunnel vision). Tumors, infections, injuries, retrolental fibroplasias, cataracts, glaucoma, diabetes, vascular impairments, or myopia may cause legal blindness. Visual disabilities vary widely. Some students may use a guide dog, others a white cane, while others may not require any mobility assistance.

**Accommodations may include:**

- reading lists or syllabi in advance to permit time for transferring into alternate format
- textbooks ordered in the preferred medium of the student
- seating in the front of the class without glare from windows
- audio recording of lectures and class discussions
- note taking devices such as pocket Braille computers
- handouts in the medium that the student prefers
- clear black print on white or pale yellow paper for students with visual impairments
- testing accommodation: electronic version of tests, reading of tests, scribe, extended time, separate test location, enlarged print, computer word processing software with speech access
- materials presented on the board or on transparencies read out loud
- lab assistance
- advance notice of class schedule changes

Types of alternate format of printed material for students with blindness/visual impairments include:

- **Alternate format for text**  
  Textbooks can be ordered in an electronic format from publishers or through an agency such as Learning Ally or BookShare.

- **Large print**  
  Standard sized materials can be enlarged on a copier using 11” X 17” paper.

- **Thumb Drive / USB**  
  Convert the test of materials to ASC II format. Documents can also be made available by placing them on the Internet.

- **Braille**  
  Adaptive equipment will be necessary to provide alternate format in Braille; however, Braille is probably the least requested alternate format for students.
NOTE: If a document has been created using a standard word processing program, it can easily be enlarged before printing. Geneva or Helvetica fonts are the clearest. An 18 point type is generally best. When the type is larger than 18 point, fewer words appear on each page, making it difficult for a person to make sense of the document. Bold characters also make the print clearer.

**Working with Students with Visual Impairments & Blindness**

- Choose texts early, and notify the bookstore of selections. This will enable the student to order and receive alternate copies of the text prior to the commencement of the semester (usually at least 6 to 8 weeks lead time is necessary).

- Provide visually impaired students with materials in alternative formats at the same time the materials are given to the rest of the class.

- Provide the student who is visually impaired with (large) print copies of any outlines and transparencies or an electronic version.

- Read aloud what is written on the board or presented on overheads and in handouts.

- Allow students to audio-record lectures.

- Pace the presentation of material; if referring to a textbook or handout, allow time for students to find the information.

- When appropriate, ask for a sighted volunteer to team up with a student with a visual impairment for in-class assignments.

- When you first meet a blind or visually impaired person, identify yourself to let the person know you are talking to them.

- When giving directions, use descriptive words such as “straight ahead” or “forward.” Be specific in directions and avoid vague terms such as “over there.”

- Do not hesitate to use words like “see” or “look” when speaking with a visually impaired or blind person.

- Keep a front row seat open for a student with a visual impairment. A corner seat is especially convenient for a student with a guide dog.

- Make arrangements early for field trips and ensure that accommodations will be in place on that day (e.g., transportation, site accessibility).

- If you are walking with a visually impaired or blind person, let him/her take your arm just above your elbow and walk in a relaxed manner. The person can usually follow the motion of your body. If the person is using a guide dog, they will usually keep the dog to their left and take your arm with their right hand. Warn the person when you are approaching a step or other obstacle.

- Be flexible with deadlines if assignments are held up by the document conversion process.
• When in doubt about how to assist the student, ask him/her.

• “Guide dogs” are working animals. It can be hazardous for the visually impaired or blind person if the dog is distracted. Check for the owner’s preference before petting the dog.
Deafness / Hard of Hearing

More individuals in the United States have a hearing impairment than any other type of physical disability. A hearing impairment is any type or degree of auditory impairment while deafness is an inability to use hearing as a means of communication. Hearing loss may be sensorineural, involving an impairment of the auditory nerve; conductive, a defect in the auditory system that interferes with sound reaching the cochlea; or a mixed impairment, involving both sensorineural and conductive. Hearing loss is measured in decibels and may be mild, moderate, or profound. A person who is born with a hearing loss may have language deficiencies and exhibit poor vocabulary and syntax. Many students with hearing loss may use hearing aids and rely on lip reading. Others may require an interpreter.

Accommodations may include:

• seating in the front of the classroom
• written supplement to oral instruction, assignments, and directions
• visual aids as often as possible
• speaker facing the class during lectures
• speaker repeating the questions that other students in the class ask
• note taker for class lectures
• test accommodations: extended time, separate test location, proofreading of essay tests, access to word processor, interpreted directions
• unfamiliar vocabulary written on the board or a handout
• small amplification system called an FM loop system
• interpreter seated where the student can see the interpreter and the lecturer
• excess noise reduced as much as possible to facilitate communication

Working with Students who are Deaf / Hard of Hearing

• Be sure you have the student’s attention before beginning to speak. This may necessitate physical contact.

• Be sure there is a direct line of vision between yourself and the hearing-impaired person. Maintain eye contact. This eye contact conveys a feeling of direct communication even though an interpreter is present.

• Don’t assume all deaf / hard of hearing people use the same mode of communication. Ask the person what their preferred mode of communication is. Don’t assume they are a “lip reader” or a “signer.”

• Don’t shout- you will only embarrass yourself. Don’t exaggerate lip movements. Exaggerating makes lip reading impossible. Speak at a normal speed unless asked to slow down. Don’t put things in your mouth such as cigarettes, cigars, pipes, or gum.
• Circular seating arrangements offer deaf / hard of hearing students the best advantage of seeing all class participants. When desks are arranged in rows, keep front seats open for students who are deaf / hard of hearing and their interpreters.

• When appropriate, ask for a hearing volunteer to team up with a deaf / hard of hearing student for in-class assignments.

• Be aware of lighting. Any light source behind you will put your face in shadow and create a glare for the visually impaired person who is talking to you, making lip reading nearly impossible.

• Use clear speech. Be direct. Avoid using idioms or colloquial expressions. Short sentences are easier to understand than long ones.

• Try to stay on the topic of discussion and make the topic clear. Deaf / hard of hearing people who lip read pickup words in context which helps them follow the conversation more easily.

• Use gestures and facial expressions, body language and pantomime to help the communication. In group settings, suggest that only one person speak at a time. Enforce this suggestion.

• If you have a hard time communicating an idea, rephrase it. Rephrase what you have said rather than repeating the same words again. Some lip movements and therefore some words are harder to lip read than others.

• Use open-ended questions which need more than a “yes” or “no” answer. Do not assume that the person understands if they nod their head. Open-ended questions assure that your information has been communicated.

• Don’t be embarrassed about communicating with paper and pencil. It is OK to write notes. Remember to keep the notes simple and direct. Assist in filling out forms.

• If a student uses an FM-assisted listening device, clip the device on your clothing and try to remain within the broadcasting area (usually 20-40 feet) during lectures.

• If you are using an interpreter, speak directly to the deaf person, not to the interpreter. Don’t say, “Ask him . . .” “Tell her . . .”

• Be aware that deaf people who use sign language as their primary language regard English as a second language; therefore, their grammatical constructions may vary from standard English.

• It may take a while to get used to the speech of a person who is deaf / hard of hearing. But never pretend to understand the person if you are having trouble doing so. Repeat what you understand and give the student a chance to clarify for you. Remember, communication is the goal.

• Be patient.

• When in doubt about how to assist the student, ask him/her.

• Allow the student the same anonymity as other students (i.e., avoid pointing out the student or the alternative arrangements to the rest of the class).
Working with an Interpreter

An interpreter is a trained professional who serves as the communication link between deaf/hard of hearing persons and those with whom they have contact. Several things to remember when communicating with an interpreter are:

- Interpreters view all information from an interpreting situation as confidential.
- Interpreters maintain an impartial attitude while interpreting.
- Interpreters are not allowed to provide tutoring assistance to the student in the classroom.
- Interpreters may not counsel the student or instructor.
- Interpreters neither add to nor delete from any interaction that takes place. Everything that is said will be interpreted into sign and everything signed by the deaf/hard of hearing person will be voiced.
- The interpreter is present to facilitate communication and to serve all parties involved. Therefore, if you do not understand the deaf/hard of hearing person’s voice or signs, you may ask the interpreter to repeat what has been said.
- Speak directly to the deaf/hard of hearing person, not to the interpreter. The interpreter is not part of the conversation, and is not permitted to voice personal opinions, or enter into the conversation.
- Speak clearly and in a normal tone. Do not rush your speech. The interpreter or the deaf/hard of hearing person may ask you to slow down or repeat a word or sentence for clarification.
- Remember that the interpreter is a few words behind the speaker. Give the interpreter time to finish so that the deaf/hard of hearing person can respond or ask questions.
- Replace terms such as “here” and “there” with more specific terms such as “on the second line” and “in the right hand corner.”
- In a conference room or class environment, the deaf student and interpreter will work out seating arrangements, with the interpreter usually located near the speaker.
- Inform the interpreter in advance if there is an audiovisual element in a presentation so arrangements can be made for lighting and positioning.
- Be sensitive to sessions that extend longer than one hour. The interpreter may require a short break to maintain proficiency in interpreting.
**Assistive Listening Devices (ALDs)**

Deaf / hard of hearing students may use an ALD in the classroom to enhance the voice of a speaker. The most common ALD is a personal FM system; the speaker wears a microphone and the student wears a receiving unit. Students may borrow an FM system from the Disability Resources & Services (DRS) office.

**Real-time Captioning**

Some students who are deaf / hard of hearing do not possess sign-language skills or their hearing loss cannot be accommodated by an ALD. In these cases real-time captioning is used. Real-time captioning is a system where a transcriptionist sits next to the student and with specialized equipment, word for word transcribes the lecture and all communication in the classroom. The student who is deaf / hard of hearing will watch a portable computer display to visually follow the communication. The transcriptionist may also voice classroom responses for the student if they are unable to communicate on their own. Real-time captioning can be requested through the DRS office in the same manner that sign language interpreters are requested.

**Closed Captioning**

An increasing number of educational CD’s, DVD’s as well as television broadcasts are being “closed captioned” for deaf / hard of hearing viewers. Closed captions are similar to subtitles in foreign language films: captions appear at the bottom of the screen so the viewer may follow narration and dialogue. A closed captioning decoder is needed to display the usually hidden captions. Television monitors manufactured after July 1993, have built-in decoders that can be activated through the remote control. Instructors can determine whether or not videos, CD’s or DVD’s are captioned by looking at the container or case, which usually contains a short statement about captioning or carries the initials “CC” or a Q-like symbol. In the event that closed captioning is not available, a sign language interpreter or real-time captionist can interpret the video, CD or DVD, as is done during lectures or recitations. To prepare, the interpreter might request from the instructor the opportunity to view the material in advance.
**Learning Disabilities (LD)**

**Attention Deficit/Hyperactivity Disorder (ADHD)**

**A learning disability** is a permanent neurological disorder that affects the manner in which information is received, organized, remembered, and then retrieved or expressed. Students with learning disabilities possess average to above average intelligence. The disability is demonstrated by a significant discrepancy between expected and actual performance in one or more of the basic functions: memory, oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematical calculation, or mathematical reasoning.

**ADHD** is a persistent pattern of inattention and/or hyperactivity/impulsivity manifested in academic, employment, and/or social situations. It appears in school settings as careless mistakes and disorganized work. Students often have difficulty concentrating on and completing tasks, frequently shifting from one uncompleted activity to another. ADHD arises during childhood and is attributed neither to gross neurological, sensory, language, or motor impairment nor to mental retardation or severe emotional disturbance.

**Accommodations may include:** When working with students with LD and ADHD accommodations may be similar.

**Notetaking**
- audio recording
- copies of peer’s notes

**Reading**
- alternate format of texts
- reader

**Registration**
- reduced course load
- priority registration

**Testing**
- extended time

**Testing (cont.)**
- proctored test in quiet area
- test read to student
- student respond orally to essay test
- alternate type of exam
- scribe
- blank card or paper to assist in reading
- calculator

**Math**
- calculator for a student with a disability in the area of math processing. (The SAT is now allowing the use of a standard four function calculator as an accommodation)
General
- extended time to complete assignments
- course substitution for nonessential course requirements in major

Writing
- word processor with spell check
- extended time for in-class assignments to correct spelling, grammar, punctuation

Working with Students with Learning Disabilities & ADHD

- Instructions should be presented both in written and oral formats.
- Assist student in finding an effective note taker from the class.
- Allow the student to tape-record lectures.
- Clearly define course requirements, the dates of exams, and when assignments are due; provide advance notice of any changes. Make all expectations clear.
- Provide handouts and visual aids.
- For large projects or long papers, help the student break down the task into its component parts. Set deadlines for each part; for example, there might be deadlines for the proposal of an essay topic, for a research plan, for the completion of research, for pre-writing, for a writing plan or outline, for a first draft, and for a final edited manuscript.
- Whenever possible, start each lecture with a summary of material to be covered, or provide a written outline. If you use broad margins and triple-space, students will be able to take notes directly onto the outline: an aid to organization. At the conclusion of each lecture, review major points.
- Use more than one way to demonstrate or explain information.
- Have copies of the course reading list ready two to three weeks prior to the beginning of classes so textbooks can be taped or scanned.
- Allow time for clarification of directions and essential information.
- Provide study guides or review sheets for exams.
- Avoid making assignments orally. Always write assignments on the board, or pass them out in written form.
- Provide assistance with proofreading written work.
• Stress organization and ideas rather than mechanics when grading in-class writing assignments.

• Allow the use of spell check and grammar-assistive devices.
Mobility Impairments

A variety of orthopedic/mobility-related disabilities result from congenital conditions, accidents, or progressive neuromuscular diseases. These disabilities include conditions such as spinal cord injury (paraplegia or quadriplegic / tetraplegic), cerebral palsy, spina bifida, amputation, muscular dystrophy, cardiac conditions, cystic fibrosis, paralysis, polio/post polio, and stroke. Functional limitations and abilities vary widely even within one group of disabilities. Accommodations vary greatly and can best be determined on a case-by-case basis.

Accommodations may include:

- accessible location for the classroom and place for faculty to meet with student
- special seating in classrooms
- note takers, use of audio recorders, computers, or photocopying of peer notes
- test accommodations: extended time, separate place, scribes, access to word processor
- special computer software: voice recognition, word prediction, keyboard modification
- extra time for assignments due to slow writing speed
- adjustable tables in classrooms
- lab assistance, accessible parking, customized physical education class
- alternative formats for textbooks and written materials
- advance planning for field trips to ensure accessibility

Descriptions of mobility impairments:

- **Quadriplegia / tetraplegia** is paralysis of the extremities and trunk, is caused by a neck injury. Students with quadriplegia / tetraplegia have limited or no use of their arms and hands and often use electric wheelchairs.

- **Paraplegia**, is paralysis of the lower extremities and the lower trunk, is caused by an injury to the mid-back. Students often use a manual wheelchair and have full movement and use of arms and hands.

- **Amputation** is the removal of one or more limbs, and is sometimes caused by trauma or another condition.

- **Arthritis** is the inflammation of the body’s joints, causing pain, swelling, and difficulty in body movement.

- **Back disorders** can limit a student’s ability to sit, stand, walk, bend, or carry objects. They include, but are not limited to, degenerative disk disease, scoliosis, and herniated disks.
• **Cerebral palsy** is the result of damage to the brain prior to or shortly after birth. It can prevent or inhibit walking and cause a lack of muscle coordination, spasms, and speech difficulty.

• **Neuromuscular disorders** include a variety of diseases, such as muscular dystrophy, multiple sclerosis, and ataxia, that result in degeneration and atrophy of muscle or nerve tissues.

**Working with Students with Mobility Impairments**

• If necessary, arrange for a room change before the semester begins. (Example: If a classroom or lab can only be reached by stairs, it will be necessary to arrange to meet in an accessible location).

• Try not to seat a wheelchair user in the back row. Move a desk or rearrange seating at a table so the student is part of regular classroom seating.

• Make arrangements early for field trips and ensure that accommodations will be in place on the given day (e.g., transportation, site accessibility).

• Make sure accommodations are in place for in-class written work (e.g., allowing the student to use a scribe, to use assistive computer technology, or to complete the assignment outside of class).

• Some students may not be able to participate in a lab class without the assistance of an aide. The student will learn everything except the physical manipulation of the lab materials. Simply, the student can give all instructions to the aide in order to complete required lab assignments.

• Give the student plenty of advance notice in the event that research papers are assigned. Assignments that require library work or access to sites off-campus will consume more time for a student with a mobility impairment.

• Students with back or other orthopedic problems may need to change position frequently or during long classes. Be tolerant of this need.

• If a student needs writing assistance to take an exam, the Disability Resources & Services office must be contacted in advance. Due to the time needed to make arrangements for a scribe, “pop quizzes” in class create tremendous difficulty. Either the student must be given prior notice of tests or the instructor may make contact ahead of time to arrange for an aide.
Psychological Disorders

Psychological disorders cover a wide range of disorders such as neuroses, psychoses, and personality disorders. The National Institute of Mental Health estimates that one in five people in the United States have some form of psychiatric disability, but only one in five persons with a diagnosable psychological disorder ever seeks treatment due to the strong stigmatization involved. The majority of psychological disorders are controlled using a combination of medications and psychotherapy. If the student self-discloses to the instructor, it may be appropriate to discuss problems and side effects associated with medications.

Accommodations may include:

- extended time for exams, quiet testing area with a proctor
- note takers, readers, or audio recorders in class
- seating arrangements that enhance the learning experience of the student
- “incompletes” or late withdrawals in place of course failures in the event of prolonged illness
- assistance with time management and study skills
- extra time spent with student, assisting student with planning projects
- encouragement to use relaxation and stress reducing techniques during exams
- flexibility in the attendance requirements in case of health-related absences
- reduced course load

Descriptions of some common psychological disabilities:

- **Depression** is a major disorder that can begin at any age. Major depression may be characterized by a depressed mood most of each day, a lack of pleasure in most activities, thoughts of suicide, sleep problems, and feelings of worthlessness or guilt.

- **Bipolar disorder** (manic depressive disorder) causes a person to experience periods of mania and depression. In the manic phase, a person might experience inflated self-esteem and a decreased need to sleep.

- **Anxiety disorders** can disrupt a person’s ability to concentrate and cause hyperventilation, a racing heart, chest pains, dizziness, panic, and extreme fear.

- **Schizophrenia** can cause a person to experience, at some point in the illness, delusions and hallucinations.
Working with Students with Psychological Disorders

- Spend extra time with the student. When necessary, assist the student with planning and time management.

- Allow the student to audio record lectures.

- Assist the student with finding an effective note taker.

- Clearly define course requirements, the dates of exams, and when assignments are due; provide advance notice of any changes.

- Written exercises or other out-of-class assignments may be necessary for the student to best demonstrate their grasp of the required knowledge.

- A student may need to go into the hospital for a week for a medication check or brief emergency; extra time on a due date might be all that is needed for the student to pass the course. The delay should be specified; a new due date should be negotiated and formalized, not be left open-ended.

- Be willing to clarify assignment and class performance expectations, several times, if necessary.

- Establish clear boundaries regarding your relationship with students. Refer them for counseling, if necessary.

- Pre-arranged breaks help the student anticipate and manage anxiety, stress, or extreme restlessness caused by medication.

- If behavior is a concern:
  
  - Discuss classroom behavior with the student privately and candidly. Be specific.

  - Do not attempt to diagnose or treat the psychological disorder; focus on the student’s behavior.

  - If it seems appropriate, refer the student to the Counseling Center, located in the Hannelly Center (HC) Building, (Phone) 602-285-7392.

  - If the student’s behavior is abusive or threatening, contact the College Safety Office, Parking Garage, (Phone) 602-285-7254.

  - If you have any questions or concerns, contact the Disability Resources & Services office, Hannelly Center (HC) Building, (Phone) 602-285-7477.
**Traumatic Brain Injury (TBI)**

Head injury is one of the fastest growing types of disabilities especially in the age range of 15 to 28 years. Over 500,000 cases are reported hospitalized each year. Though not always visible and sometimes seemingly minor, brain injuries are complex. There is a wide range of differences in the effects of a TBI on the individual, but most cases result in some type of impairments. The functions that may be affected include: memory, cognitive/perceptual communication, speed of thinking, communication, spatial reasoning, conceptualization, psychosocial behaviors, motor abilities, sensory perception, and physical abilities.

**Accommodations may include:** Accommodations for students with TBI may be similar to those for students with learning disabilities. The use of such strategies will depend on the manifestation of the disability. Accommodations to consider but are not limited to:

- reduced course load
- alternative format for textbooks and printed course materials
- coordination of readers, note takers, scribes
- use of adaptive technology
- copies of overheads/class notes
- testing accommodations: extended time, reformatted exams, quiet room
- audio recording of lectures and class discussions
- accessibility to classrooms, labs, facilities, and field experiences
- time extensions
- instructions presented in more than one way

**Working with Students with Traumatic Brain Injuries**

- Repeat information to be learned whenever possible.
- Give students an established routine or use step-by-step instruction.
- Remove unnecessary distracters in the classroom.
Health-Related Impairments

Health-related impairments are conditions affecting one or more of the body’s systems. These include the respiratory, immunological, neurological, and circulatory systems. These conditions may interfere with stamina and mobility and affect academic functioning. At times it is not the condition itself but the medication that is required to control symptoms that impairs academic performance. Common side effects of medications include fatigue, memory loss, shortened attention span, loss of concentration, and drowsiness. Functional limitations and abilities will vary widely, even within the same type of disability.

Accommodations may include:

- extended time for exams
- alternative formats
- audio recorded course materials
- readers
- computers or other adaptive equipment
- scribes
- flexibility in attendance requirements in case of health-related absences

Partial list of health-related impairments:

- AIDS
- Arthritis
- Asthma
- Burns
- Cancer
- Cardiovascular disorders
- Carpal Tunnel Syndrome
- Cerebral Palsy
- Chronic pain
- Diabetes mellitus
- Epilepsy
- Hemophilia
- Lupus
- Motor neuron diseases
- Multiple Chemical Sensitivity
- Multiple Sclerosis
- Muscular Dystrophy
- Renal-kidney disease
- Respiratory disorders
- Sickle Cell Anemia
- Stroke
- Tourette’s Syndrome

Working with Students with Health-Related Impairments

- Occasional absence or tardiness may be unavoidable.
- Scheduling may be an issue. Special projects, testing may need to be flexible to allow students to work during optimal time periods of the day.
- Progression of illness is unpredictable. Periodic remissions may allow for added energy and euphoria, while exacerbations may require hospitalization.
General Recommendations

The following are commonly used teaching techniques that also accommodate students with disabilities:

- Let students know when you are available to meet with them through verbal announcements, published hours, and location of availability.

- Make an announcement the first day of class that you are available privately to discuss any information or circumstances that may impact the course. Provide this information on the syllabus also.

- When offering assistance to a student, it is very important to respect their privacy. Do not discuss the interaction with other students or colleagues.

- Individual assistance can be quite helpful in promoting the learning experience. However, avoid behaving in a patronizing or condescending manner because someone needs assistance.

- Be sensitive to verbal and non-verbal signs of student anxiety and frustration. Be willing to discuss any problems and make appropriate referrals to campus resources.

- Speak directly to students, maintaining eye contact, using gestures and natural expressions to further convey meaning.

- Provide the course syllabus and a list of required readings in advance of the course. A web site is an ideal location for this.

- Leave all relevant course information with a Department contact during semester breaks in case you cannot be contacted.

- If possible, select textbooks that are available from the publisher in electronic text.

- If possible, select a textbook with an accompanying study guide for students.

- Order texts early enough so that texts arrive in the bookstore before the course begins.

- Provide a course study guide, or exam study questions, which covers specific terms the student needs to master.

- Make available lecture outlines or copies of overheads used in class.
• Prepare a comprehensive syllabus that includes a lecture topics schedule, order of scheduled and required readings, assignment information and due dates, examination schedule, and grading scale. Review the requirements in class.

• Present new or technical vocabulary and concepts on handouts. Teach them both visually and verbally.

• Start each class meeting with a brief outline review of the previous class.

• Write an outline on the board of material that will be covered that class period.

• Verbally explain graphs, charts and diagrams. Read aloud all material that is on the board, transparencies, or handouts.

• Carefully explain the purpose and objectives of your assignments. Also provide written directions, requirements, and grading scale for each.

• Remind students of upcoming reading requirements, assignments, papers, or projects, or exams frequently and well in advance of when they are due.

• Provide adequate opportunities for class discussion, questions, and participation, including review sessions.

• Encourage active use of office hours for information clarification.

• Permit the use of tape recorders as backup to note taking. Have students sign tape recording agreements limiting the use of the tapes, if necessary.

• Help facilitate study groups in and out of class.

• Encourage students to make use of on campus resources.

REMEMBER:

• That any student enrolled at PC has the right to be here. Respect the student with the disability for their initiative and qualifications.

• To treat adults like adults. Do not be condescending or patronizing.

• Use typical conversation terms such as “See you later”, “walk” along. People with disabilities use these terms too.

• Offer assistance with sensitivity and respect. If the offer is declined, do not insist. If the offer is accepted, listen to, or ask for instructions.
Testing Accommodations for Students with Disabilities

Purpose

To ensure provision of federally mandated testing accommodations for qualified students with disabilities.

Sources

The Rehabilitation Act of 1973, 29 United States Code §§ 701-796

Americans with Disabilities Act of 1990 (ADA), 42 United States § 12101 et seq.

Disability Resources & Services

Background

Testing accommodations are an exchange between faculty, students with disabilities, and the Disability Resources & Services office. It is the faculty member’s responsibility to design appropriate methods to measure student knowledge and its application. It is the student’s responsibility to prepare fully for examinations and to inform faculty that certain individual accommodations may be necessary. It is the responsibility of the DRS to determine the student’s eligibility for accommodation and to facilitate appropriate accommodations in consultation with the student and faculty.

Policy

Students must provide required disability documentation to the Disability Resources & Services office that clearly supports the need for testing accommodations. A DRS professional will evaluate the documentation, determine eligibility for testing accommodations and meet with student on an individual basis to discuss reasonable and appropriate options. The DRS arranges and implements testing accommodations for qualified students with disabilities, which may include:

1. extended testing time;
2. use of a reader, scribe, adapted equipment, interpreter, or alternative print format;
3. a test instrument restructured by the faculty member; and/or
4. a private room.

The DRS uses a Notice of ADA Accommodations Form to contact faculty and confirm testing arrangements.

Note: The DRS requires a minimum of three (3) working days’ advance notice for exams that will be taken in the DRS.
**Test Administration Responsibility**

If instructors choose to administer tests, quizzes, and exams, they should consult with the DRS regarding appropriate accommodations and test administration procedures.

The DRS administers academic examinations requiring private rooms, readers, interpreters, scribes, and/or adapted equipment in the Testing Center and/or the Disability Resources & Services office. However, the DRS may not be able to provide scribes or readers in some technical fields (e.g., foreign language, mathematics, science, computer courses). Consequently, faculty may need to provide personnel to administer these examinations.

Academic examinations requiring only extended test time will be administered in the Testing Center.

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**Testing Guidelines**

To protect the integrity and security of each test, the DRS follows these testing administration guidelines:

1. All DRS-administered tests, quizzes, and exam are proctored.

2. The DRS Director calculates testing time for the student according to the full class period unless otherwise designated by the instructor.

3. Student employees and staff do not administer exams for classes in which they are currently enrolled.

4. Tutors do not administer tests to students whom they are currently tutoring.

5. Generally, students with disabilities take exams at the same time as the rest of the class unless there are time conflicts, in which case an alternate testing time is assigned with the instructor’s written approval.

6. Authorized DRS test aides assisting with the testing procedure only read and translate materials. They do not interpret, modify, or clarify the questions or responses.

7. Students caught cheating or found cheating during their use of the DRS testing accommodations have their testing materials confiscated immediately. The appropriate faculty member is contacted and informed of the situation. It is the faculty member’s responsibility to determine appropriate academic discipline. In such cases, future tests taken by the student at the DRS are proctored one-on-one with the proctor sitting at the same testing table as the student.
8. In-class interpreting services are provided to ensure that the student has access to the instructor’s instructions, comments, class discussions, etc. The student’s questions and comments are interpreted. Interpreters only interpret between parties and do not attempt to “interpret” the questions for the student. Written test questions are not interpreted into sign language. The student must direct all questions to the test administrator in the classroom and the interpreter interprets between the student and the test administrator.

9. Testing conducted at the DRS may include interpreter services.

10. DRS administers tests from 8:00 a.m. until 6:00 p.m. Monday – Thursday and 8:00 a.m. until 4:30 p.m. on Friday. The Testing Center hours may vary each semester. Summer hours vary at each location.

**Test Restructuring**

Although a faculty member may consult the DRS regarding test restructuring, any changes in content are the sole responsibility of the faculty member.

**Procedures**

**Qualified Student Responsibilities**

1. Register for classes.

2. Meet with the DRS staff to:
   a. request testing accommodations
   b. verify eligibility for services, and
   c. complete a Notice of ADA Accommodations Form for each class in which testing accommodations are appropriate.

3. Notify each instructor of the need for testing accommodations.

4. Verify that the instructor of record for each class has received and signed a Notice of ADA Accommodations Form explaining testing accommodations.

5. Student should notify the DRS office:
   a. at least three (3) working days before exams or quizzes (being administered in DRS or the Testing Center).
b. seven (7) working days if tests must be converted to an alternative format (e.g., Braille, large print, etc.).

c. at least one week in advance for readers, scribes, or for assistants.

d. ten (10) working days before the last day of class for final exams.

Faculty/ Instructor Responsibilities

1. Read and sign the Notice of ADA Accommodations Form for each student requiring accommodations.

2. When dropping off tests to the DRS or Testing Center, faculty will list the appropriate, agreed upon, accommodations on the Instructor Testing Request Form (provided at the Testing Center).

3. If test requires alternative print format (e.g., Braille, large print, audio recorded), deliver the print materials to the DRS a minimum of seven (7) working days before the scheduled test date.

4. Pick up tests from the Testing Center or the DRS at the agreed upon time.
Other Resources at PC

- Academic Advising / Transfer Center
  Hannelly Center (HC) Building
  602-285-7110

  Provides information and assistance in academic planning

- Career Services
  Hannelly Center (HC) Building
  602-285-7420

  Provides resources and personal assistance with career decision making, career planning, job seeking, resume writing, and interviewing skills. Local job opportunities are posted on the Maricopa Career Network, the college’s on-line job board, at www.maricopa.edu/careers. A virtual career center is located at www.phoenixcollege.edu/careercenter.

- College Safety
  Parking Garage
  602-285-7254

  Provides vehicle parking decals and safety escorts. College Safety will attempt to jump start disabled vehicles and unlock vehicles with keys left inside.

- Computer Commons
  Fannin Library (L)
  602-285-7285

  Provides student and faculty access to standard office, instructional and Internet software on ninety Dell workstations. The Computer Commons also provides three electronic classrooms for instructional use.

- Counseling Center
  Hannelly Center (HC) Building – Lower Level
  602-285-7392
Provides free academic, career and personal counseling for students. Classes are provided to help students learn new skills and behaviors and improve their educational success. Counselors can provide referrals to community social services agencies.

- **Employee Services Department**  
  Administration (AD) Building  
  602-285-7544

Operates as the Phoenix College Personnel Office for employees, including student workers, processes time tickets, provides forms and employee information.

- **English as a Second Language (ESL) Program**  
  B Building, English Office  
  602-285-7359

Provides information and assistance to students whose first language is not English. This program offers assessment, classes and laboratories in listening, speaking, reading and writing.

- **Family Care & Head Start Center**  
  FCC Building (North Osborn Campus)  
  602-285-7291

Offers Phoenix College students child care for children ages 2-5, whose parents are enrolled in at least 3 credit hours at Phoenix College. A Head Start program is offered to Phoenix College students who meet eligibility requirements.

- **Financial Aid**  
  Hannelly Center (HC) Building  
  602-285-7410

Provides assistance to students from federal, state, institutional, and private funding sources. The program provides information about sources of funding and application procedures to assist student and their families in meeting college expenses.

- **International Student Center**  
  Hannelly Center (HC) Building  
  602-285-7424
Provides assistance to students who are culturally and linguistically diverse with admissions, advisement and registration information. This office also provides I-20 information for those international students interested in attending Phoenix College on a student visa.

- **Recruitment and Retention**  
  *Hannely Center (HC) Building*  
  *602-285-7772*

Provides information about PC programs and services to students, school personnel and community members. Office staff assists interested students with campus tours in addition to the assessment, advisement and registration process.

- **Student Life and Leadership**  
  *Student Union (SU) Building*  
  *602-285-7231*

Provides housing information, student handbooks, club and organization information, medical insurance information, bus subsidies and books, leadership development programs and campus events.

- **Testing Center**  
  *Hannely Center (HC) Building – Lower Level*  
  *602-285-7844*

Provides course placement testing (ASSET/COMPASS), makeup exams, and assessment of English as a Second Language skills (CELSA).

- **Tutoring Services**

  **Success Center 602-285-7486**  
  Located in the B Building – B-228  
  ✮ Tutoring in academic subjects  
  ✮ Study skills development  
  ✮ Homework help  
  ✮ Success coaching  
  ✮ Multimedia materials  
  ✮ Workshops, study groups, individual study plans

  **(Math Zone) 602-285-7151**  
  Located in the A Building Room 232  
  ✮ Drop-in tutoring
- Veterans’ Service’s
  Hannelly Center (HC) Building

  602-285-7504

  Provides assistance with educational benefits and registration and referrals as needed.
Frequently Asked Questions

Q: Who is responsible for determining appropriate accommodation?

The Disability Resources & Services (DRS) is the office on campus that determines appropriate accommodations. The office bases their decision upon documentation collected from a student with a disability and the student’s functional limitations.

Q: What would be the best way to inform students in the class that I would like to help in facilitating exam accommodations or any classroom accommodations?

It is important that all faculty put a statement about accommodations in their syllabus. It should go something like this:

“Any student who feels s/he may need an accommodation based on the impact of disability should contact me privately to discuss your specific needs. Please contact the Disability Resources & Services office at 602-285-7477 located in the HC Building, to coordinate reasonable accommodations for students with documented disabilities.”

Q: A student has asked for accommodations. How do I know the student truly has a disability and needs accommodations?

You may ask the student to provide you with an Instructor Notification Form verifying that s/he has a disability. The student, if registered with the Disability Resources & Services office, will be given a letter within 24 hours after a request is made. The DRS has a file for every student who is registered with the office and uses services, and has documentation of the disability.

Q: How do I know what type of academic adjustment a student needs?

It is up to the student and the Disability Resources & Services Manager to determine what type of accommodation is needed. If you have a question about the accommodation, contact the DRS.

There is not one type of accommodation for all students with disabilities. Each accommodation must be decided on a case-by-case basis. Some common accommodations are:

- Alternative format texts
- Note takers
- Readers
- Scribes
- Oral tests
- Extended test time
- Interpreters
- Alternative print materials
Q: What can I do if I disagree with the academic adjustment requested?

If you disagree with the academic adjustment requested, you should discuss your disagreement with the DRS Director, but you should continue to provide the academic adjustment. An instructor may not forbid a student’s use of an aid if the prohibition limits the student’s participation in the class/program.

Q: Does the student receive “special privileges” under this legislation?

No. Providing accommodations should not be regarded as giving students “special privileges”, but rather as minimizing the impact of the student’s disability to the greatest extent possible. Institutions are not required to make changes or require a major or substantial change in an essential element of the curriculum. The institution has the right to set academic standards, but the institution must prove that a requested change would create a substantial change. The burden of proof lies with the institution.

It is important that the students with disabilities be treated the same and be allowed to fail. This is important in their educational experience and may give the student an opportunity to learn from the experience. The legislation does not intend that institutions pass students because they have a disability and they feel sorry for them. It is important to expect the same academic performance, with requested accommodations, from the student with a disability as from a non-disabled student.

Q: What are possible personal consequences if I do not provide the accommodation requested?

If a student is denied auxiliary aids or services, they can file a complaint under Section 504 with the Office of Civil Rights of the U.S. Department of Education or under the ADA Titles II and III which are under the jurisdiction of the Department of Justice. The student may file with both offices if they so desire. Under ADA, monetary damages may be enforced and the student may name both an individual, such as a professor, and the institution in the complaint. You, as a professor, are personally liable, as well as the institution, if named in the complaint.

Q: Do I have to provide academic adjustments if the student is taking the class for an audit?

Yes. The legislation states any student with a disability is eligible for all services if the institution receives federal assistance.

Q: Do I have the right to know what type of disability a student has when they ask for an accommodation?

No. A student does not have to inform the faculty member about their disability, but only the needed accommodations. If you have a question regarding the need for the accommodation, then you as a faculty member, may contact the Disability Resources & Services Director. They should have documentation regarding the student’s disability on file.

They cannot give details about the disability, unless the student has signed a written consent form, but can inform you if the student has a documented disability and if the academic adjustment requested is
appropriate. The student may disclose their disability to you. You are then obligated to maintain confidentiality regarding the student’s disability.

**Q: A student approaches you mid-semester and tells you that she needs accommodations in order to take the midterm that is scheduled for next week. She claims that she is entitled to the accommodations because she has a disability. How do you respond?**

Any student seeking an accommodation needs to have appropriate documentation from a licensed professional, which stays confidentially, on file in the Disability Resources & Services office. As an instructor you are entitled to know that the student has a disability, but not entitled to the details surrounding the disability. The first step is to ask the student if he/she has met this requirement. The second step is to send the student to the Disability Resources & Services office to pick up an Instructor Notification Form, signed by the Director of DRS, which indicates the appropriate accommodations. The third step is to discuss with the student the importance of notifying his/her instructors earlier in the semester of the need for any academic accommodations.

**Q: I have a student who is having difficulty in my class. I think this student may have a disability. What should I do to help the student?**

Talk privately with the student to discuss your observations. The student may reveal s/he has a disability. If this is the case suggest that the student contact the Disability Resources & Services office. Suggest that the student call DRS at 602-285-7477 for further information.

**Q: Am I required to lower the standards of a required assignment because the student has a disability?**

No, the standards should be the same for all students; however, some students with disabilities may exhibit their knowledge, production, and other course expectations differently than their peers. For example, a student with a learning disability in writing may produce an essay exam by using a computer or scribe rather than writing out an answer without the use of accommodations. The quality of the work should be the same.

**Q: What if a student with a disability requests to audio record my class?**

Many times faculty members are concerned with the use of a recorder in their classroom because it may infringe on their freedom of speech or potential copyrighted material. The instructor may ask the student to sign an agreement that states:

“I understand that, as a student enrolled at the institution who has a disability that affects my ability to take or read notes, I have the right to audio record my class lectures for use in my personal studies only. I realize that lectures recorded for this reason may not be shared with other people without the written consent of the lecturer. I also understand that audio recorded lectures may not be used in any way against the faculty member, other lecturer, or students whose classroom comments are recorded as part of the class activity. I am aware that the information contained in the audio recorded lectures is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without
giving proper identification and credit to the lecturer. I agree to abide by these guidelines with regard to any lectures I record while enrolled as a student at the institution.”

If this is a reasonable and appropriate accommodation that has been approved by the DRS then, “yes,” you must allow the student to audio record the class. It is important to remember that under the ADA, if appropriate academic adjustments are not provided to the student, you, as well as the institution, can be held liable for monetary damages.

Q: A student with a disability has asked me for a copy of my notes and overheads. Do I have to give this to the student?

Some students with disabilities have difficulty taking notes. Sometimes faculty notes are only a brief outline of the actual lecture given. These notes may not be too helpful. It is important that you assist the student in getting access to class notes. You may want to help the student find a volunteer note taker in class by making an announcement in class without revealing the student’s name. If you feel your notes are good, sharing your notes would be an option. Many faculty and departments have developed website guided notes. This has been extremely helpful to many students who lack the ability to keep up the pace in taking thorough notes. It may also be appropriate for some students to audio record the class.

Q: I have a student with a disability getting behind in his/her schoolwork. This student is missing a number of classes and has not handed in several assignments. Although s/he has taken a midterm and used accommodations, the student’s grade is about a D. At this point, the student is not passing the class. Do I have a right to fail a student with a disability?

The student with a disability has the same right to fail as anyone else. Their work should be equivalent to their peers. It may be a good idea to discuss your observations with this student just as you would with anyone else in your class who is experiencing difficulty.

Q: I’ve been debating about what book I want to use for my class, but the DRS keeps asking me to select a book ASAP. Do I have to?

Yes. It takes a trained reader an hour to read ten pages of a textbook and sometimes fewer pages depending upon the technical nature of the course. The DRS has books and/or reading assignments that need to be recorded, Brailled, or scanned. Students who are print impaired have a legal right to equal access to their textbooks or any instruction as their peers. They need to be able to listen to recorded or scanned textbooks at the same time as others in the class. By delaying the selection of textbooks, the DRS may not be able to get books converted to an appropriate format in a timely manner. This means that students may have to start the semester without access to their textbooks. Once a student gets behind it is very difficult for them to catch up.

Q: When I have a deaf student in class, am I required to have an interpreter or real time captioner in the class too? My class is very crowded and also, the students sometimes watch the interpreter instead of me.
There is no question about it. You are required by law to have what is essential for the student to have equal access to an education, and this includes a sign language interpreter or real time captioner.

Q: I have a student who is blind in my chemistry lab. How is s/he going to participate and be graded in his/her lab work?

If possible, assist the student in getting a lab partner or assign a student assistant to work with the student with a disability. In either situation, the student who is blind should direct the assistant to carry out the functions of the lab assignment. If a volunteer lab partner cannot be found, suggest to the student that s/he needs to contact the DRS as soon as possible for assistance in getting a lab partner. The timing in making these arrangements is critical so that the student will not get behind.

Q: What if I am unsure how to handle a situation with a student with a disability?

First ask the student. He/she is the best source of information about their disability. Second, contact the Disability Resources & Services office.