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

--Henry Ford
Disability Resources & Services (DRS)
Phoenix College
1202 W. Thomas Rd
Phoenix, Arizona 85013

Hannelly Center (HC) Building
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http://www.phoenixcollege.edu/student-resources/disability

Mission:
The mission of the Disability Resources & Services office 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 office coordinates services which will ensure student with disabilities equal access to college programs and facilities.

Gene Heppard – DRS Director
602-285-7962
Email: Gene.Heppard@phoenixcollege.edu
Welcome . . .

The Disability Resources & Services office (DRS) provides information and support to students with any documented disability who are attending classes at Phoenix College (PC).

This handbook has been developed as a reference guide for your use as you pursue your academic goals here at PC.

Please feel free to contact the Disability Resources & Services office with any questions or concerns.
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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 Manager.
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 Services/ 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 Services 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 Services 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 Activities 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 Services.

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 nondiscrimination 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
Auxiliary Aids

Section 504 regulation states:

Aids, benefits, and services, to be equally effective, are not required to produce the identical result or level of achievement for handicapped and non-handicapped persons, but must afford handicapped persons equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person’s needs.

The institution will analyze the appropriateness of an aid or service in its specific context. For example, the type of assistance needed in a classroom by a student who is hearing-impaired may vary, depending upon whether the format is a large lecture hall or a seminar. With the one-way communication of a lecture, the service of a note taker may be adequate, but in the two-way communication of a seminar, an interpreter may be needed. The institution will give primary consideration to the requests of individuals with disabilities.

Personal Aids and Services

An issue that is often misunderstood by students and their parents is the provision of personal aids and services. Personal aids and services, including help in bathing, dressing, or other personal care, are not required to be provided by postsecondary institutions.

The Section 504 regulation states:

Recipients need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

Title II of the ADA similarly states that personal services are not required.

Once students with disabilities graduate from a high school program or its equivalent, education institutions are no longer required to provide aids, devices, or services of a personal nature.

Postsecondary schools do not have to provide personal services relating to certain individual academic activities. Personal attendants and individually prescribed devices are the responsibility of the student who has a disability and not of the institution. For example, readers may be provided for classroom use but institutions are not required to provide readers for personal use or for help during individual study time.
# Differences between High School and College Requirements

<table>
<thead>
<tr>
<th><strong>High School</strong></th>
<th><strong>College</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Time</strong></td>
<td>6 hours per day, 180 days total: 1,086 hours!</td>
</tr>
<tr>
<td><strong>Class Size</strong></td>
<td>25-30 students.</td>
</tr>
<tr>
<td><strong>Study Time</strong></td>
<td>Whatever it takes to do your homework! 1-2 hours per day.</td>
</tr>
<tr>
<td><strong>Tests</strong></td>
<td>Weekly; at the end of a chapter, frequent quizzes.</td>
</tr>
<tr>
<td><strong>Grading</strong></td>
<td>Passing grades guarantee you a seat! Performance evaluations may be subjective; based on level of effort or level of improvement.</td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td>Teachers often take attendance. They may regularly check notebooks and homework assignments. Teachers lecture from textbook and often use blackboard and worksheets. Teachers impart knowledge and facts.</td>
</tr>
<tr>
<td><strong>Freedom</strong></td>
<td><em>Structured</em> defines most of the time. Limits are set by parents, teachers, and other adults. High school buildings are monitored.</td>
</tr>
</tbody>
</table>

Are You Transitioning From High School?

If you are a student with a disability who is transitioning from high school to college you will find that the laws that apply to services are now different. Many parents of students with disabilities have learned the basics of the Individuals with Disabilities Act (IDEA). However, as students prepare to transition from secondary to postsecondary schools they often find they are less familiar with the protections provided by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973.

The differences and the laws that support these differences are as follows:

<table>
<thead>
<tr>
<th>High School</th>
<th>Post Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Laws</strong></td>
<td></td>
</tr>
<tr>
<td>- Individuals with Disabilities Act (IDEA)</td>
<td>Section 504 of the Rehabilitation Act</td>
</tr>
<tr>
<td>- Section 504 of the Rehabilitation Act (Subpart D)</td>
<td>Americans with Disabilities Act (ADA)</td>
</tr>
<tr>
<td>- Americans with Disabilities Act (ADA)</td>
<td>Civil Rights Restoration Act</td>
</tr>
<tr>
<td>- Civil Rights Restoration Act</td>
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</tbody>
</table>

**Basis for Participation**

- Entitlement                                       | Eligibility; otherwise qualified

**Educational Focus Regarding Disability**

- Remediation                                        | Accommodations

**Who's Responsible**

- School district and parents                        | Student and college/university

**Goal**

- High School diploma/ college/ work                 | College degree/ employment
<table>
<thead>
<tr>
<th>In high school the school has responsibilities which include the following:</th>
<th>The post-secondary level institutional role changes as follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify</strong> students with disabilities</td>
<td><strong>Protect</strong> a student’s right to privacy and confidentiality</td>
</tr>
<tr>
<td><strong>Provide</strong> assessment of learning disabilities</td>
<td><strong>Provide</strong> access to programs and services, for persons with disabilities</td>
</tr>
<tr>
<td><strong>Classify</strong> disabilities according to specified diagnostic categories</td>
<td><strong>Inform</strong> students of office location and procedures for requesting accommodations</td>
</tr>
<tr>
<td><strong>Involve</strong> parents or guardians in placement decisions</td>
<td><strong>Accept</strong> and evaluate verifying documentation</td>
</tr>
<tr>
<td><strong>Provide</strong> certain non-academic services</td>
<td><strong>Determine</strong> that a mental or physical impairment causes a substantial limitation of a major life activity (see definition of disability) based on student-provided verifying documents</td>
</tr>
<tr>
<td><strong>Place</strong> students in programs where they can benefit (in any way) by placement committee with parent participation and approval</td>
<td><strong>Determine</strong> for students who are otherwise qualified for participation in the program or service, with or without accommodations, whether a reasonable accommodation is possible</td>
</tr>
<tr>
<td><strong>Structure</strong> a large part of the student’s weekly schedule</td>
<td><strong>Make</strong> reasonable accommodations for students who meet the above qualifying criteria</td>
</tr>
<tr>
<td><strong>Modify</strong> educational programs</td>
<td><strong>Provide</strong> reasonable access to program and service choices equal to those available to the general public</td>
</tr>
<tr>
<td><strong>Prepare</strong> Individualized Education Plans (IEP’s)</td>
<td><strong>Suggest</strong> reasonable adjustments in teaching methods which do not alter the essential content of a course or program</td>
</tr>
<tr>
<td><strong>Provide</strong> a free and appropriate education</td>
<td><strong>Assure</strong> that off-campus and contracted program facilities also comply with Section 504 (Subpart E) and ADA</td>
</tr>
<tr>
<td><strong>Provide</strong> appropriate services by the school nurse or health service</td>
<td><strong>Inform</strong> students of their rights and responsibilities</td>
</tr>
</tbody>
</table>
Eligibility for Accommodations
Required Disability Documentation

Purpose

To specify disability documentation requirements that will qualify (i.e., verify current functional limitations, support current and essential need) Maricopa County Community College District students for reasonable and appropriate accommodations through each college’s disability services office or designated professional. At Phoenix College students should go through the Disability Resources & Services office.

Sources

The Rehabilitation Act of 1973, 29 United States Code §§ 701-796
Americans with Disabilities Act of 1990 (ADA), 42 United States Code § 12101 et seq.
Disability Resources & Services

Policy

Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing required documentation to verify eligibility to the Disability Resources & Services office (DRS). The DRS will make every effort to accommodate qualified students with disabilities.

General Eligibility Requirements

Each applicant with a disability must be enrolled as an MCCCD student and must provide the Disability Resources & Services office with required documentation verifying the nature and extent of the disability prior to receiving any accommodation. The DRS director, or designated professional, is responsible for evaluating documentation and determining accommodation eligibility.

Specific Eligibility Requirements

Physical Disabilities – Required Documentation

Student must submit a written, current diagnostic report of any physical disabilities that are based on appropriate diagnostic evaluations administered by trained and qualified (i.e., certified and/or licensed) professionals (e.g., medical doctors, ophthalmologists, neuropsychologists, audiologists). Disability diagnosis categories include:

1. orthopedic disability
2. blind or visual impairment
3. deaf or hard-of-hearing
4. traumatic brain injury
5. other health related / systemic disabilities

The written diagnostic report must include:

(a) clear disability diagnosis, including a clinical history that establishes the data of diagnosis, last contact with the student, and any secondary conditions that might be present.

(b) procedures used to diagnose the disability

(c) description of any medical and/or behavioral symptoms associated with the disability

(d) discussion of medications, dosage, frequency, and any adverse side effects attributable to their use that the student has experienced

(e) clear statement specifying functional manifestations (i.e., substantial limitations to one or more major life activities and degree of severity) due to the disability and/or medications for which the student may require accommodations

(f) recommendations for accommodation, including rationale. If the accommodation recommendations are specific to limitations in learning (e.g., reading, mathematics, written expression), an appropriate psycho-educational or neuropsychological evaluation must be administered to document ability / achievement discrepancies.

**Specific Learning Disabilities – Required Documentation**

The student shall submit current written diagnostic report of specific learning disabilities that are based on appropriate, comprehensive, and current psychoeducational evaluations that use adult-normed instruments.

The assessment or evaluation which leads to diagnosis must be administered by a trained and qualified (i.e., certified and/or licensed) professional (e.g., psychologist, school psychologist, neuropsychologist, educational diagnostian) who has had direct experience with adolescents and adults with learning disabilities.

An appropriate psycho-educational evaluation must include comprehensive measures in each of the following areas:

1. **Aptitude.** The evaluation must contain a complete intellectual assessment, with all sub-tests and standard scores reported.

2. **Academic achievement.** The evaluation must contain a comprehensive achievement battery with all sub-tests and standard scores reported. The test battery should include
current levels of functioning in the relevant areas, such as reading (decoding and comprehension), mathematics, and oral and written expression.

3. **Information processing.** The evaluation should assess specific information processing visual perception/processing, processing speed, executive function, and motor ability.

**Examples of Measures**

(a) Wechsler Adult Intelligence Scale-Revised (WAIS-III)

(b) Wechsler Adult Intelligence Scale-Third Edition

(c) Stanford Binet Intelligence Scale-Fourth Edition

(d) Woodcock-Johnson Psycho-educational Battery-Revised: Tests of Cognitive Ability

(e) Kaufman Adolescent and Adult Intelligence Test

**Achievement**

(a) Wechsler Individual Achievement Tests (WIAT)

(b) Woodcock-Johnson Psycho-educational Battery- Revised: Tests of Achievement (W-JR)

(c) Standford Test of Academic Skills (TASK)

(d) Scholastic Abilities test for Adults (SATA)

**NOTE:** Screening tools such as the Wide Range Achievement Test (WRAT III) are not considered comprehensive measures of achievement and must be accompanied by a comprehensive measure such as one of those listed above. All instruments selected to measure these areas must be age appropriate.

**Information Processing**

(a) Subtests of the WAIS-R or WAIS-Third Edition

(b) Subtests on the Woodcock-Johnson Psycho-educational Battery-Revised: Tests of Cognitive Ability

**Diagnostic Report**

The diagnostic report must include the following information:
1. A diagnostic interview that addresses historical information, past and current academic achievement, instructional foundation, past performance in areas of difficulty, age at initial diagnosis, and history of accommodations used in past educational settings and their effectiveness.

2. A list of all instruments used in the test battery.

3. Discussion of test behavior and specific test results.

4. A diagnostic summary statement with the following information:

   a. A clear and direct statement that a learning disability does or does not exist, including a rule-out of alternative for the learning problems. Terms such as "appears," "suggests," or "probable" in the diagnostic summary statement do not support a conclusive diagnosis.

   b. A clear statement specifying the substantial limitations to one or more major life activities.

   c. A psychometric summary of scores.

   d. A recommendation for accommodations, including rationale.

Diagnosis of specific learning disabilities that do not contain psycho-educational measures may not be used for determining eligibility for academic accommodations. For example, school plans such as Individualized Education Plans (IEPS) or 504 Plans are not adequate documentation; however, they can be included with the required evaluation. DRS reserves the right to request reassessment when questions regarding previous assessment or previous service provision arise.

**Attention Deficit Hyperactivity Disorder (ADHD) / Attention Deficit Disorder (ADD) – Required Documentation**

The student shall submit a current diagnosis of attention deficit hyperactivity disorder (ADHD)/Attention Deficit Disorder (ADD) that is based on appropriate diagnostic evaluations administered by trained and qualified (i.e., certified or licensed) professionals (e.g., psychiatrists, psychologists, or neuropsychologists).

**The diagnostic report must include:**

1. A diagnostic interview addressing relevant historical information, past and current academic achievement, age at initial diagnosis, discussion of medication, and history and effectiveness of accommodations in past educational settings.

2. The procedures used to diagnose the disability (including a list of all instruments used in the assessment).
3. Discussion of the testing results and behavior, including the symptoms that meet the criteria diagnosis. If the student was evaluated while on medication, please indicate the effect this may have had on performance.

4. DSM-IV diagnosis (including all five axes).

5. A diagnostic summary statement that includes the following information:

   (a) A clear statement that ADHD/ADD does or does not exist, including a rule-out of alternative explanations for behaviors. Terms such as "appears," "suggests," or "has problems with" in the diagnostic summary statement do not support a conclusive diagnosis.

   (b) A clear statement specifying the substantial limitations to one or more major life activities and the degree of severity. If the limitations are in learning (e.g., reading, mathematics, and written expression), an appropriate psycho-educational evaluation must be administered to document ability/achievement discrepancies.

   (c) A recommendation regarding medications or medical evaluation(s).

   (d) A recommendation for accommodations, including rationale.

**Psychological Disabilities - Required Documentation**

The student shall submit a current written diagnostic report of psychological disabilities that are based on appropriate diagnostic evaluations completed by trained and qualified (i.e., certified or licensed) professionals (e.g., psychologists, psychiatrists, neuropsychologists, school psychologists, certified professional counselors, or licensed social workers). An annual review may be requested.

**The diagnostic report must include the following:**

1. A clinical interview, relevant historical information, age at initial diagnosis, duration and severity of the disorder.


3. The procedures used to diagnose the disability (including a list of all instruments used in the assessment and test scores as applicable).

4. Discussion of the assessment results.

5. DSM-IV diagnosis (include all five axes).
6. A diagnostic summary statement that includes the following:

(a) A clear statement that a disability does or does not exist. Terms such as "appears," "probable," and "suggests" in the diagnostic summary statement do not support a conclusive diagnosis.

(b) A clear statement specifying the substantial limitations to one or more major life activities. If the limitations are in learning (e.g., reading, mathematics, and written expression), an appropriate psycho-educational evaluation must be administered to document ability / achievement discrepancies.

(c) A discussion of medications and their possible impact on academic functioning (e.g., concentration, attention, sedation).

(d) A recommendation for essential accommodations relative to the diagnosed disability, including rationale.

(e) The duration for which these accommodations should be provided based on the current assessment.

(f) A recommendation regarding revaluation to determine ongoing need for disability accommodations (e.g., one semester, one year, two years.)

**Temporary Impairments**

Some disabilities are temporary and may require accommodations for a limited time. Each case is considered individually. The following documentation is required:

1. Written correspondence on letterhead from a qualified professional stating diagnosis, functional limitations necessitating the accommodation, and estimated length of time services will be needed.

2. Services will be provided for ten (10) working days pending receipt of documentation. If documentation is not received by that time services will be cancelled.

**Special Considerations**

A requirement for documentation prescribed in this regulation may be considered at the discretion of each college’s disability services office or designated professional if, in the professional opinion of the responsible college’s disability services office or designated professional, such consideration is in the best interest of the student will neither undermine the integrity of any college offering nor violate any mandate under state or federal law. All situations shall be considered on an individual, case-by-case basis.
Reasonable accommodation is required for students with known disabilities. MCCCD will make every attempt to provide “preferred” accommodations, however, “the most effective and reasonable” accommodation may be determined to meet sufficient accessibility needs.
Disability Documentation

It is the responsibility of the student to provide documentation to the Director of the Disability Resources & Services office (DRS), 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 DRS staff 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.
Learning Disability Screening & Evaluation

Undiagnosed students will often come to the DRS to inquire about being evaluated for a possible learning disability or to obtain an updated evaluation.

Phoenix College does not do assessment, but the DRS does maintain a list of local professionals qualified to diagnose learning disabilities in adults. This list is not exclusive and should not be construed as the only recommended professionals. The cost of these private assessments is the responsibility of the student and varies from approximately $300 to over $1000, based on the diagnostician and assessment battery. Health insurance companies rarely assist in funding these evaluations.

Temporary Accommodations

If a student has documentation, but it does not meet the requirements set forth by the Maricopa Community College District’s Documentation Policy, the Disability Resources & Services office may be able to provide accommodations on a temporary basis. All situations are handled on a case-by-case basis.

For more information, contact the Disability Resources & Services office.
Note Taking Requests

Many students require note taking assistance for a variety of disabling conditions, such as orthopedic disabilities, carpal tunnel syndrome, an auditory or written language-based learning disability, blindness, or a visual impairment, or the need to watch the interpreter, if a student is deaf.

Procedure:

1. Register for classes.

2. Request note-taking services and complete an Accommodation Request Form with a DRS advisor.

3. Meet with a DRS advisor to:
   a. clarify in-class note-taking procedures
   b. provide a current class schedule to ensure the Instructor Notification Form is sent and received by the appropriate instructor and / or department.
   c. request ongoing support as needed.

4. Meet faculty prior to or on the first day of class to discuss the need for note-taking accommodations, explain note-taking procedures, and ensure instructor received an Instructor Notification Form supporting the note-taking request.

5. Ask the instructor for assistance in selection of the most qualified note taker from the students who volunteer. If possible, select a primary and back-up note taker.

6. If no one volunteers to take notes on the first or second day of class, notify the DRS immediately.

7. The primary note taker will need to make an appointment with the DRS office to fill out and sign the proper paperwork.

8. Attend all classes.

NOTE: A note taker is not a substitute for class attendance. Notes for classes missed are not the responsibility of your note taker. Unavoidable absences should be discussed with the instructor or the director of the DRS.
Test Accommodations Requests

Due to the critical importance of outcomes assessment as a measure of academic progress and success, students with disabilities frequently use test accommodations. The documented need for these accommodations may be for many reasons. The amount of extended time is determined by standard professional practices.

Procedure:

1. Register for classes.

2. Meet with the DRS advisor to:
   a. request testing accommodations
   b. verify eligibility for services, and
   c. complete an Accommodation Request Form for each class in which testing accommodations are appropriate.

3. Meet faculty prior to or on the first day of class to discuss the need for testing accommodations, explain testing procedures, and ensure instructor received an Instructor Notification Form supporting the requested testing accommodations.

4. Student should notify the DRS:
   a. at least three (3) working days before exams or quizzes (being administered in the DRS)
   b. at least 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, use of private testing room, or for other assistance.
   d. at least ten (10) working days before the last day of class for final exams.

5. Exams not administered in the DRS, that require extended time or use of a private testing room, will be administered in the Testing Center, located in the Hannelly Center (HC) building.
Requesting Interpreters

Phoenix College provides federally mandated interpreter services for qualified students who are deaf or hard-of-hearing.

All student interpreter requests are processed through the Supervisor of Interpreting Services for the Deaf in the Disability Resources & Services office. Requests are processed on a first-come, first-served basis with priority given to currently enrolled students. Interpreters may be provided for classes, educational activities, and college-sponsored events or activities. The need for interpreters for academic classes takes priority.

Procedure:

1. Pre-register for classes.

2. Fill out the Request for Interpreter Form with the DRS Supervisor of Interpreting Services for the Deaf. Attach a copy of your class schedule. Requests should be made approximately 3 to 4 weeks before the start of the semester.

Special Requests for Interpreter Services:

Special requests could include, for example, tutoring sessions, PC-sponsored activities, and/or required field trips.

At least one week in advance of the activity, provide the DRS Supervisor of Interpreting Services for the Deaf with a Request for Interpreter Form. This can be done via email or in person. If travel is involved, two (2) weeks advance notice is required.

Note: If a student does not meet these deadlines, PC will attempt to provide, but cannot guarantee, interpreter services.

To Cancel Interpreter Services:

1. Notification received less than 24 hours in advance, but more than 30 minutes before class, is considered a late notice.
2. Notification received less than 30 minutes before class is considered a “no-show.”
3. Two late notices are considered one “no-show.”
4. Three “no-shows” a class results in suspension of Interpreter services. Reinstatement of services requires a formal request to the DRS director.

Note: Due to severe shortages in qualified sign language interpreters, the DRS must prioritize interpreter assignments based on appropriate use of services. Suspension of services due to “no-shows” places a student at the bottom of the priority list.
**Policy on Eligibility of Students Taking Reduced Course Loads**

All students with disabilities, including those with physical, learning, psychological and medical disabilities, are eligible to apply for special status, which if approved, allows them to take a reduced course load while maintaining full-time status. On a semester-by-semester and individual student request basis, the Disability Resources & Services professional will determine eligibility for and recommend full-time enrollment equivalency (full-time student status with less than the required full-time hours) for qualified students. The appropriate College offices will receive a completed and signed Verification Form from the eligible student or authorizing the DRS professional upon its completion. Incoming students may apply for a reduced course load upon acceptance to the college. Every attempt will be made to accommodate these requests.

All requests are reviewed on a case-by-case basis and on a semester-by-semester basis.

The following criteria also apply to this special designation:

1. RL/FT (Reduced Load/Full Time) students must register for 6 or 9 credits (based on DRS approval) during the regular fall and spring semesters. They must register for at least three (3) credits during the summer semester.

2. RL/FT students must maintain satisfactory academic progress standards as defined by the PC catalog.

3. The reduced credit load will result in an adjusted financial aid package. Within the limits of federal and state financial aid regulations, every effort will be made to protect RL/FT students from incurring additional costs.

4. Eligibility for Federal Stafford Loans will be reduced according to the total number of credit hours taken in the full academic year. A RL/FT student must be at least half-time in a semester (6 credits) in order to receive a Stafford Loan.

5. Federal Pell Grants are prorated based on the number of credit hours taken. A RL/FT student can take as few as three credit hours and still be eligible for a Pell Grant.

6. Requirements for continuation of funding through Vocational Rehabilitation may differ. The student must contact his/her VR counselor to determine how a reduced course load will impact their funding.

7. The National Junior College Athletic Association (NJCAA) has published standards in regard to the designation of Certified Disabled Student-Athlete in Article V Section J of the NJCAA bylaws. This procedure addresses the NJCAA criteria for reduced course loads.
Application Process for Reduced Course Loads

1. Applications for reduced course loads must be submitted to the Disability Resources & Services office with supporting documentation.

2. Supporting documentation must include a diagnostic evaluation from an appropriate professional. The documentation must meet the guidelines set forth by the Disability Resources & Services office in order to evaluate the current impact of the disability in regards to the request. Students are required to complete an application for this status every semester, but do not need to re-submit their documentation. Continuation of this status is not automatic. Each case will be re-evaluated at the end of the semester to determine if this accommodation is still appropriate.

3. RL/FT students should consult with their academic advisor regarding the consequences of this status for making progress toward graduation requirements and eligibility for various academic distinctions and designations.

4. The RL/FT student will be required to sign the Reduced Course Load Approval Form, which includes a statement acknowledging that he or she has reviewed the consequences that go with reduced load status and accepts them.

5. When RL/FT status is granted by the Disability Resources & Services office, a copy of the Reduced Course Load Approval Form will be sent to the appropriate individuals.
Agreement for Alternative Texts

The Disability Resources & Services office at Phoenix College works to ensure that appropriate accommodations are provided for students who are eligible for services. In order to maintain the integrity of the services offered in the state within the letter of the law, the following rules apply to students who are requesting alternative textbooks.

1. The students must qualify as having a disability that is covered by 2 U.S.C. Section 135a; 46 Stats.1487. Students’ disabilities shall be verified by competent authority. Documentation of the student’s disability will be submitted to the Disability Resources & Services office and the student will meet with a DRS professional.

2. The student must provide either a receipt for purchase or a physical copy of the textbook they are requesting in alternative format per publishing law.

3. The student must be registered for classes currently at Phoenix College at the time of the student’s request for alternative textbook format.

4. The student will not copy or reproduce any of the specialized format texts, nor allow anyone else to do so.

5. The student agrees to notify the Disability Resources & Services office immediately of a course Drop/Add situation.

6. The student must purchase the materials that they wish to have converted and deliver them to the Disability Resources & Services office. If a book must be deconstructed in order to convert it to an alternative format, the DRS will replace the textbook during the same semester.

7. Materials that are provided to the Disability Resources & Services office at least six (6) weeks prior to the start of class should be ready at the beginning of the semester. Any materials arriving afterwards will be put into production as soon as a syllabus for the class is delivered to the DRS. Converting math and science books along with highly technical material into Braille or tactile graphics will typically require more time. Textbooks will be converted in chapter order unless a course syllabus is received. No guarantees can be made as to when material will be completed unless a syllabus with due dates for assignments is received. It is the student’s responsibility to contact departments or professors to obtain a copy of the syllabus for the course.
Equipment Loan

To ensure equal access in classroom, lecture halls, laboratories, and other college programs and activities by providing appropriate adaptive equipment for qualified students with disabilities, the DRS maintains an inventory of small equipment for on-campus loan.

Qualified students with disabilities may be eligible to check out adaptive equipment from the DRS. You must be registered with the Disability Resources & Services office in order to verify eligibility.

Equipment available for checkout is provided on a first-come, first-serve basis, and includes the following:

- Amplification system (FM system)
- Digital recorders
- Miscellaneous equipment

Students checking out equipment are responsible for battery replacement in battery-operated equipment and the care and security of the equipment during the term of the loan. Lost, stolen, or damaged equipment must be reported to the DRS office immediately. Police reports must be filed for stolen equipment.

Before receiving equipment, students must sign a Supplies Checkout Form. The length of checkout varies according to the type of adaptive equipment, student need, and equipment demand. Failure to return adaptive equipment or software may result in a hold being placed on your account at PC.

Procedures:

1. Request use of adaptive equipment from the DRS office.
2. Following approval, schedule appointment with the DRS director to check out equipment. (Bring class schedule).
3. Sign Supplies Checkout Form and request photocopy.

Note: If equipment being checked out is an FM system with lapel microphone, the student must ask instructors to wear the FM transmitter and lapel microphone and remind instructors to repeat questions taken from the class.

4. Follow instructions for proper care of equipment.
5. Return all equipment and/or accessories to the DRS by the due date.

If the equipment is lost, damaged, or stolen report the incident to the DRS office immediately.
Working with Faculty

- Students should not request academic accommodations from faculty until they have completed intake with the Disability Resources & Services office.

- After a student has registered with the Disability Resources & Services office and finalized an Accommodation Request Form, it is the responsibility of the student to promptly meet with the faculty members who teach the student’s courses in order to discuss implementing the accommodations listed.

- When meeting with a faculty member, you should
  - be on time for a scheduled appointment, and
  - review together the accommodations listed on the Instructor Notification Form.

- Request only those accommodations listed on the Instructor Notification Form.

- Discuss specific details about how the accommodations will be handled.

- Be flexible – there is often more than one right way to provide an accommodation. If you cannot immediately identify a solution, participate in problem solving with an open mind. Also, contact the DRS for technical assistance.

- Be calm and courteous. If you are unable to make arrangements for accommodations, the next step is to request the assistance of the DRS office.
Classroom Suggestions

- Make active use of office hours for information clarification.

- Individual assistance can be quite helpful in promoting the learning experience. Don’t be afraid to ask for it.

- Ask for the course syllabus and a list of required readings in advance of the course.

- Get to know an academic department contact during semester breaks in case you need information and you cannot reach your instructor.

- Get your texts before the course begins and get ahead on the reading.

- Ask the instructor for a course study guide, or exam study questions which cover specific terms you need to master.

- Ask for lecture outlines or copies of overheads used in class.

- Make sure you understand new or technical vocabulary and concepts on handouts.

- Always understand the purpose and objectives of your assignments. Ask for clarification and get written directions, requirements, and grading scale for each, if necessary.

- Review deadlines for upcoming reading requirements, assignments, papers, 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.

- Use the Tutoring Centers, on campus, for additional tutoring.

- Find study groups in and out of class.
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  
  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**  
  Hannelly Center (HC) Building  
  602-285-7772

  Provides information about PC programs and services to students, school personnel and community members. PC Ambassadors 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**  
  Hannelly Center (HC) Building – Lower Level  
  602-285-7844

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

• **Tutoring Services**

  **Success Center 602-285-7486**  
  Located in the B Building – Room 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’ Services**  
  Hannelly Center (HC) Building  
  602-285-7504

  Provides assistance with educational benefits and registration and referrals as needed.