

Faculty Handbook

for

Students with Disabilities

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This handbook can be made in an alternate format upon request.

1. ACCOMMODATION FOR PERSONS WITH DISABILITIES

MiraCosta College is committed to ensuring that students with disabilities receive appropriate accommodations in their instructional activities as mandated by federal and state law and by College/District policy while maintaining academic integrity. The fundamental principles of nondiscrimination and accommodations in academic programs were set forth in the implementing regulations for the 1973 Rehabilitation Act, Section 504. Other applicable laws include the Americans with Disabilities Act, Section 508 of the Rehabilitation Act, Public Law 101-336, the Family Educational Rights and Privacy Act of 1974, and Title V of the California Code of Regulations.

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the amendments of 1974/1975 and the Americans with Disabilities Act of 1990, MiraCosta College endeavors to make reasonable accommodation in its policies, practices, and facilities, to ensure equal opportunity for eligible persons with disabilities to participate in all programs and activities. Whenever a special accommodation or auxiliary aid is necessary in order to assure access to and full participation by students with disabilities in college programs or services, the department or service responsible for the program or service to which the individual requires access, will work with the Student Accessibility Services (SAS) to ensure that reasonable accommodations are made.

2. REHABILITATION ACT OF 1973

Section 504 states, “No otherwise qualified individual with handicaps in the United States, as defined in section 7(8), shall, solely by reason of the handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service” (The Rehabilitation Act of 1973).

The effect of Section 504 on post-secondary institutions is summed up by the concept of program accessibility to students with disabilities. “Accessibility includes the elimination of policy barriers, the provision of auxiliary aids such as readers and interpreters, and the provision of equal educational services and programs to disabled and non-disabled students, as well as the traditional physical access to the campus” (Johns, CAPED, Vol. 1 (No. 1), p. 7). Furthermore, 504 states, “In its course examinations or other procedures for evaluating students’ academic achievements, institutions shall provide such methods for evaluating the achievements of students who have a disability that impairs sensory, manual or speaking skills as will best ensure that the results of the evaluation represent the student’s achievement in the course, rather than a student’s impaired skills except where such skills are the factors being measured” (Section 504, Subpart E, 104.44 c). An instructor, in some cases, may be required to modify test arrangements for students with disabilities. For example, a student with a learning disability may be given the option of completing an exam orally rather than in writing. The modified format of an exam will depend upon the nature of a student’s disability and the most appropriate way to measure the student’s knowledge of the subject.

The Rehabilitation Act of 1973 defines handicapped individuals covered in Title V as “any person who (i) has a physical or mental impairment which substantially limits one or more major

life activity (e.g., caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working) (ii) has a record of such impairment.”

3. AMERICANS WITH DISABILITIES ACT (ADA)

In 1990 the ADA became law, extending universal civil rights protections to individuals with disabilities for the first time. The ADA was modeled on the Section 504 regulations and the federal case law that interpreted them. The ADA extended the protection for individuals with disabilities beyond federally funded institutions.

The Americans with Disabilities Act has had a dramatic impact upon program and physical accessibility for students with disabilities. Section 36.309 of ADA (Title III) states, "Any such authority that is covered by 504, or by Title II, because it is a function of a State or local government, must make all of its programs accessible to persons with disabilities, which includes physical access as well as modifications in the way the test is administered." Test accommodations include extended time, distraction reduced setting, assistance of a reader and/or scribe. Moreover, "A public entity offering an examination must ensure that modifications of policies, practices, or procedures or the provision of auxiliary aids and services furnish the individual with a disability an equal opportunity to demonstrate his or her knowledge or ability."

The ADA uses the same definition of an individual with disabilities as Section 504 and specifies three protected categories: (1) Individuals who have a physical or mental impairment that substantially limits one or more major life activity; (2) Individuals who have a record of a physical or mental impairment that substantially limits one or more major life activity; and (3) Individuals who are regarded as having such an impairment.

Both the 1990 Americans with Disabilities Act (Title II) and the 1973 Rehabilitation Act's Section 504 regulations state that the college shall provide academic accommodations unless:

- (a) The college can demonstrate that the accommodations are not necessary to ensure nondiscriminatory participation by a handicapped student, or
- (b) The college can demonstrate that the academic requirement for which an adjustment is requested is "essential to the program of instruction being pursued by the student."

4. DISABILITY CATEGORIES & INSTRUCTIONAL TIPS

Each student brings a unique set of experiences to college, and a student with disabilities is no exception. While many learn in different ways, their differences do not imply inferior capacity to learn. Course requirements for students with disabilities should be consistent with those for other students.

In order to receive appropriate reasonable accommodation, a student with a disability must also have an educational functional limitation, which directly impacts the educational process. Determining that a student is disabled may not always be a simple process and requires documentation from a qualified professional.

California community colleges serve students with a wide variety of disabilities. Visible disabilities are noticeable through casual observation. For example, one immediately recognizes a physical impairment such as the use of a cane, a wheelchair, or crutches.

Other students have what are known as hidden disabilities which include ADHD, cancer, cardiac conditions, diabetes, hearing impairments, kidney disease, learning disorders, psychological conditions, and seizure disorders.

Finally, some students have multiple disabilities caused primarily by conditions such as muscular dystrophy, cerebral palsy, multiple sclerosis, or traumatic brain injury. Depending on the nature and progression of the condition or injury, it may be accompanied by a secondary impairment in mobility, vision, hearing, speech or coordination, which may pose greater difficulties than the primary diagnosis.

Students with a disability may identify themselves to the SAS Office and/or to their instructors before or early in the semester. Others, especially those with "hidden" disabilities, may not identify themselves because they fear being challenged about the legitimacy of their needs. Such students, in the absence of instructional adjustments, may experience problems completing course requirements. In a panic, they may identify themselves as disabled just before an examination and expect instant attention to their needs. If that happens, the faculty member should send the student to SAS where they will meet with a counselor to document their disability in order to receive appropriate accommodations.

Faculty members are encouraged to include a statement in their course syllabus, which advises that a student with a verified disability may be entitled to a reasonable accommodation. The statement might include an invitation to disabled students to schedule appointments in order to discuss their accommodation needs.

4.1 Visual

Included in this category are disorders in the structure and functions of the eye as manifested by at least one of the following: (1) visual acuity of 20/200 or less in the better eye after the best possible correction, (2) a peripheral field so constricted that it affects the student's ability to function in an educational setting, (3) a progressive loss of vision which may impact the ability to function in an educational setting. Examples of visual impairments include cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

Students with visual impairments often benefit from the following accommodations: special testing arrangements, access to classroom materials in alternate format (e.g., audiotape, Braille, large print), a test proctor for reading exam questions and writing down answers, access to adapted equipment (e.g., talking calculator, talking spellchecker, special computer), note taking assistance, tape recorded lectures, and priority registration.

Instructional Tips

Make lists of required readings available before the first day of class. A student with a visual impairment often needs to have standard printed information reformatted (e.g., Braille, large print, tape). This takes a considerable amount of time to do.

Make sure that you send a copy of your syllabus to SAS in advance of your class' beginning. Provide students with chapter outlines or study guides that cue them to "key points" in their readings. All movies and films shown in class must have auditory descriptors. SAS can assist you with compliance.

- Read all information that is written on the chalkboard or overhead transparencies.
- Make sure when students are working in groups with a visually impaired individual that information being used to complete an assigned task is read out loud.
- Talk in a normal tone of voice when speaking and face the class.
- If requested, assist the student in finding a volunteer note taker, tutor, or reader.
- Provide copies of lecture notes.
- Plan field trips and internships in consultation with SAS staff.
- Be prepared to assign a student to work with a visually impaired student in a lab setting.
- Many in-class assignments may need to be completed out of class.
- Don't be afraid to consult with the student on determining what additional assistance they might require to complete your course.

4.2 Physical

Musculoskeletal and connective tissue disorders as well as neuromuscular disorders are physically disabling conditions, which may require adaptation of the physical environment or curriculum. Examples include but are not limited to cerebral palsy, absence of some body member, clubfoot, nerve damage to the hand or arm, cardiovascular aneurysm (CVA), head injury, spinal cord injury, arthritis, rheumatism, and intra-cranial muscle disorders. Students with physical impairments may benefit from the following accommodations: special testing arrangements, a test proctor for writing down exam answers, access to adapted equipment (i.e., special computer), note taking assistance, tape recorded lectures, special seating arrangements (i.e., accessible table and chair), and priority registration.

Instructional Tips

Do not allow the general use of accessible classroom furniture if you know that a certain student needs it. **DO NOT MOVE THE FURNITURE IN THE CLASSROOM AS IT IS PLACED THERE FOR A REASON.**

- Be prepared to have your class' location changed if it is held in an inaccessible location.
- If your class requires laboratory work, make sure that students with physical impairments have an accessible lab station.
- Students with severe physical impairments may need to be teamed with another student to complete assigned laboratory work.
- Students with certain physical impairments may need to stand up or temporarily leave the room to stretch their muscles.
- In-class assignments may need to be completed out of class.
- Always consider the accessibility of a field trip or internship site. Inaccessible locations should be avoided. However, if you have no choice on the location of a field trip or internship, consult with SAS for some creative solutions.

- Students using wheelchairs or other mobility aids may experience some delays in getting to class on time due to barriers encountered on campus.

4.3 Hearing

A loss of hearing of 30 decibels or greater, pure tone average of 5000, 1000, 2000 Hz unaided in the better ear constitutes a loss significant enough to be considered a disabling condition. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, and acoustic trauma hearing loss or deafness.

Students with hearing impairments may benefit from the following accommodations: note taking assistance, assistive listening device (i.e., comtek unit), sign language interpreter, seating in the front of the class, and priority registration.

Instructional Tips

- Front row seating for hearing impaired students is very important in most cases.
- Keep your face within view of the student when speaking.
- If a student is using an interpreter, talk directly at the student. Recognize that there is a slight delay of the information being translated to the student from the interpreter.
- Repeat the questions and remarks of other people in the room.
- Use visual aids and the chalkboard to reinforce spoken presentations. **DO NOT SPEAK TO THE CHALKBOARD AS STUDENTS MAY NEED TO READ YOUR LIPS.**
- If requested, assist the student with finding a note taker.
- When possible, provide the student with class outlines, lecture notes, lists of technical terms, and printed transcripts of audio material.
- **ALWAYS** use videos or movies that are closed captioned or are at least available with a verbatim script. **SAS CAN ASSIST YOU IN COMPLIANCE.**
- Do not obstruct the student's view of the interpreter.
- SAS may request course materials from you in order to provide them to an interpreter or real time captioner.

You might be asked by a student to wear an assistive listening device.

Don't be afraid to ask the student what additional assistance they may need to complete your course.

4.4 Speech

Speech impairments include disorders of language, articulation, fluency, or voice, which interfere with communication, pre-academic or academic learning, vocational training, or social adjustment. Examples include, but are not limited to, cleft lip and/or palate with speech impairment, stammering, stuttering, laryngectomy, and aphasia.

Students with speech impairments may benefit from the following accommodations: substitution of projects in lieu of classroom presentations, audio taping or videotaping of a presentation in place of live speech, and in some cases an interpreter.

Instructional Tips

- Give students the opportunity, but do not compel them to speak in class.
- Permit students the time they require to express themselves without unsolicited aid in filling in gaps in their speech.
- Address students with a regular tone of voice.
- Consider course modifications such as one-to-one presentations, written scripts in place of presentations, audiotape, or videotape presentations.

4.5 Learning Disabilities (LD)

LD is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in acquiring, processing, and expressing information. Learning disabilities may adversely affect listening, speaking, writing, reading, reasoning, mathematical abilities, or social skills.

Examples of LD include dyslexia, dysgraphia, dyscalculia, and other learning disabilities in the basic psychological or neurological processes. Such disorders do not include learning problems, which are due primarily to visual, hearing, motor handicaps, mental retardation, emotional disturbance, below average aptitude, environmental deprivation, or second language acquisition. Psycho-educational assessment, as indicated to determine current level of functioning, is provided by SAS for students who have a suspected learning disability. The assessment will be used to help determine program eligibility along with the most appropriate academic accommodations based on the student's functional limitations and to provide the student with feedback about his/her strengths and weaknesses.

Students seeking an assessment for a learning disability or cognitive impairment from a private licensed professional are strongly encouraged to ask that a consultation occur with SAS staff prior to the beginning of the evaluation. (Please note that the SAS Office is not responsible for payment of evaluation or other services provided by private licensed health care providers.) This consultation will facilitate the appropriate selection of tests in accordance with SAS regulations. Policy guidelines exist for interpreting results from previously completed assessments. Prior verification of an existing learning or cognitive disability may be used when: (1) documentation is submitted by a professional qualified to diagnose the disability (e.g., learning disabilities specialist, neurologist, psychiatrist, psychologist); (2) documentation includes the appropriate testing, evaluation procedures, and test results used to make the diagnosis; (3) documentation adequately addresses alternative explanations (other than a disability) which might cause or contribute to academic difficulties (e.g., educational, language, motivational, social); and (4) testing and evaluation results were completed when the student was an adult and are recent enough to provide information on a student's current level of functioning (usually within the past five years). The SAS Office reserves the right to reassess or deny services to any student who does not meet the criteria set forth in the Title V

Learning Disabilities definition as mandated by the California Community College Chancellor's Office.

Students with learning disabilities may benefit from the following accommodations: academic and/or disability related counseling, note taking assistance, testing accommodations (e.g., distraction reduced setting, extended time, reader and/or scribe for tests), access to books on tape, use of a computer, seating in the front of the class, and priority registration.

Instructional Tips

- Clearly separate items when spacing them on the exam sheet. For a student with perceptual deficits and for whom transferring answers is especially difficult, avoid using answer sheets, especially computer forms. Instead, allow these students to write answers on the test or even dictate their responses.
- Make lists of required readings available well before the first day of class to allow students to begin their reading early or to arrange for the acquisition of books on tape.
- Read aloud material that is written on the chalkboard or overhead transparencies.
- Repeat or reword complicated directions.
- Provide clear photocopies of your notes and overhead transparencies.
- Consider alternative test designs. For example, some students with learning disabilities may find essay formats difficult. A student with a visual processing deficit may have trouble with tests requiring them to visually search and match different items.

4.6 Psychological

Individuals with a psychological disability must have a DSM IV Axis I diagnosis to warrant the need for support services through SAS. Examples include, but are not limited to, mood, anxiety, and schizophrenia disorders.

There is a considerable amount of variation among students with this type of disability. For example, not all students with depression will need special accommodations through SAS. In fact, many do not. It is very important to keep in mind that the majority of students with psychological impairments are under treatment and are quite functional.

Students with psychological impairments may benefit from the following accommodations: academic and/or disability related counseling, testing accommodations, and priority registration.

Instructional Tips

- Read aloud material that is written on the chalkboard or overhead transparencies.
- Repeat or reword complicated directions.
- Provide some students with clear photocopies of your notes and overhead transparencies.
- Discuss inappropriate behavior with the student privately. Clearly discuss what is considered acceptable classroom conduct. Consider consultation with SAS staff as well. If abusive or threatening behavior occurs, contact the Dean of Student Services.
- All students are held to a Student Conduct Code (no exceptions). Consult with the Dean of Student Services for further information.

4.7 Acquired Brain Injury

Acquired brain injury (ABI) means a verified deficit in brain functioning, which results in a total or partial loss of cognitive, communicative, motor, psycho-social, and/or sensory-perceptual abilities. ABI is caused by external or internal trauma, resulting in total or partial functional limitations that adversely affects or limits a student's educational performance by impairing any combination of the following: cognition, reasoning, language, memory, concentration, motor abilities, psychosocial behavior, or physical functions.

Instructional Tips

- Clearly separate items when spacing them on the exam sheet. For a student with perceptual deficits, for whom transferring answers is especially difficult, avoid using answer sheets, especially computer forms. Instead, allow them to write answers on the test or even dictate their responses.
- Make lists of required readings available well before the first day of class to allow students to begin their reading early or to arrange for the acquisition of books on tape.
- Read aloud material that is written on the chalkboard or overhead transparencies.
- Repeat or reword complicated directions.
- Provide clear photocopies of your lecture notes and overhead transparencies.
- Consider alternative test designs. For example, some students with ABI may find essay formats difficult, or students may experience difficulty with tests that require him or her to visually search and match different items.
- If requested, assist the student in finding a volunteer note taker, tutor, or reader.
- Plan field trips and internships in consultation with SAS staff.

4.8 Developmentally Delayed Learner (DDL)

DDL is defined as learning deficits resulting from significantly below average intellectual functioning, which adversely affects educational performance, existing concurrently with measurable potential for achievement in educational and/or employment settings.

Instructional Tips

- Clearly separate items when spacing them on the exam sheet. For a student with perceptual deficits, for whom transferring answers is especially difficult, avoid using answer sheets, especially computer forms. Instead, allow them to write answers on the test or even dictate their responses.
- Read aloud material that is written on the chalkboard or overhead transparencies.
- Repeat or reword complicated directions.
- Provide clear photocopies of your lecture notes and overhead transparencies.
- If requested, assist the student in finding a volunteer note taker, tutor, or reader.
- Plan field trips in consultation with SAS staff.

5. OTHER

5.1 Attention-Deficit/Hyperactivity Disorder (ADHD)

The essential feature of ADHD is a persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequent and severe than is typically observed in individuals at a comparable level of development. Some of the symptoms that cause impairment must have been present before seven years of age. There must be clear evidence of interference with appropriate social, academic, or occupational functioning. Students with this disorder may fail to give close attention to details or may make careless mistakes in their work. Their work is often messy and performed carelessly and without considered thought. These students often have difficulty sustaining attention in tasks and find it hard to persist with activities until completion. Moreover, many appear as if their mind is elsewhere or as if they are not listening or did not hear what has just been said. In light of the above, it is understandable that these students often fail to complete major course requirements.

Instructional Tips

- Read aloud material that is written on the chalkboard or overhead transparencies.
- Repeat or reword complicated directions.
- Provide clear photocopies of your notes and overhead transparencies.
- Consider alternative test designs. For example, some students with ADHD may find essay formats difficult. Some students on the other hand may have trouble with tests that require him or her to visually search and match different items.

If requested, assist the student in finding a volunteer note taker, tutor, or reader.

5.2 Cardiovascular and Circulatory Conditions

Such conditions include, but are not limited to, congenital heart disease, rheumatic fever and chronic rheumatic heart disease, arteriosclerotic and degenerative heart disease, other diseases or conditions of the heart, other hypertensive diseases, varicose veins and hemorrhoids, and other conditions of the circulatory system.

Students with cardiovascular and circulatory conditions may benefit from the following accommodations: allow for missed exams to be made up, extensions on class assignments, and priority registration.

Instructional Tips

- Students may miss classes due to illness and, therefore, may need some consideration for modifying published dates on class assignments, exams, and projects.
- Students may need to get up and move around the classroom.

5.3 Blood Serum Disorders

Typical disorders include hemophilia, sickle-cell anemia, and disorders where the cause is unknown. Students with this type of medical condition are likely to miss classes due to hospitalization or the need for bed rest.

Students with blood serum disorders may benefit from the following accommodations: makeup exams for missed classes, extensions on classroom assignments, and priority registration.

Instructional Tips

- Assist students in getting copies of classroom notes for classes missed due to illness.
- Be prepared to provide reasonable time extensions on assignments.

5.4 Respiratory Disorders

These are debilitating disorders that include, but are not limited to, asbestoses, asthma, bronchiectasis, chronic bronchitis, emphysema, pneumoconiosis, sinusitis, tuberculosis of the respiratory system, and other diseases of the respiratory system.

Students with respiratory disorders may benefit from the following accommodations: makeup exams for missed classes, extensions on classroom assignments, and priority registration.

Instructional Tips

- Assist students in getting copies of classroom notes for classes missed due to illness.
- Be prepared to provide reasonable time extensions on assignments.

5.5 Environmental Illness' (EI)

Students with EI may have adverse reactions to environmental pollutants such as solvents, volatile organic chemicals, smoke, perfume, paint, carpet, or pollen. Serious health problems may result from exposure to certain pollutants. SAS determines on a case-by-case basis how to best accommodate students with this type of illness.

Instructional Tips

- Students may ask an instructor to make a request before the class for students to refrain from wearing artificial scents. This is an acceptable appeal. Although students cannot be made to stop wearing artificial scents, they can be requested to do so.
- Be prepared to have the class moved to another location if a student simply cannot function in a certain room due to carpeting or paint.

Contact the SAS Office for consideration of services for disabilities not listed here.

6. CONFIDENTIALITY

Whatever information a student shares with faculty regarding a disability is highly confidential and needs to be treated as such. Under no circumstances should a student's disability situation be discussed in front of a class or in the presence of other students. Information on a student's disability

should not be shared with other faculty or staff unless there is an absolute need for them to be informed.

In order to receive accommodations, students must disclose to you that they have a disability and have a need for academic accommodations authorized through SAS. However, students are not required to disclose specific information on their disability to a faculty member since this information has already been obtained through SAS.

7. FACULTY RESPONSIBILITIES

The majority of support services required by students with disabilities are provided through SAS. However, the full cooperation of faculty is the key to the timely delivery of approved academic accommodations. In fact, as faculty members, you are legally required to ensure that reasonable accommodations are provided to students with disabilities enrolled in your course(s). In order for SAS to continue to provide the level of services available, the following is needed from members of the faculty:

- Faculty will cooperate with SAS in providing authorized accommodations and/or support services for students in a fair and timely manner.
- Faculty will ensure that copies of classroom exams are provided to SAS in a timely manner to enable administration of special testing accommodations.
- Faculty will provide handouts and classroom materials to SAS in a timely manner for students who need this material reproduced in an accessible format.
- Faculty will consult with SAS staff if there is any question regarding how to implement authorized academic accommodations.
- Faculty will provide a classroom atmosphere, which is "harassment free" in nature and nondiscriminatory on the basis of race, religion, color, sex, age, handicap, marital status, sexual orientation, and national origin.
- Faculty will respect the confidentiality of students with disabilities and will not disclose information on any student's disability without prior consent. This includes even mentioning to fellow classmates that a particular individual has a disability.

8. QUESTIONS FREQUENTLY ASKED BY FACULTY

Is it fair to give extra time to students with disabilities when other students have to work under time constraints?

Response: Yes. Other students do not have a disability, which significantly impedes their ability to process information quickly or causes problems with seeing or writing. So yes, it is fair as long as the accommodation does not fundamentally alter the nature of the course.

Do I have the right to give a student needing testing accommodations another form of the class exam?

Response: Yes. If the exam is not scheduled in the same time frame as the class exam, then you can reformat it in order to protect the test's integrity. However, the reformatted test would still need to cover the same information as the class exam.

What does SAS do to ensure that a student does not cheat on an exam?

Response: Students are only allowed to bring into an empty room those aides for the exam, which have been approved and indicated by the instructor on the Testing Accommodation Request form (see Appendix B). It is imperative that this form be filled out in detail and returned to the SAS Office as soon as possible after the student has given it to you. In addition, all bluebooks, scantrons, blank paper, and dictionaries are closely examined to ensure that nothing is written on them, and students are not allowed to take book bags or fanny packs into the test room unless they have been thoroughly checked.

What happens if a student is caught cheating?

Response: The exam is stopped. The instructor is informed immediately as to the method of cheating. All students are held to the Student Conduct Code, and faculty members are encouraged to treat all students similarly when a violation occurs.

What happens if a student with a disability frequently causes unwarranted classroom disruptions?

Response: Students with disabilities are held to the same Student Conduct Code as everyone else. Faculty members are encouraged to consult with SAS for possible intervention. A referral to the Dean of Students Services is an option.

My course requires classroom participation and attendance. This is clearly stated in my syllabus and is a part of every student's grade. What do I do with students whose disability causes them to be absent a significant amount of time?

Response: If classroom attendance and participation are deemed to be essential components of your class and it is written as such in your syllabus, then students should be held to the same standard. It is the hope of the SAS Office that faculty will work with students who must miss occasional classes for disability related reasons.

I have quizzes everyday in my class. Must all of these quizzes be administered outside of the classroom through SAS?

Response: It really depends on the student and the type of disability. Many students can complete a simple five-minute quiz in class. However, some cannot and will need access to a proctor or reader.

I have a policy of giving no makeup exams. Must I allow a student with a disability to make up an exam missed due to their disability?

Response: Yes. If a student misses an exam for disability related reasons, they are legally entitled to makeup the exam.

I do not allow students to tape record my lectures. Are students with disabilities who need to tape record a class lecture legally entitled to do so?

Response: Yes. However, you can require that all tapes be returned to you at the end of the semester or that they be erased.

How do I know which accommodations are authorized for a student?

Response: Students seeking accommodations who have met with SAS prior to or during the semester are provided a Service Authorization (accommodation form) to provide their instructors. Sometimes, a SAS Counselor may email the Service Authorization to the instructor.

What if I provide accommodations that are not indicated on the sheet or the student asks for an accommodation that is not listed?

Response: You are only required to provide those accommodations authorized. Always consult with SAS on the appropriateness of a requested accommodation that has not been clearly endorsed. If you decide to provide an accommodation not approved through SAS, then that is your individual choice.

What about English As A Second Language (ESL) students? They often request additional time to complete an in-class exam due to their unfamiliarity with the English language.

Response: You are not required to provide extended time for in-class exams to ESL students unless the student has a documented disability that sanctions test accommodations. However, you may wish to discuss a given situation with the English as a Second Language coordinator.

What happens if I decide not to allow a student a SAS approved accommodation?

Response: Students will be provided with all appropriate accommodations through SAS unless an instructor can prove that an accommodation will fundamentally alter the nature of a course or program. Students have the right to file a formal complaint with the Office of Civil Rights if denied reasonable accommodations. In addition, there have been cases in which students have filed for punitive damages against a faculty member.

9. STUDENT ACCESSIBILITY SERVICES (SAS)

MiraCosta College has maintained a SAS Office since 1973. It was created to address issues brought to the forefront by Section 504 of the Rehabilitation Act of 1973. Initially, the Office dealt primarily with program and physical access issues. Today's technological era presents different types of access challenges that must be addressed. It is the responsibility of SAS to advocate on behalf of students with a disability and to facilitate the provision of appropriate accommodations. Presently, the SAS Office is staffed with a Faculty Director, counselors, administrative assistant, student services coordinator, student services specialist, learning disabilities specialist/counselor, instructional assistant, access specialist, and assistive technology assistant.

9.1 Goals and Objectives

MiraCosta College's SAS Office is committed to providing self-referred students with disabilities higher education opportunities. Further, we aspire to increase the representation of enrolled students with disabilities, and to making our programs, activities, and facilities fully accessible. The following goals support our commitment:

1. To ensure that campus policies address the needs of students with disabilities.
2. To ensure that students with disabilities have full access to campus facilities and programs.
3. To improve the campus community's awareness and understanding of students with disabilities.
4. To ensure that educational policies and curricula are accessible for students with disabilities.
5. To interact with other agencies in the community who provide services to individuals with disabilities to ensure the availability of all resources.
6. To provide appropriate support services for students with disabilities to ensure their participation in the full range of campus programs and activities.
7. To involve students in assessing current needs, recommending new services, and expanding existing services as needed.
8. To ensure that the campus remains physically accessible by providing valuable input to those individuals responsible for future campus construction projects and the maintenance of the existing site.
9. To collaborate with other campus units in providing outreach and retention services to all MiraCosta students.

In order to comply with MiraCosta College's policies, the SAS Office has the responsibility for providing the following services to students manifesting a documented need: diagnostic assessment for students with suspected learning disabilities, disability related counseling, interpreter services, reader services, test taking facilitation, transcription services, and note taker services. Beyond the support services listed, SAS frequently provides students the following if warranted: access to and arrangements for adaptive educational equipment, materials, supplies, liaisons with campus and community agencies, registration assistance, special parking, supplemental specialized campus orientation, consulting with faculty to ensure that the special needs of students with disabilities are appropriately met, and acting as a liaison with campus outreach personnel to increase the representation of students with disabilities.

9.2 Student Roles and Responsibilities

Students with disabilities are responsible for contacting SAS to secure support services prior to each semester. SAS encourages and provides opportunities for all students to learn as much about their disability as possible. Students must be knowledgeable of their disability in order to become successful advocates. In an effort to dispel the many negative stereotypes that exist regarding individuals with disabilities, students are encouraged to integrate themselves into the campus community and to take an active part in the various opportunities for interaction at MiraCosta College. It is hoped that students with disabilities will also take an active role in ensuring that the academic programs as well as the campus' site are as physically and programmatically accessible as possible. Continuous feedback from students is essential for the success of the College.

9.3 Initial Student Contact

An intake interview is arranged for each student to meet with a SAS professional. During the intake interview, each student is asked detailed questions about their disability, and information

is gathered on the types of support services that the student has received from any previously attended academic institution(s). Support services and possible accommodations are addressed that may be needed at MiraCosta College. However, accommodations are not implemented until verification of the student's disability and specified educational limitations are documented.

9.4 Verification of Disability

A professionally verified disability is a condition certified by a licensed physician, psychologist, audiologist, speech pathologist, rehabilitation counselor, learning disabilities specialist, or other appropriate professional. Students requesting services via learning disabilities must submit recent testing/evaluation results. Assessment is also available through the SAS Office.

In accordance with the Chancellor's Office guidelines, students whose learning disabilities have been identified at other California community colleges may receive SAS services upon transfer to MiraCosta College. After the student presents the required records, SAS staff will carefully review the documentation and authorize the appropriate support services and accommodations.

Students not seeking SAS services on the basis of learning disabilities must provide appropriate documentation.

9.5 Student File

File information often includes: application, verification documentation, case notes, diagnostic test results, and other relevant information. Inactive files are destroyed after five years. A student's file is confidential. No information is released without written authorization from the student. Again, the nature of a student's disability is not communicated to anyone without written authorization from the student.

9.6 Support Services

The student decides whether or not to access services. However, no student receives support services without proper verification of his/her disabling condition. SAS staff will determine which support services a student is eligible for based on all available documentation and information on the disability. In addition, it is important for students to understand that the accommodations authorized by the SAS Office apply only at MiraCosta College.

9.7 Campus Orientations

Students with disabilities may request an orientation to the campus from the SAS Office to learn about the accessible features of the campus.

9.8 Priority Registration

Priority registration is authorized for those students using wheelchairs, needing testing accommodations, books on tape or interpreting services, and for those who are currently receiving special medical treatment that requires them to be available at specific periods of the day. It is the

student's responsibility to register for classes that will not conflict in the event that special testing accommodations are required.

9.9 Special Parking

Students in need of special parking privileges due to a permanent disability may park in designated "Disabled Parking" if they possess a DMV placard or license plate. A MiraCosta College student parking permit is also required. It can be obtained at Parking Office. A student with a temporary limitation must contact the SAS Office and provide necessary documentation of the disabling condition. SAS staff will then issue a temporary parking permit, which will allow the student to park in a staff lot (not Disabled Parking) for a maximum period of four weeks. If a student requires Disabled Parking for a longer period of time, the student must contact the DMV and obtain a temporary permit.

9.10 Disability-Related Counseling and Advising

Students with disabilities are provided with short-term counseling services for concerns related to their disability. If longer-term counseling is indicated, the student is provided with referrals to non-profit counseling agencies and/or is given the names and phone numbers of a minimum of three licensed mental health care providers in the community. The SAS Office offers academic advising.

9.11 Real Time Captioner and Interpreter Services

Interpreter services include manual and oral interpreting for students with documented hearing impairments that necessitate services. Interpreters will be provided in the following priority: classroom use (earliest requests are given first priority), classroom required activities, student/professor meetings, approved campus activities, and Associated Student sponsored activities.

Real time captioning services are available to those students with significant hearing impairments who prefer this service rather than sign language interpreting. Students utilizing this service must attend class in order to obtain a copy of the printed transcript. It is the responsibility of the student to meet with SAS staff well in advance of each semester to make arrangements for real time captioner/interpreter services. Once real time captioner/interpreter services have been arranged, the following rules apply:

1. Students must inform SAS at least two working days in advance if they plan on missing a class due to reasons beyond hospitalization or illness.
2. If a student becomes seriously ill and will not be able to attend a class, it is their responsibility to notify SAS as soon as possible (preferably 24 hours in advance).
3. After three student no-shows (without good cause) in the same class, real time captioner/interpreter services will be cancelled. In order to reinstate services, the student must set up a meeting with the SAS Faculty Director.
4. Real time captioners/interpreters will wait fifteen minutes for a student to show up for class. If the student does not show in the first fifteen minutes of class, the real time captioner/interpreter will leave. Of course, students must be present in class before they can secure a printed transcript from the real time captioner.

5. Should a real time captioner/interpreter not show up for an assignment, the student should contact SAS as soon as possible. If available, a replacement will be sent. If a substitute cannot be scheduled, the student will be given the option of obtaining a written transcript of the lecture or SAS will provide an interpreter for signing the audiotaped or videotaped lecture.

9.12 Reader Services

Reader services are provided to students with verified print impairments when academic related materials are not available on tape through Recordings for the Blind and Dyslexic (RFB) or through the Library of Congress. Reader services are provided for required assignments in academic courses, materials necessary for required research papers, and handouts and textbooks that are not already available on tape. In addition, students approved for reader services are strongly encouraged to set up personal accounts through RFB.

9.13 Research & Technical Assistance

The Library & Information Services staff is strongly committed to providing equal access to students with disabilities. Students in need of assistance in utilizing the services offered are encouraged to contact Library & Information Services at least five working days in advance to schedule an appointment for assistance.

SAS will provide lab assistants for students whose disability prevents them from freely taking part in the laboratory experience. However, prior notice to SAS of at least a month is required for planning.

9.14 Test Taking Facilitation

Special testing accommodations are approved and provided on a case-by-case basis to students with documented disabilities. On the basis of documentation, the SAS certificated staff will determine the appropriateness and type of accommodation.

Prior to the first day of each semester, students authorized to use test accommodation must sign a Rules for Test Accommodation contract. The contract outlines the rules and procedures that must be followed by the student.

A SAS Testing Accommodation Request is required for each exam. It must be completely filled out by both the student and the instructor five working days prior to the exam.

1. The student will begin the exam in SAS at the same time that the class initiates the exam and will receive a time extension past the end of the testing period for the class.
2. If #1 is not possible because the student has a class immediately following the class in which the exam is being administered, then the student will begin the exam prior to the class starting time. The student's starting time will be determined according to the time extension allowed for the student so that the student's ending time for the exam will be the same as the class ending time.

3. If #1 and #2 are not possible because of back-to-back classes, the student will be referred back to the instructor to arrange permission to take the exam at a different time that does not overlap the class testing time.
4. If #3 is the only workable option, the instructor must contact SAS and communicate his/her approval of the agreement with the student. The SAS Office will not administer the exam without this approval from the instructor. After coordinating with the instructor, the student is responsible to contact SAS to set up a testing accommodation reservation following the parameters set by the agreement with the instructor and in keeping with the SAS Office hours of operation.
5. If the student has a class that extends past or begins after 5:00 p.m., the test will be scheduled with a time frame to set the ending time as 5:00 p.m. This option does not require the instructor's special permission. However, the student should inform the instructor that the exam would be administered at an earlier starting time than the class.
6. If the student has a Saturday class, he or she will have to arrange permission with the instructor to take the exam in SAS at an alternate time on Monday - Friday, between 8:00 a.m. - 5:00 p.m. since SAS is not open on Saturday. The procedures in policy #4 (above) should be followed if this option is required.

The student is expected to check in at the SAS Office at least five minutes before the scheduled starting time of the exam. With the exception of emergency situations, a student who arrives late for an exam will not be given additional time to compensate for testing time missed. If exams are being administered by the instructor on a "to be announced" basis, the student is responsible for contacting SAS as soon as the exam date is revealed in class. If the instructor changes an exam date, the student should inform SAS right away and reschedule the previously set testing accommodation.

An alternate testing format shall be provided to any student whose disability prevents them from completing the normally formatted class exam. These situations are handled on a case-by-case basis to determine the best possible testing format to measure the student's knowledge of the course information.

Once an accommodation reservation has been established for a student's exam, it is binding.

Rescheduling will be allowed only with permission of the instructor.

If the student misses an exam due to disability related reasons, a makeup exam must be allowed by the instructor. In such situations, the student must provide verification from an appropriate professional substantiating that the absence on the original test date was disability related. The student is responsible for contacting the instructor to determine by what date the makeup exam must be completed. The instructor must personally inform SAS of the parameters agreed upon with the student. As soon as an agreement is reached with the instructor, the student must contact the SAS to arrange a testing accommodation reservation for the makeup exam.

If a problem arises between the instructor and the student regarding the implementation of testing accommodations, the student should inform the SAS Office immediately. Staff will then consult with the faculty member.

A student who is caught cheating will have his/her exam pulled. The exam along with a written explanation of the events that transpired will be given to the instructor.

9.15 Transcription Services

Students requiring course materials in Braille or in large print should contact the SAS Office THE SEMESTER PRIOR of each semester. Materials will be provided in alternate format if they are not available from other sources (e.g., Braille Transcribers Guild, Library of Congress). Only material REQUIRED FOR a particular course in which the student is enrolled will be made available in an alternate format.

9.16 Tutoring Services

Tutoring is available to all MiraCosta College students.

9.17 Note Taker Services

Well in advance of each semester, the student must meet with SAS certificated staff to review their request for a note taker. The SAS Office will then assist students approved for note taking services in recruiting a note taker from the approved class. Recruited student note takers can either volunteer their services or receive a stipend. Students who volunteer will receive letters of commendation from the College's president and vice president of student services.

SAS will provide each note taker with special, carbonized note taking paper that will enable the student with a print disability to be provided with clear and concise lecture notes.

In order to receive note taking services, the student receiving services is expected to attend class on a regular basis and meet with the note taker at the end of each class to secure a copy of the class notes. Students who do not want to be identified will pick up their notes directly from SAS. The only exception, other than emergencies, will be in cases where a student misses class meetings due to documented disability related reasons. In such cases, SAS will require current documentation from an appropriate licensed professional to verify the legitimacy of the student's absences. Students with note takers must adhere to all policies regarding absences and tardiness per the instructor's syllabus.

9.18 Tape Recording of Lectures

Per federal law, (Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act of 1990), a student with a disability may tape record an instructor's class as an authorized accommodation. As with other authorized accommodations, instructors are notified by e-mail that a student warrants this service. The student may be asked by the SAS Faculty Director or Counselor to sign a statement that requires him or her to submit the tapes of recorded lectures to the SAS Office at the conclusion of a semester for erasure.

9.19 Adapted Equipment

The following items are available for student use in the academic setting: four-track / two track tape recorders and players, spellcheckers, Perkins Braille, talking calculators, assistive listening devices and a TDD (for in-office use only). With the exception of the TDD and four track recorders, these items are available on a case-by-case basis for checkout but must be returned each semester. Students who fail to return loaned equipment will have a hold placed on their records.

9.20 Service Animals

According to the Americans with Disabilities Act (ADA), a service animal is defined as "any animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals to an impending seizure or protecting individuals during one, and alerting individuals who are hearing impaired to intruders, or pulling a wheelchair or fetching dropped items." If an animal meets this definition, it is considered a service animal regardless of whether or not it has been certified through a recognized training program. In compliance with the ADA, service animals must be permitted to accompany a person with a disability on campus.

A therapy animal is one that has reliable, predictable behavior, and is selected to visit with people with disabilities or people who are experiencing the frailties of aging as a therapy tool. A therapy animal may be an integral part of therapy treatment. The therapy animal does not accompany a person with a disability at all times. Thus, laws protecting service animals do not apply to therapy animals.

It is expected that the partner of a service animal will maintain strict control of the animal at all times. Service animals may be asked to leave locations on campus when the animal behaves in an unruly fashion (e.g., barking, biting, running around, bringing attention to itself). In addition, it is expected that all service animals be well groomed and kept away from public areas of the campus if they are sick. There may be certain parts of the campus where a service animal cannot be allowed because of potential risk to the animal or laboratory specimens. The SAS staff should always be consulted in advance regarding these types of issues.

The service animal must be immunized against diseases common to that type of animal and all vaccinations must be current. Service animals (depending on type) must be properly licensed and must wear a leash. The care, supervision, and cleanup of the service animal are the sole responsibility of its partner. Individuals with disabilities who physically cannot clean up after their service animal should contact the SAS Office to make other arrangements. SAS reserves the right to request a demonstration of the essential functions that the service animal is trained to provide.

When in the presence of service animals, please observe the following:

- Allow a service animal to accompany the partner at all times, except where service animals are prohibited.
- Do not pet a service animal without the permission of its partner. Do not feed a service animal.
- Do not startle a service animal.

- Do not separate a service animal from its partner.

9.21 Purchasing Books & Supplies

Students in need of assistance (non-financial) in buying their text books and school supplies at the MiraCosta College Bookstore are strongly encouraged to contact customer service at (760) 757-2121 ext. 6630 to make appropriate arrangements.

9.22 Course Substitutions

Please see the MiraCosta College Academic Accommodations Policy, which can be accessed from the SAS website.

9.23 Advisory Committee on Service to Students with Disabilities

The purpose of the advisory committee is to assist the SAS Faculty Director in the evaluation of current campus policies and procedures relating to students with disabilities, develop plans relating to programs and services for students with disabilities, recommend priorities, and develop timelines. Meetings are held on an as needed basis and arranged by the SAS Faculty Director.

9.24 Grievance Policy

Students who are denied appropriate academic accommodations by a faculty member are encouraged to meet with a SAS Counselor or the SAS Faculty Director. SAS will meet with the student's instructor to try and resolve the problem informally. If the instructor still refuses to sanction the accommodations recommended by SAS, the student may choose to follow the procedures specified by the MiraCosta College Academic Accommodations Committee. Again, the policy can be found on the SAS website.

Additionally, any student may file a grievance alleging that he or she has been discriminated against as the result of an action taken by any department or unit of the College, including SAS. Grievances can include, but are not limited to: denial of accommodation, delay and/or denial of services or auxiliary equipment, unequal treatment, program and architectural inaccessibility.

* * This handbook can be made available in alternate format upon request