

 **FOOTHILL COLLEGE**

Faculty Handbook

Disability Resources Center

October 2015

PROGRAM MISSION

Foothill College has a long-standing commitment to excellence and accessibility of education for all students. It is the mission of the Disability Resource Center (DRC) to promote student independence and full integration into campus programs through individualized academic accommodations, specialized classes, and support services to students with verified disabilities.

INTRODUCTION

Foothill College embraces the philosophy of inclusion—of persons from a wide variety of cultural and ethnic backgrounds, persons of varying ages, and persons who have disabilities. Since the implementation of federal and state legislation, increasing numbers of people with disabilities are graduating from college, becoming employed, and fulfilling their career goals.

One out of every five students at Foothill College has a disability, many of which are not visible. We want to emphasize that Foothill has a very good track record in providing reasonable accommodations to students with disabilities, largely due to the collaborative relationships enjoyed by our faculty and DRC staff. The DRC provides support services to students and serves as an information resource for instructors.

It is important to remember that accommodations are provided for the purpose of equalizing opportunity. Accommodations are not intended to alter the fundamental elements and expectations of the class. It is best to approach the issues of accommodating students with disabilities as a team. Faculty, students, and the DRC all have the same goal—to enable students to participate and compete equally in the classroom.

If faculty has experienced success in working with students who have disabilities, please consider acting as a mentor for other faculty in your department. The DRC will provide assistance, if needed. The more faculty willing to help disseminate techniques, approaches, and success stories, the better the rate of success for all students with disabilities. If any faculty has an interest in sharing their experience with others by giving a short presentation in our faculty training sessions, please contact the DRC.

This handbook will provide general guidelines for working with students with disabilities. The staff of Disability Resource Center is also interested in meeting different departments to answer questions and/or make presentations.

Institutional Rights and Responsibilities

1. Foothill College has the right to:
 - Set and maintain the College's academic standards
 - Request current, comprehensive documentation to verify a student's need for reasonable accommodations at Foothill College
 - Discuss a student's need for reasonable accommodations with the professional source of his/her documentation (with the student's signed consent authorizing such discussion).

- Discuss the nature of course curriculum, program or degree requirements with College personnel responsible for the particular course, curriculum, program or degree
- Share information regarding a student's disability with College faculty and administrative staff on a need-to-know basis, in order to facilitate the interactive reasonable accommodations process.
- Designate a student's accommodations from a range of equally effective reasonable accommodations.
- Periodically review recommended reasonable accommodations to ensure their reasonableness in particular classroom setting or environment.
- Deny a request for a specific accommodation if the accommodation is unreasonable or inappropriate including any that pose a direct threat to the health and safety of student or others, fundamentally alter a course or program, or are unreasonably burdensome.

2. Foothill College has the responsibility to:

- Determine and provide reasonable accommodations in a timely manner for eligible students with disabilities or disabling conditions
- Provide information regarding policies and procedures to students with disabilities in a timely manner and in a reasonably accessible format
- Evaluate Students' academic progress as fairly as possible without altering the academic standards for each course.
- Maintain appropriate confidentiality of records and communication concerning students with disabilities or disabling conditions *except where disclosure is authorized by the student or required by the law).
- Coordinate with faculty and staff to ensure recommended accommodations are reasonable in each particular situation and if so that such accommodations are implemented.

DISABILITY-RELATED LEGISLATION AND FACULTY IMPACT

The following are federal laws, which require that institutions like Foothill College do not discriminate against persons with disabilities in either the delivery of services or in employment. These laws are designed to provide persons with disabilities an equal opportunity to succeed—not an advantage over students without disabilities.

- *Title II of the Americans with Disabilities Act (ADA)* provides that “No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.” This is federal civil rights legislation. The major impact on faculty and staff is that if accommodations determined appropriate to prevent discrimination based on disability are not implemented, students have recourse through federal agencies as well as the court system.
- *Section 504 of the Rehabilitation Act of 1973* provides that “No otherwise qualified individual with a disability in the United States, as defined in section 706 (20) of this title, shall, solely by reason of his or her disability, 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.” Again this is federal civil rights legislation. The Rehabilitation Act impacts recipients of federal funds. In addition to the impact described above for the ADA, institutions risk loss of federal funds.

Disability Defined

A person with a disability is an individual with a physical or mental impairment that substantially limits one or more major life activities. Major life activities include caring for oneself, walking, seeing, hearing, breathing, learning, and working. Individuals are considered to be persons with a disability if they:

- Have a verifiable disability
- Have a history of a disability, or
- Perceived as having a disability

Disabilities can be classified as:

Visible disabilities – These include physical and sensory disabilities such as visual, hearing, or mobility impairments.

Hidden disabilities – Non-visible disabilities cover chronic health impairments such as asthma, AIDS, heart disease, and seizure disorders. They also include disabilities affecting cognition such as learning disabilities, acquired brain injuries, psychological disabilities, and attention deficit disorders.

GENERAL CONSIDERATIONS

Confidentiality

Under FERPA, the Family Educational Rights and Privacy Act, student records and the information contained within them are confidential; to be shared with others only when there is a demonstrated need. *This means that whatever knowledge the faculty member has about a student's disability, should not be shared in any way either intentionally or unintentionally with other faculty, students, staff, or administrators.*

Focus on Abilities

A major barrier to success for students with disabilities is the tendency of others to focus on their disabilities instead of their abilities—what they cannot do versus what they can do. Approach accommodating a student who has a disability with the attitude that he or she has the ability to do the work, but simply needs to accomplish some things in a manner that is different from the traditional way.

Empowering Students

It is the goal of the DRC to empower students with disabilities to take charge of their lives through becoming more knowledgeable and skilled in expressing their needs, preferences, and desires.

In addition, Foothill College DRC staff encourages students to do the following:

- Learn their legal rights and responsibilities
- Understand what accommodations will best enable them to succeed both in school and on the job
- Communicate their needs effectively
- Become successful self-advocates

Students as Experts on Their Disability Needs

There is wide diversity among students within a given disability type and a wide range of previous experiences that students have had in accommodating their disabilities. It is important to keep in mind that two people with the same disability may require different accommodations.

Many students are comfortable with their disabilities and very familiar with the accommodation process that works for them. However, those who have limited experience may not. DRC works with each student individually to teach him/her self-advocacy skills so they can better manage their disability.

REFERRING STUDENTS TO THE DRC

Faculty is encouraged to make an announcement during the first week of instruction that accommodations are available for students with disabilities through the DRC. In addition, a statement about accommodations can be briefly discussed on the green sheet or syllabus. If faculty thinks that a student may require special assistance, approach the student privately. Be sensitive to the fact that students may be reluctant to discuss their needs or may have difficulty articulating them. For further assistance, contact the Disability Resource Center at (650) 949-7017.

Syllabus Statement

In keeping with Foothill's policy on providing equal access to individuals with disabilities, instructors are strongly encouraged to include a statement on their syllabus informing students that academic accommodations on the basis of disability can be provided if the student follows the protocol as described. The following statement contains all of the elements that should be present. Instructors may want to make changes based on style preference or particular course content. Instructors who want consultation in further developing this statement can contact Dean of Disability Resource Center at 650-949-7017. It is strongly recommended that you also read this statement to the students at the start of each semester when reviewing course policies.

To obtain disability-related accommodations, students must contact Disability Resource Center (DRC) as early as possible in the quarter. To contact DRC, you may:

- Visit DRC in Building 5400 (near lot 5)
- Email DRC at drc@foothill.edu
- Call DRC at 650-949-7017 to make an appointment
- Use Clockwork in MyPortal to submit an online request for an appointment or to request accommodation letters

If you already have an accommodation notification from DRC, please contact me privately to discuss your needs.

This statement helps alert students to the fact that accommodations can be provided and that services are available. Early intervention can make all the difference in helping students achieve academic success. It also shows that the instructor made a good faith effort to inform students of their rights and responsibilities in this area, and that this effort was done in a timely manner.

ACCOMMODATIONS

DRC specialists will determine accommodations as mandated under federal law. Please remember that student needs are highly individualized and what works for one student with a particular disability may not be effective for another student with the same disability. There are many accommodations available. Below is a list of some common ones.

- Priority registration: to ensure timely provision of accommodations
- Test accommodations: extended time, low distraction environment, etc.
- Sign language interpreters
- Transcription / real time captioning for lectures
- Readers and/or scribes
- Lab assistants
- Note takers
- Permission to tape record lectures
- Advanced copies of PowerPoint presentations and instructor lecture notes
- Captioned videos
- Books on audio or digital format
- Large print, or Braille materials
- Adapted computer / software
- Accessible room / desk
- Absence / late policy modification
- Shuttle service (on-campus)

DRC staff also assists with registration, counseling, learning disability assessment, and other support services to students with disabilities at Foothill College.

THE INTAKE PROCESS

How to begin:

Students may initiate the process through Clockwork in MyPortal. Please note that DRC is only able to work with students who have applied to Foothill College.

Here are instructions for completing the “Online Intake” form in MyPortal:

1. Log in to [MyPortal](https://myportal.fhda.edu) (link to <https://myportal.fhda.edu>)
2. Click on “Students” tab
3. Scroll to the bottom and locate “Clockwork Student Portlet” area
4. Click on link “Foothill Disability Svc”
5. Click on “Online Intake” icon
6. Complete Online Intake Form & Up

Once the student is registered, DRC will review the application and contact the student for an appointment. We highly encourage that students provide all documentation to our office prior to their appointment. This allows us to better serve the student during the intake appointment.

Students are responsible for providing verification of their disabilities to the DRC. Documentation is reviewed by a professional staff member to determine whether it supports the requested accommodation. At times, documentation that may have been sufficient to establish eligibility for accommodations at other institutions such as high schools may not automatically transfer and may need updating before establishing accommodation eligibility at Foothill College. If documentation is insufficient to support all accommodation requests, additional documentation may be requested if the student is eligible for accommodations.

Students who need additional assistance with the application process should call us at 650-949-7017 or email us at drc@fhda.edu.

What happens during the intake appointment?

The intake process involves students disclosing their disabilities and then working together with the DRC professional to identify their accommodation needs. Identifying accommodation needs is an individualized process based on the student’s documentation and educational experiences.

During the intake process, DRC strongly urges students to practice an assertive, reasonable approach to communicating their needs to faculty. We also promote the DRC as an important resource for faculty and students as we work together to achieve a positive outcome.

DRC strives at all times to provide reasonable accommodations that align with the pedagogy of course. Faculty how have questions or concerns about an authorized accommodation should contact DRC immediately. Please note that all approved academic accommodations must remain in place and must be provided by the instructional faculty until a final determination has been made.

Accommodation Notification Request Process

Once the student is registered with DRC and has completed the intake process, he/she may request accommodation notifications be sent out to faculty. Accommodation notifications must be requested each quarter for each class by the student.

The accommodation notification is made through Clockwork in MyPortal. An email is sent to faculty to inform him/her that their student has made a request for accommodations. Faculty are then directed to log into MyPortal to view and acknowledge the request.

We encourage students to approach their instructor either before the first day of instruction or within ten business days of receiving their Academic Accommodation Notification form. The accommodations listed on the form have been determined necessary to achieve equal access as required by law.

Students are encouraged to meet with faculty during office hours or at a scheduled appointment to protect student's privacy and to facilitate meaningful discussion between the student and his/her instructor. Students are encouraged to discuss the impact of their disability on their educational needs, but they are not required to disclose their disability.

Students are also directed to contact their instructors directly and whenever possible to speak in person to faculty about their request and to confirm dates/ times of exams, tests and quizzes. Failure to do so may result in the delay of receiving accommodations.

Accessing Clockwork

Faculty can use Clockwork to:

- View all student information accommodation requests in one spot
- Approve accommodation testing requests
- Provide information regarding testing times, materials, etc.

To access Clockwork, please:

- Log into MyPortal
- Click under "faculty" tab
- Scroll to the bottom for "Clockwork Instructor Portlet"
- Click on "Clockwork Foothill Disability" under instructor login.

For further instructions on how to use Clockwork, please view the training guide on this website: <http://foothill.edu/drc/documents/clockwork-facultystaff-training.pdf>

Implementation and Periodic Review of Accommodations

Throughout the quarter, the student should meet with the DRC Specialist and/or the instructor to discuss whether the accommodations are effective. Periodic review can serve to identify alternatives and to get the issues resolved quickly.

Faculty should follow instructions based on the Accommodation Notification letter. Faculty are required to provide only the accommodations stated on the notification letter. If the faculty has concerns regarding any of the authorized accommodations, they must contact DRC staff immediately. DRC will attempt to resolve the issue between the student and the instructor. During this time, the stipulated accommodation on the Accommodation notification letter will remain in effect until changes are authorized by DRC. The review/ process must be completed within 10 business days. Please view the flowchart for better information about the review process.

http://foothill.edu/drc/documents/ADA_Review_Process_final.pdf

TEST TAKING ACCOMMODATIONS

Testing Center, 650-949-7672

Test accommodations give students the opportunity to demonstrate their mastery of course content. The rationale for providing test accommodations is that it would be discriminatory to administer any test in such a fashion that would "test the disability" instead of testing knowledge or skills that the faculty member expects their students to have acquired. When a disability prevents the student from demonstrating to their instructor what he or she knows, an accommodation is necessary.

The DRC specialist determines eligibility and specific accommodation requirements based on verification of disability and assessment of student's educational need. Our goal is to work in partnership with faculty in providing appropriate and reasonable accommodations for your students.

Test proctoring services are provided by the DRC so that students may take their tests with accommodations. In the event that an instructor prefers to proctor exams instead of sending the student to the DRC, care must be made to adhere to the accommodation instructions.

Remember that the student has the legal right to refuse to take an exam if appropriate accommodations are not in place.

Test taking accommodations include, but are not limited to:

Extended Test Time

Extended time is an appropriate accommodation provided by federal law. Time and one half or double time is standard. The DRC Specialist may approve more time if the need is supported by the student's documentation. The student may not always use the entire time allotted for accommodation, and some students will finish on time, but the extra time should be available. When the impairment is very severe the student may need more than double time, but this is rare.

If scheduling extended time is a problem because of time conflicts with other classes, or the student is unable, for disability-related reasons, to sit for extended times, it may be necessary to consider breaking the test into sections, allowing the student to take more than one day to complete it.

Low distraction environment

An environment as free as possible of distracters, either visual or auditory that would inhibit a student from concentrating and attending to the exam with results reflective of their knowledge of the subject matter.

Alternative Forms of Test Taking

- The student may be allowed to write answers directly on the exam instead of using a scantron.

- For a blue-book essay exam, the student may use a word processor instead of writing it out by hand.
- DRC may provide a scribe to write answers as dictated.
- A DRC assistant may read exam questions to the student (Reader).

NOTE: DRC assistants follow a strict protocol of reading and scribing exams and answers exactly as written or dictated by the student. No additional input or answers are provided to the student.

- The student can record his or her essay into a tape recorder, and either transcribe it directly after, turn just the tape into the instructor, or both, depending on the requirements of the instructor.
- For fill-in or short answer questions, the student can dictate the answers into the recorder, and then write the answers in before turning the exam in to the instructor.

Alternative formats provided by DRC: Braille, Large print, Electronic Text, Screen Reading computer software for visually impaired students, and Voice Activated Computer Software for students with limited manual dexterity

PROCEDURE FOR SCHEDULING EXAMS TO BE PROCTORED BY DRC

Student's Responsibilities

2. Student must meet with the DRC Counselor or Learning Disability Specialist to review student's file and determine eligibility for test accommodation.
3. **1st 2 weeks of** the quarter: Students request an Accommodation Notification through Clockwork in MyPortal. Students are advised to ask for a private meeting with the instructor to discuss their accommodations.
4. **1 week before each exam:** Student schedules quiz/test date and time via Clockwork. Students are required to take all their exams at the same time as the rest of the class unless otherwise permitted by the instructor and/or DRC. .
5. **Day of the exam:** Arrive on time with proper materials. The testing center does not provide scantrons.
6. After student takes the test, he/she hands it to the DRC Test Proctor.

Faculty Responsibilities

1. Instructor receives email that student has requested accommodations.
2. Instructor logs into Clockwork via MyPortal to acknowledge the request.
3. Instructor fills out necessary information about the test/ exam in Clockwork.
4. Instructor may choose to upload their materials to Clockwork OR deliver the materials to the Testing Center. Due to the high volume of emails, please do not email your materials to the testing center.
5. Instructor picks up the completed exam from the testing center or upon request, it may be delivered electronically via email to the instructor.

Important: *Students are not allowed to carry exams to and from the DRC without written consent by the instructor.*

Test Proctor Responsibilities

1. Provide appropriate accommodations as prescribed by DRC
2. Work with instructor to assure timely arrival and delivery of (completed) exams.
3. Proctor exams to ensure test security and academic integrity.

DRC Academic Honesty Policy and Procedures

Students must read and sign the Test Accommodation Agreement, which includes Foothill College Academic Honor Code.

What happens?

1. Students found to be cheating during their use of the DRC testing accommodations will have their test confiscated immediately.
2. DRC will inform the appropriate faculty promptly of any irregularities. The faculty member is responsible for reporting incidents of academic dishonesty to the Dean of Student Affairs.

3. The student will be informed in writing by the DRC coordinator that the Dean of Student Affairs is pursuing the case, in accordance to the Foothill College Academic Honesty Policy and Code of Conduct.

Pop Quizzes

Here are some possible options for pop quizzes:

- Administer the quiz at the beginning of class and permit the student to begin the quiz earlier than the rest of the class.
- Allow the student to take the quiz in a previously agreed upon location near the classroom. The student would return to class after the extended test time.
- Allow the student additional time after class to complete the quiz.
- If the test has four questions and you allow the class ten minutes to take the quiz, grade the student on two questions or three questions, depending upon whether the student is entitled to time and a half or double time.
- Vary how you obtain pop-quiz information from students – one day do a class quiz on the overhead, discussing the answers with the whole class – this is usually a good learning experience for all types of learners; do an in-class, small-group question and have students obtain the answers as a group and report to the class.
- Allow the student additional time after class to complete the quiz.
- Administer the pop quiz at the end of the class.
- Make the quizzes more challenging, but take-home for everyone.

Notetaking Policies and Procedures

Obtaining a Note taker

DRC provides a small honorarium to students in your class who volunteer to share their notes using (DRC-provided) Special 2-part NCR paper. The note taker gives the student the yellow copy of the notes each day of class.

When a student requests a note taker for your class, discuss with him/her their preferred method of identifying a student note taker. The student may ask a fellow student on their own, or request that their instructor make an announcement to the class. The faculty member may also choose a student who takes good notes.

When making announcements for notetakers, please do not point out or name the student needing assistance. Instead, use a statement such as the following:

“A note taker is needed for this class. Note takers receive a \$50.00 honorarium and are provided 2-part paper. Please meet with me after class if you are interested in sharing your notes with a fellow student.”

The student needing the note taker should stay after class to meet the note taker. He/She will give the note taker an instruction sheet and contract. It is the note taker's responsibility to bring the contract to DRC for payment.

Faculty, Student: Rights and Responsibilities

Faculty Rights and Responsibilities

Faculty has the responsibility to:

1. Maintain student confidentiality
 - Treat and protect all disability-related information with confidentiality. For example, keep printed items such as test accommodation forms or emails regarding student disability-related information in a secure location.
 - ***Do not discuss the student's accommodations in front of other students.***
2. Communicate accommodation arrangements with students and with DRC by completing test accommodation forms in Clockwork upon request.
 - Act immediately upon getting a student's request for accommodations by contacting the Disability Resource Center by providing the service or by meeting with students to complete test accommodation paperwork.
 - Provide information about your test in Clockwork in a timely manner
 - Provide a copy of your test at least 24 hours in advance to the testing center
 - If unsure about accommodations, contact DRC immediately.
3. Ensure accessibility to class material for students with disabilities.
 - For students needing alternative media (example: audio books, large print materials, captioned videos) please provide the Disability Resource Center with syllabi, textbooks, course packets etc, well before classes begins in order for students with disabilities to have access to the course materials at the same time as other students. Converting print materials is both labor and time intensive.
 - Ensure that all audio-visual materials used in class are accessible (e.g., that videos shown are captioned for students with hearing impairments and that the video equipment used has captioning capabilities)
 - Faculty should consider incorporating principles of Universal Design for Learning in their teaching. A fact sheet on Universal Design is available from the DRC or on-line at www.osu.edu/grants/dpg
 - The Distance Education: Accessibility Guidelines for Students with Disabilities from the Chancellor's Office California Community Colleges (issued January 2011) lists basic requirements for distance education:

1. All DE resources must be designed to afford students with disabilities maximum opportunity to access distance education resources *anytime, anywhere* without the need for outside assistance (e.g. sign language interpreters, aides, etc.).
2. Distance education resources must generally be designed to provide “built-in” accommodation (i.e., closed or open captioning, descriptive narration) and/or interface design/content layout, which is accessible to “industry standard” assistive computer technology in common use by persons with disabilities.
3. Access to DE courses, resources and materials include the audio, video and text components of courses or communication delivered via existing and emerging technologies. Access includes the audio, video, multimedia and text components of Web sites, electronic chat rooms, e-mail, instructional software, video tape, audio tape, electronic text and print materials. Where access to Web sites not controlled by the college is required or realistically necessary to completion of a course, the college must take steps to ensure that such sites are accessible or provide the same material by other accessible means.
4. Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities.
5. Any DE courses, resources or materials purchased or leased from a third-party provider, or created or substantially modified “in-house” after August 1999, must be accessible to students with disabilities, unless doing so would fundamentally alter the nature of the instructional activity or result in undue financial and administrative burdens on the district.

Faculty has the right to:

1. Expect the student to initiate accommodation requests
2. Expect accommodation requests to be made at the beginning of the quarter and in accordance with DRC guidelines
3. Expect exams to be administered in a secure environment
4. Set and maintain course academic standards. Students with disabilities should meet the same course expectations as their peers
5. Provide accommodations only to students who are registered with the Disability Resource Center.
6. Request verification of a student’s eligibility for any requested accommodations. Such verification will be on the Academic Accommodation Notification form written by a professional from Foothill College Disability Resource Center and delivered directly to faculty by the student. The DRC is the only office designated to review disability documentation and determine eligibility for appropriate accommodations.

Student Rights and Responsibilities

Student has the responsibility to:

1. Meet Foothill's qualifications and essential technical, academic, and institutional standards.
2. Identify themselves in a timely manner as an individual with a disability when seeking an accommodation.
3. Provide documentation from an appropriate professional source that verifies the nature of the disability, functional limitations, and the need for specific accommodations.
4. Follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids

Student has the right to:

1. Equal access to courses, programs, services, jobs, activities, and facilities available through the University.
2. Reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case-by-case basis.
3. Appropriate confidentiality of all information pertaining to his/her disability with the choice of whom to disclose his/her disability to except as required by law.
4. Information reasonably available in accessible formats.

Web Accessibility Policy

The Chancellor passed Foothill College's Web Accessibility Policy in 1998. It ensures that Foothill College faculty, staff, and anyone else designing Foothill College web pages and online courses are responsible for making them accessible to students with disabilities. This includes using alternative text for graphics that describe them, and using other accessible coding for those who use screen readers that provide voice output. It also means providing a script for any audio clips and captioning for videos on the web. For online courses using video stream for lectures, faculty and Disability Resource Center will work out a method for providing captioning, transcripts, or interpreting to students who are deaf or hard of hearing.

Please contact Disability Resource Center if you have knowledge that a student enrolling might need modifications for your online or web-enhanced course.

FREQUENTLY ASKED QUESTIONS

Am I obligated to comply with a student's request for accommodations?

According to the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, faculty members are required to provide requested accommodations if the student has a documented disability..

When do I refer a student to DRC?

Referrals to our office come from faculty, staff, and other students. In general, if a student discusses a disability and its impact academically, and the student has not already registered with DRC, refer him or her to us. For example, a student requests accommodations but does not provide their instructor with a letter from our office, the faculty member should refer him or her to our office to apply for services

What is the process that the student must go through to get services?

- A student must first come into our office and register.
- This registration process includes an intake process where the student and counselor discuss their disability as it relates to their academic environment.
- Students must provide documentation of their disabilities. It is our office's job to determine whether or not that student is eligible to receive the requested accommodations based on this documentation. If the documentation does not support a requested accommodation, the service is denied until supporting documentation can be provided.
- Once a student is eligible for services, he/she is given an explanation of how the accommodation process works, including detailed information on how to request accommodations.
- Students are then asked to provide their class schedules to our office in order for us to produce accommodation letters, which they will later deliver to their instructors.
- Students are informed that these letters are a communication tool between the student and the instructor, and that it is important to talk with their instructors about their accommodations needs.
- A review of accommodations once per quarter is highly encouraged, because of the change in nature/delivery of classes.

What are the student's responsibilities?

First, it is the student's responsibility to register in person with the DRC (exceptions may be made for students living out of the area enrolled in on-line courses).

Second, students are responsible for picking up accommodation letters each quarter and giving them to their instructors. DRC does not send out letters to faculty, except for courses taught on-line. Students are asked to discuss their accommodation needs with instructors during office hours in order that both parties understand each others' expectations.

We encourage students to become their own self-advocates and learn ways to talk about their disabilities and accommodation needs. Lastly, it is the student's responsibility to update our office if they have issues or concerns.

What are my responsibilities as an instructor?

Please refer to the “Faculty Responsibilities” section of this handbook for additional information. The responsibilities of an instructor extend into two main areas. The first area involves the actual provision of accommodations to a student. After the student communicates his/her accommodation need through the DRC accommodation letter, the instructor must then ensure that the accommodation takes place. For example, if a student requests extended time for exams, the student and instructor will work together to schedule the exam. The instructor will then need to make arrangements by either providing the extended time for the student or finding someone else within the department to administer the exam.

The second area involves confidentiality. Confidentiality is very crucial and simply means that when a student discloses a disability to an instructor, the information must be kept between the instructor and the student. All conversations related to the disability must be held out of earshot of other students, in a private environment.

Is it fair to other students to provide accommodations to those students with disabilities?

It would be unfair and discriminatory *not* to provide the accommodations, as the individual with the disability learns and performs in a different manner than the student without a disability.

What can I expect if a student files a grievance?

If a student brings a grievance to Disability Resource Center, the grievance will be handled on a case-by-case basis. Typically, the instructor and student are brought together and the Disability Resource Center staff will mediate and will attempt to develop possible solutions. If a reasonable solution cannot be found, the student may file a formal grievance with the college ADA Coordinator who will conduct an investigation. The student also has the right to file a formal complaint with the Office For Civil Rights. In this case, OCR will conduct an investigation and make a determination.

What is a learning disability and what is ADD?

A learning disability results from neurological differences that may alter an individual’s ability to store, process, retrieve, or produce information. Major areas impacted include reading, writing and mathematics. Attention Deficit Disorder (along with the closely related ADHD—Attention Deficit Hyperactivity Disorder) is a neurological disability characterized by difficulties with tasks involving executive function. These include:

- Planning skills
- Organizational skills
- Selective attention
- Maintenance of attention
- Impulse control

Where can I get the disability statement for my syllabus?

Here is a sample syllabus statement:

To obtain disability-related accommodations, students must contact Disability Resource Center (DRC) as early as possible in the quarter. To contact DRC, you may:

- Visit DRC in Building 5400 (near lot 5)
- Email DRC at drc@foothill.edu
- Call DRC at 650-949-7017 to make an appointment
- Use Clockwork in MyPortal to submit an online request for an appointment or to request accommodation letters

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

All students registered with DRC are required to request accommodations with DRC via Clockwork each quarter. You will receive notification via email to log into Clockwork via MyPortal to view the student's accommodation notifications. If the student has not registered with DRC, but requests accommodations, please refer that student to the DRC.

Students with disabilities ask me to provide information in Clockwork and to walk my tests over to the testing office. I have a million things to do. I don't mind if they use exam accommodations, but do I have to fill out these forms and bring exams over?

Yes. In order for students to arrange for exam accommodations, and in order for the testing center to administer your exam to the student, the faculty member provide information about the tests/exams via Clockwork. Faculty are required to provide a copy of their tests and exams at least 24 hours before the test. This can be done by uploading the test in Clockwork or in-person. The Testing Center does not accept exams via email due to security concerns.

I received an accommodation letter from a student but he never spoke to me about the letter or his accommodation needs. What do I do? What are my responsibilities?

It is the responsibility of the student to communicate with the instructor about his or her accommodation needs. We explain to students during the intake process about this issue and provide them a summary of the accommodation process each time they collect their accommodation letters for the quarter. However, we know that some students fail to make contact with their instructor(s) after the initial meeting.

While it is the student's responsibility to make arrangements with the instructor, when the student fails to come forward after delivering the letter, you may want to approach, call or email him or her.

A student with a disability has requested that she take an exam with at the Testing Center. How do I know that my exam will be safe and that the student will get no unfair advantages?

DRC and the testing center have developed a systematic and secure procedure for receiving exams from faculty and returning them securely once the student has taken the exam. For example, below is a listing of the rigid check-in and checkout procedures for exams

- no student is allowed to take an exam with accommodations without authorization.
- Exams may be uploaded to a secure Foothill College server via Clockwork.
- Exams are kept in a locked location in the Testing Center.
- While students are taking the exam, they are monitored by the Testing Proctor. Faculty instructions for permissible test materials are followed strictly.

When, on rare occasion, there is a concern about the integrity or security of a specific exam administration, the Testing Proctor informs the instructor, Dean of Student Affairs, Dean of Disability Resource Center promptly.

A student handed me a letter at the beginning of the quarter and it was understood that she needed to make arrangements with me a few days before an exam in order to receive extended time and a low distraction room. The student showed up on the day of the exam without making prior arrangements but still requested for the testing accommodations. What do I do?

As long as it was very clearly explained to the student that he or she needed to approach their instructor prior to each exam, you are not obligated to provide the accommodations, as it is the student's responsibility to make arrangements with you in a timely fashion.

If there is any doubt as to how clear you were to the student regarding the process, take the initiative and do what you can to provide the accommodation. After the exam, please refer the student to the DRC for further clarification of their role and responsibilities as a student.

What is meant by “extended time on exams”?

Extended time on exams is typically time and one half or double time. For example, if the accommodation is double time, and the class period is 50 minutes, the extended time would be an 100 minutes. If a student has a question related to the exam while testing at the testing center, the testing proctor or assistant will escort the student to his/her instructor regarding the question. For this reason, always put your phone number and room location on the exam proctoring form.

What is considered a “low distraction environment”?

A low distraction environment is a room free of visual and auditory distractions. This area is provided by the Disability Resource Center. Occasionally a student will require a private room to accommodate the need to “sub-vocalize,” or read questions and responses aloud to themselves. In the event that an instructor prefers to proctor exams instead of sending the student to the DRC, care must be made to adhere to the accommodation instructions.

For instance, many faculty offices may be inappropriate testing environments: walls are lined with books and materials, the phone may ring, or students may be noisily passing by the office. It may also be extremely distracting for the student if the instructor sits in close proximity to the student, doing seemingly quiet paperwork. Sending the student to the hallway outside the classroom is NOT a legitimate interpretation of “low distraction.” It is

important to make every attempt to remain quiet. Asking the student repetitively if he or she needs anything or is almost finished is distracting and should be avoided.

Remember that the student has the legal right to refuse to take an exam if appropriate accommodations are not in place.

When I have a deaf student in my class, am I required to have an interpreter or real time captioner in the classroom too? My class is very crowded and also, the students tend to watch the interpreter instead of me.

There is no question about it. All faculty members are required by law to accommodate what is essential for the student to have equal access to an education, and this includes a sign language interpreter or real time captioner.

A student wants me to announce their request for a notetaker without revealing their identity. Why the secrecy?

Students with disabilities are afforded strict privacy protections. Faculty cannot divulge the disability status or accommodation needs of any student to other students or staff, without the individual's permission. Confidentiality should be safeguarded with the utmost care and conversations about disability-related issues should occur with discretion and respect for individual privacy rights.

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

Absolutely not. The standards should be the same for all students; however, some students with disabilities may exhibit their knowledge, production, and other course expectations differently from their peers. For example, a student with a learning disability in writing may produce an essay exam by using a computer or scribe rather than writing out an answer without the use of an accommodation. The quality of the work should be the same.

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

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

Do I have any recourse if I disagree about requested accommodations?

To clarify any disagreement about a requested accommodation, you can first contact disability services. Start with the DRC Coordinator or Counselor, but faculty are also welcome to talk to the Dean.

TECHNICAL RESOURCES ON CAMPUS

The Foothill College Computer Access Center provides support in the use of adaptive computer technology for students with disabilities. Examples of the available adaptive computer technology include:

- Orthopedic disabilities: Speech recognition, software for limited keyboard, left or right handed typing, adjustable workstations and seating.
- Visual Impairment: Large print screens, speech output devices, Kurzweil reader, screen readers, keyboard training.
- Acquired Brain Injury: Reading and writing tools.
- Learning Disabilities: Reading and writing tools.
- Hearing Impaired: Sign language, English vocabulary, spelling and grammar.
- Repetitive Strain Injury: : Arm rests, speech recognition, alternative keyboards, and seating.
- Other Resources: Keyboard training, word processing, and internet access.