

ADAPTIVE LEARNING DIVISION
&
DISABILITY RESOURCE CENTER
STUDENT HANDBOOK



Foothill College
Adaptive Learning Division
Disability Resource Center
12345 El Monte Road, Los Altos Hills, CA 94022
Room 5801
(650) 949-7017
www.foothill.edu/al
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ADAPTIVE LEARNING DIVISION & DISABILITY RESOURCE CENTER

Welcome to Foothill College’s Adaptive Learning Division (ALD) and Disability Resource Center (DRC). Our mission is two-fold: (a) to provide equal access to students with disabilities to the college’s educational programs and (b) to prepare students and provide career programs in special education and disability-related fields. Foothill College has a longstanding commitment to excellence and accessibility of education for all students. The DRC offers individualized support services for students with a wide range of disabilities. Our center promotes student independence and strives to create a barrier-free educational environment by working to make programs, facilities and services accessible to students with disabilities.

Located in Room 5801 near Parking Lot 5, the DRC is one of several campus and community-based programs administered by Foothill that serves students with disabilities.

Foothill College offers an alternative path for the student with a verified disability who requests academic modifications and does not want to participate in Foothill’s Disabled Student Program & Services. Contact Rose Myers, Foothill College ADA/504 Coordinator and Vice President of Student Development and Instruction (650) 949-7228, building 8100.

To obtain this handbook in alternative text format, please contact Steven Sum, Alternative Media Specialist at (650) 949-7673.

ADAPTIVE LEARNING DIVISION PROGRAM DESCRIPTIONS

The Adaptive Learning Division offers courses and services on campus and in the community that are designed to provide equal access to students with disabilities to the college's educational programs and to prepare students and provide career programs in the special education and disability-related fields. Classes include consumer education, functional health education and life management, adaptive physical education, personal growth and self-enrichment, and lifelong learning.

Disability Resource Center (DRC)

The Disability Resource Center provides support services to Foothill College Students with medically verified disabilities including but not limited to students with hearing impairments, visual impairments, psychological impairments, neurological impairments, mobility limitations, and medically disabling conditions. Supportive services include: loans of adapted equipment or assistive devices, counseling, information/referrals, orientations, sign language interpreters, on campus transportation assistance (shuttles), note takers, transcriptions, tutors, readers, test-taking facilitation, temporary parking permits, and priority-registration. The DRC monitors disability accessibility to campus programs and facilities. For more information, please contact the DRC office at (650) 949-7017, or Margo Dobbins, Disability Access and Compliance Supervisor at (650) 949-7038.

Computer Access Center

The Computer Access Center offers computer use, evaluation, training and support for students with disabilities. The center offers assistive technology tools for students receiving services from the Adaptive Learning Division. Courses are designed to provide students with an overview of current assistive technologies including Dragon Naturally Speaking, Kurzweil, Inspiration, etc. Course content includes an evaluation of technology needs, tutorials and hands-on practice for various software applications and hardware.

The Computer Access Center located in Room 5710. For more information, please contact Brenda Davis, Deaf Services/Computer Laboratory Instructional Coordinator at (650) 949-7039.

Student Tutorial Evaluation Program – STEP

The Student Tutorial Evaluation Program (STEP) provides academic support services and accommodations to Foothill College students who have learning disabilities. STEP faculty will help student determine if he/she have a learning disability. First, the student will meet with a professional Learning Disability Specialist. After the first consultation, the Learning Disability Specialist will decide whether the student would benefit from an assessment. If testing is not appropriate at this time, the student will be referred to services that can better meet his or her needs. If the student is assessed for eligibility for services, as learning disabled, the student will then schedule an appointment to meet with the specialist in order to complete the assessment. The entire procedure takes approximately six to eight hours. When the result of the student's assessment is completed, the student will meet with his or her STEP specialist to determine appropriate services and accommodations.

A learning disability is a significant discrepancy between a student's indicated ability and his or her achievement in academic areas. This discrepancy results from a processing deficit in visual, auditory or kinesthetic processes. Factors that are not considered learning disabilities include below average

intellectual potential; an emotional or behavior disorder; a lack of motivation or familiarity with basic academic skills; and a physical disability that interferes with the learning process.

Adaptive Physical Education

The Foothill College Adapted Physical Education (APE) program offers students with diverse limitations the opportunity to participate in physical activity courses or exercise programs developed to fit their specific fitness needs and goals. Students who are disabled have the opportunity to achieve success within the psychomotor domain through the assistance and support of the Adapted Physical Education faculty and staff.

Communicating with each student's physician, the Foothill College Instructor develops an individualized exercise program based on the physician's recommendations and the individual goals of the student.

Community-Based Program

The Community-Based (CB) Disabled Students Program offers lifetime opportunities for personal growth, human development, and self-enrichment that enhance the quality of life of students with disabilities. This unique education program delivers the resources of Foothill's Adaptive Learning Division directly to disabled adults and veterans at independent living centers, community senior centers and VA medical centers in the northern Santa Clara County area. Foothill's community-based program is designed to promote the physical, intellectual and social wellbeing of older adults through popular classes such as Adaptive Exercise, Current Events, Creative Writing, Arts and Crafts and many other courses. Staying active and involved in community life is encouraged. To achieve this goal, instruction and classroom activities are planned to meet student needs and interests. All classes are tailored to the capabilities of disabled adults.

Community Education REACH – Post Stroke

Community Education REACH links outpatient rehabilitation with full community reintegration for people recovering from cerebral vascular accidents. Courses in care giving, mobility, communication skills, coping with disabilities, independent living, and computer-assisted cognitive retraining are taught by specialists. Classes are tailored to meet specific needs, allowing students to reach their highest level of independence. For more information, contact Linda DiNucci, Community Education REACH Program Coordinator/Instructor located at the Middlefield Campus in Palo Alto at (650) 949-6961.

Transition to Work (TTW)

Transition to Work is a 12-month vocational program designed for those students with disabilities who can function independently on a college campus, but may not have the ability to succeed in the regular college academic program. TTW offers job skills classes that teach office procedure, beginning keyboard, record management, word processing, copying, faxing, mailroom procedures and messenger. Job searches, social skills, independent living, communication, and on the job training classes are also part of the curriculum. For more information, contact Mary Hawkins, TTW Program Coordinator/Instructor at (650) 949-7242.

ADAPTIVE LEARNING DIVISION FACULTY AND STAFF DIRECTORY

Gertrude Gregorio, Division Dean ALD Office, 5814	(650) 949-7104 gregoriogertrude@foothill.edu
Bea Cashmore, Counselor ALD Office, 5817	(650) 949-7094 cashmorebeatrix@foothill.edu
Neil Chang, Mobility Assistant ALD Office, 5801	(650) 949-7301 changnneil@foothill.edu
Brenda Davis, Deaf Services/Computer Laboratory Instructional Coordinator Room 5710	Voice (650) 949-7039 davisbrenda@foothill.edu
Linda DiNucci, Coordinator, Community Education REACH Middlefield Campus	(650) 949-6961 dinuccilinda@foothill.edu
Margo Dobbins, Disability Access and Compliance Supervisor ALD Office, 5809	(650) 949-7038 dobbinsmargo@foothill.edu
Rachel Goodwin, Part Time Counselor Room 5010	(650) 949-7619 goodwinrachel@foothill.edu
Hien Ha, Administrative Assistant ALD Office, 5813	(650) 949-7102 hahien@foothill.edu
Mary Hawkins, Coordinator, Transition to Work Room 5013	(650) 949-7242 hawkinsmary@foothill.edu
Karl Knopf, Instructor, Adaptive Physical Education Room 5009	(650) 949-7779 knopfkarl@foothill.edu
Joyce Henderson McLeod, Test Proctor Room 5801	(650) 949-7672 hendersonmcleodjoyce@foothill.edu
Rita O'Loughlin, Instructor, Adaptive PE & Community Based Program Room 2821	(650) 949-7321 oloughlinrita@foothill.edu
Teresa Ong, Learning Disability Specialist Room 5012	(650) 949-7549 ongteresa@foothill.edu
Steven Sum, Alternative Media Specialist Room 5710	(650) 949-7673 sumsteven@foothill.edu

Nhung Tran, Senior Program Coordinator
ALD Office, 5815

(650) 949-7332
trannhung@foothill.edu

Phuong Tran, Administrative Assistant
ALD Office, 5801

(650) 949-7017
tranphuong@foothill.edu

Carol Watson, Instructor (Article 19)
ALD Office, 5801

(650) 949-7017
watsoncarol@foothill.edu

Russell Wong, Learning Disability Specialist
Room 5011

(650) 949-7040
wongrussell@foothill.edu

POLICIES AND PROCEDURES

The Adaptive Learning Division (ALD), in accordance with the following guidelines, administers the Disability Resource Center (DRC).

Who Can Participate?

A student with a disability is a person enrolled at the college who has a verified impairment that limits one or more major life activities and imposes an educational limitation. This occurs when the limitation prevents the student from fully benefiting from classes, activities, or services offered by the college to non-disabled students, without specific additional support services or instruction.

Application Procedure for NEW Student

1. Complete an intake questionnaire form.
2. Complete an application for services packet and obtain verification of disability.
3. Make an appointment with Margo Dobbins, Disability Access and Compliance Supervisor or a Learning Disability Specialist to determine eligibility and to discuss reasonable accommodations and services necessary to meet student educational goals.

Admission Requirements and Student Rights and Responsibilities

Disability Documentation

Students requesting accommodations and/or support services under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 must provide documentation of the disability which substantially limits a major life activity, including learning, speaking, breathing, performing manual tasks, seeking, hearing, working, caring for oneself, sitting, standing, and reading. In order to accurately determine the appropriate accommodations, the documentation should be current, within three (3) years. It may be appropriate to extend the testing limit to five years if the testing is reflective of the student's current functioning. In all cases, the documentation should be appropriate to the anticipated setting. Accommodations provided for individuals with temporary disabling conditions might be subject to periodic review. Documentation should include, but not be limited to the following: name, title and professional credentials of the evaluator. The evaluator should have training and expertise with the particular medical condition identified. The area of specialization as well as the state in which the individual practices must be included. All reports must be signed and dated.

Diagnosis/Assessment

A current medical diagnosis including appropriate medical reports, relevant medical history, and a clinical summary should be provided. These assessments should validate the need for services based on the impact of the student's disability and level of functioning in an educational setting.

An appropriate professional such as a psychiatrist, psychologist, or L.D. specialist, etc. must complete documentation of learning disability. This documentation must contain information regarding:

1. Abilities.
2. Achievement.
3. Educational limitations.
4. Recommended accommodations.

Evaluation of Impact

Documentation should indicate a substantial limitation and may include any prior history of accommodations needed.

Documentation should indicate reasonable accommodations specific to the diagnosed disability with an explanation as to why each accommodation is recommended. If possible, the evaluator should rule out alternatives.

1. Foothill College's DRC staff shall not provide personal attendant care. This is the responsibility of the student and/or other non-college agencies.
2. The student should possess the ability to comprehend questions, follow directions and demonstrate the potential to benefit from classes and special programs.
3. The student is expected to follow the Student Code of Conduct established by the college and refrain from behaviors that offend or deny the personal rights or safety of others.
4. The student shall make measurable progress toward the goals established in the *Student Educational Contract*.
5. The student is to assume personal responsibility for taking any prescribed medications.
6. The student must call the appropriate division office to inform the instructor if he/she is unable to attend a class.
7. The student using shuttle and/or campus assistance (tutorials, interpreters, etc.) must notify the DRC 24-hours in advance if he/she will be not using the services for that day.

Foothill College Complaints & Grievance

Students have the right to pursue the college's regular grievance process as described below and in the Foothill College schedule of classes or course catalogue.

Complaints of discrimination filed by a student against another student, or a student against the criteria of a program, shall be referred and handled pursuant to the *District's Procedures to Resolve Student Complaints of Sexual Harassment and Discrimination*. Such complaints should be directed to the Pat Hyland Dean of Student Affairs & Activities at (650) 949-7389, Room 2002.

Students also have the right to file a complaint directly with the Office of Civil Rights at the following address:

Office of Civil Rights, United States Department of Education
1275 Market Street, 14th Floor
San Francisco, CA 94103

Any complaints and/or comments about reasonable accommodation issues should be directed to Margo Dobbins, Disability Access and Compliance Supervisor at (650) 949-7038.

If a student wishes to contest a decision regarding accommodations, he/she may bring the complaint to Rose Myers, Foothill College Campus ADA Coordinator at (650) 949-7228, building 8100.

The issue will be presented to the Foothill College Reasonable Accommodations Committee, which reviews the student's requests for accommodations beyond the DRC approved accommodations. If the student would like to contest the results of the committee's decision, he/she should pursue a grievance through the college's regular grievance procedure.

College Policies

Americans with Disabilities Act

The Foothill-De Anza Community College District Board of Trustees upholds that, for persons with disabilities, improving the access to educational and employment opportunities must be a priority. The board directs the Foothill College administration to take the necessary actions to implement the requirements of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

The Foothill-De Anza Community College District shall not discriminate against a qualified individual with a disability because of the disability with regard to employment or with regard to the provision of district programs, services, and activities. A person who is otherwise qualified may request an accommodation related to his/her disability, provided the accommodation does not impose an undue hardship on the district. To receive a copy of Foothill College disability access information and procedures for requesting accommodations, contact the DRC office at (650) 949-7017. Disability access information is also available in the DRC or in the Foothill College President's Office in the Administration Building.

To appeal a DRC accommodation decision, contact Rose Myers, Foothill College ADA/504 Coordinator and Vice President of Student Development and Instruction at (650) 949-7228, building 8100.

Anti-discrimination

Foothill College will not discriminate against any person in the provision of any program or services based on race, color, national or ethnic origin, sexual orientation, marital status, or physical or mental disability.

Complaints of discrimination filed by an employee of the district against another employee or a student, or a student against an employee of the district shall be referred and handled pursuant to the *District Administrative Procedures: Investigation and Resolution of Complaints Regarding Harassment and Discrimination*. Such complaints should be directed to the Dean of Student Affairs and Activities at (650) 949-7218, Room 2002.

Complaints of discrimination filed by a student against another student, or a student against the criteria of a program, shall be referred and handled pursuant to the *District's Procedures to Resolve Student Complaints of Sexual Harassment and Discrimination*. Such complaints should be directed to the Dean of Student Affairs and Activities at (650) 949-7218, Room 2002.

Board Policies

Suspension and/or Termination of Support Service – Board Policy 5076

For information on Suspension and/or Termination of Support Services board policy 5076, visit http://www.fhda.edu/about_us/board/policy under Article 5 Students.

Academic Accommodations for Students with Disabilities – Board Policy 5077

For information on Academic Accommodations for Students with Disabilities board policy 5077, visit http://www.fhda.edu/about_us/board/policy under Article 5 Students.

Course Substitutions and Waivers – Board Policy 5077

For information on Course Substitutions and Waivers board policy 5077, visit http://www.fhda.edu/about_us/board/policy under Article 5 Students.

Course Repeatability for Students with Disabilities – Board Policy 5078

For information on Course Repeatability for Students with Disabilities board policy 5078, visit http://www.fhda.edu/about_us/board/policy under Article 5 Students.

Academic Honor Code

The office of the Dean of Student Affairs & Activities maintains a record of students who have engaged in academic dishonesty. This information is used to identify and discipline students who have been reported for academic dishonesty more than once. A copy of the Foothill College Student Conduct, Discipline & Due Process Procedure is printed in the handbook for each of these groups, and copies are available in the office of the Dean of Student Affairs & Activities in Room 2002. For further information, visit <http://www.foothill.edu/services/honor.html>.

DRC Academic Honesty Policy and Procedures

1. A student caught cheating or found cheating during testing accommodations will have his/her exams confiscated immediately.
2. The DRC policy is to inform the appropriate faculty promptly of any irregularities and to support the college in its enforcement of institutional policies regarding academic honesty. It is the faculty's responsibility to report incidents of academic dishonesty to the Dean of Student Affairs.
3. Where appropriate, Margo Dobbins, Disability Access and Compliance Supervisor will inform the student in writing if services are suspended.
4. To petition for reinstatement of test accommodation services, the student will need to meet with a DRC Counselor or Margo Dobbins, Disability Access and Compliance Supervisor.
 - a. In such cases, future tests taken by the student at DRC are proctored one on one with the proctor sitting at the same testing table as the student.

SPECIALIZED SERVICES AND ACCOMMODATIONS

Student Responsibility Checklist

Students are recommended to take the following steps in arranging accommodations for the Disability Resource Center.

Before the Quarter Begins

- The student should meet with a DRC Counselor to choose classes.
- The student should register for classes.
- A student who is part of the **Department of Rehabilitations** (DR) should contact his/her DR Counselor to prepare for next quarter. The student should maintain in communication with the DR Counselor to inform him/her of grades or any changes in class schedule.
 1. Before the DR Counselor can send an authorization for payment to the college's cashier services, the student will need to provide the following information and documents:
 - a. Copy of the class schedule.
 - b. Printout of enrollment fees.
 - c. Books and supplies price list.

First week of the Quarter

- Drop in hours are scheduled for the student to meet with Margo Dobbins, Disability Access and Compliance Supervisor, DRC Counselor or Learning Disability Specialist to review his or her educational accommodation needs and obtain an academic accommodation notification form for services such as special test administration, note taking services, alternative media, etc.
 1. In order to receive accommodations for the quarter, the student should submit the academic accommodation notification form to Joyce Henderson McLeod, Test Proctor. Both the instructor and student must sign this form.
 2. For alternative media accommodations such as electronic text, Braille or books on tape, the student should schedule an appointment with Steven Sum, Alternative Media Specialist.

After the Quarter Begins

At the first class session, it is recommended that the student:

- Schedule an appointment with his or her instructor to discuss exam dates.
- Schedule test accommodations with Joyce Henderson McLeod, Test Proctor at the DRC office.
- Check in with Margo Dobbins, Disability Access and Compliance Supervisor to confirm readers, alternative text, and other needs.

Throughout the Quarter

- The student should continue to check in with Margo Dobbins, Disability Access and Compliance Supervisor, DRC Counselor or Learning Disability Specialist.
 1. Concerns may include issues such as the following:
 - a. How is the quality of the reader? Is he/she reading clearly?
 - b. Is the note taker providing adequate notes?

- c. Is additional orientation to campus needed?

Allied Health Programs Accommodations

Foothill College is fully committed to providing equal access to students with disabilities enrolled in all classes and college programs. In accordance with the Americans with Disabilities Act and the Rehabilitation Act of 1973, accommodations for students with disabilities will be considered at the student's request. The student will be required to register with the Disability Resource Center (DRC) and provide documentation of disability. Once the DRC Supervisor qualifies the student as having a disability, requested accommodations will be reviewed. Accommodations for the classroom, laboratory, or clinical setting will be considered according to reasonableness on a case-by-case basis. As the primary consideration of this program is for the safety of the patient and others, accommodations that compromise patient care, are determined unsafe, or that fundamentally alter the nature of the program or activity, are not considered to be reasonable.

Requests for accommodation should be made quarterly before instruction begins. The student, DRC Specialist, and the Allied Health Program director will meet to develop a comprehensive accommodation plan including clinical setting as appropriate. Subsequent accommodation requests will be reviewed on a case-by-case basis.

A student who was denied accommodation may request an individualized determination to assure that the denial is not a result of disability discrimination by contacting Rose Myers, Foothill College ADA/504 Coordinator and Vice President of Student Development and Instruction (650) 949-7228, building 8100.

For further information on requesting accommodations in classroom or clinical settings, refer to the Allied Health Programs handbooks.

Middlefield Campus Accommodations

Students taking classes at Middlefield Campus should first request accommodations from the DRC prior to or during the first week of classes. After giving the educational accommodation notification form to the instructor, contact the Middlefield Student Services Coordinator at (650) 949-6958, Room MJ-3 to arrange accommodations.

Test Accommodations for Online Classes

A student with a certified disability taking online classes should request accommodations prior to or during the first week of classes from the DRC. Upon request, an educational accommodation notification letter will be emailed to both the instructor and student. Student should contact the instructor to verify if the accommodation notification letter was received and one week prior to an exam to notify your instructor of your accommodations.

Test Accommodations

Students with documented disabilities may request reasonable test accommodations, provided they are registered with the ALD and have met with an appropriate ALD/DRC staff member to determine eligibility. Eligibility for accommodations is based upon the nature of the disability and the course curriculum. Accommodations may include but are not limited to the following: readers, scribes, alternate formats, oral

examinations for essay tests, extended time, permission to write on an exam instead of a scantron, or a low distraction environment.

Procedures

The student will:

1. Make sure the instructor has been formally notified of accommodations by submitting the Academic Accommodation Notification form during the first week of class. A signed copy of the form should be returned to Joyce Henderson McLeod, Test Proctor.
2. Schedule exam(s) with Joyce Henderson McLeod, Test Proctor a week prior to the test date. In return, a Testing Accommodations Delivery/Return sheet (manila envelope) will be provided to the student to take to the instructor.
 - a. Scheduled exams should coincide with the regular classroom test time. The instructor must approve, in writing, any times/dates requested other than those regularly scheduled.
3. Agree neither to solicit nor disclose information about an exam if it is rescheduled. If an exam is scheduled at a time other than the class time, the student agrees to neither share nor solicit information about the exam, as this would constitute cheating, and be subject to disciplinary action.
4. Arrive on time on the day of the scheduled exam; additional study time is not allowed. If the student is late for his or her test proctoring appointment, the amount of time that he or she is tardy will be deducted from his or her allocated test time. Students arriving more than 15 minutes late must have the instructor's permission to take the exam or reschedule it.
5. Come prepared with scantrons, pens, pencils and other approved equipment (calculators, etc.).
6. Refrain from bringing any back packs, food, drinks (including water), or cell phones into the testing room.
7. Refrain from using notes, books or peer assistance unless expressly approved in writing by instructor. If a student is found cheating, his or her exam will be taken away and the instructor will be immediately notified.
8. Turn in exam and all testing notes, scratch papers and materials to Joyce Henderson McLeod, Test Proctor upon completion.

Student Tutorial Evaluation Program – STEP

The Student Tutorial Evaluation Program (STEP) provides academic support services and accommodations to Foothill College students who have learning disabilities.

Eligibility

To qualify for STEP services, students must be certified as learning disabled in compliance with California Community Colleges guidelines and be enrolled in classes at Foothill College.

Five Steps in Receiving Learning Disabilities Certification

1. Begin the process by visiting the ALD/DRC office.
2. Complete the STEP intake questionnaire.

3. Schedule a consultation with a STEP Learning Disability Specialist to review the student's questionnaire and determine whether continuing assessment is appropriate. The student should bring any previous documentation of learning disability
4. Continue assessment process by enrolling in the 2-unit course ALLD 201: Diagnosing Learning Disabilities.
5. Participate in learning disability assessment of academic and cognitive skills. If the student is eligible for services, accommodations will be based on assessment results.

Services

The following services are available to Foothill College students who have a certified learning disability and have completed the STEP learning disability assessment process:

1. Individual learning profile.
2. Liaison and advocacy services between students and college staff.
3. Specialized tutoring.
4. Academic, career, and personal counseling.
5. Priority registration.
6. Referrals to the DRC for services such as in-class note takers, tape recording of class lectures, extended time testing, use of word processing equipment, and alternative examination administration.
7. Referral to the on-campus Computer Access Center's assistive technology hardware and software.

Alternative Media Services

Alternative media allows access to those who, due to a sensory or processing disability, cannot easily use or understand standard media. The Alternative Media Specialist assists students with disabilities by providing access to alternative media formats for textbooks and other instructional materials. Alternative formats include but are not limited to Braille, large print, recorded audio, electronic text (e-text), captioning, tactile graphics, accessible online classes and web sites.

Students will agree to:

1. Purchase the required materials (books, titles, CD, etc.).
2. Register for the course requiring use of the materials.
3. Obtain verification of disability and DRC approval of the alternative media requested.
4. Not use, copy or distribute the alternative media materials for other purposes.
5. Abide by the copyright law of the United States of America 17 U.S.C. Section 101 et seq. and the code of conduct policy of Foothill College.

Policies and Procedures

1. Eligibility for this service is determined by the DRC Counselors, Disability Access and Compliance Supervisor, Learning Disability Specialists, CAC Coordinators, or Adaptive Learning Division Dean and is based on the professional documentation provided by the student.

2. For each book or title requested, the appropriate request form must be filled out and given to the Alternative Media Specialist.
3. Students requesting materials in alternative formats must own a physical copy of the textbook or other course material, or obtain materials before the alternate media will be distributed.
4. Requests for materials in alternative format will be considered on a case-by-case basis. Once a request is made, preference will be given to the format specified by the student. However, the recommendation of the DRC staff will be used in determining the specific media format for each academic course.
5. Alternative format requests must be submitted as soon as the student learns of his/her needs. Late requests will be honored, provided that the student making the request understands that the Alternative Media Specialist will set the timeline for completion of the work accordingly.
6. Turnaround times for alternative format requests are determined on a case-by-case basis. Upon review of material to be formatted and converted the Alternative Media Specialist will notify the student of the projected completion date. The DRC will make every effort to complete the request in a timely manner.
7. Student will not copy or reproduce any material provided by the DRC or allow anyone else to do so. Misuse of this material may result in disciplinary action by Foothill College.
8. Students will not tape record class lectures without the permission of STEP or the DRC and will not share the taped lectures with anyone else. Tapes are to be used only for academic studies and returned to the instructor at quarter end.
9. Students will be provided with one alternative format copy for each material required for academic use. This electronic file is copyrighted and may not be reproduced or distributed in a format other than a specialized format exclusively for use by blind or other persons with disabilities. Any further reproduction or distribution in a format other than a specialized format is an infringement.
10. Student questions regarding alternative media should be addressed directly to the Alternative Media Specialist at (650) 949-7673.

Textbook Information Request

Any request for alternative text format should be given directly to the Alternative Media Specialist at (650) 949-7673 with the following information:

1. Course Title and Number
2. Instructor
3. Textbook Title
4. Author Publisher
5. Edition
6. ISBN #
7. Format Required
 - a. E-Text
 - b. Word processing program used
 - c. Platform (PC or MAC)

How to Request a Captioned Video

Contact the Alternative Media Specialist as soon as you are aware of your need for a captioned video. The office will work with the instructor to make available a captioned video and decoder to be shown in the class, if possible. If you request a video from the library that is not yet captioned, you must fill out an Application for Support Services form available from your counselor/advisor. The Deaf Services/Computer

Laboratory Instructional Coordinator and Alternative Media Specialist will determine the feasibility and time line necessary.

Shuttle Service - On Campus Transportation

1. This service will be provided on a first-come-first-served basis. Mobility Assistant/Van Driver will arrange all on-campus transportation schedules. DRC staff will make reasonable efforts to accommodate individual student needs.
2. Students must contact the DRC office at least 24 hours in advance when there are changes in transportation needs.
3. On occasions, transportation services may be canceled due to driver absence or shuttle mechanical difficulties.
4. In order to arrange transportation for finals week, students will be required to turn in their schedules a week in advance.
5. Seat belts and wheelchair tie-downs are required at all times.
6. Accommodations may be cancelled if a student is absent three times without notifying the DRC. To reinstate service, please contact the DRC.
7. Shuttle hours are from 8:00 a.m. to 4:00 p.m. Monday through Friday.

Reader Services

If suitable alternative media is not available, a reader may be provided as a back up on a case-by-case basis.

Tape Recorded Lectures

A student who is determined eligible due to documented disabilities affecting his/her ability to take or read notes has the right to tape record lectures as provided in the Rehabilitation Act of 1973, Section 504 - 34CFR104.44(b) and Education code Section 78907.

Students should:

1. Use the taped materials obtained for academic studies only.
2. Not share taped lectures with others.
3. Not reproduce or copy any taped sessions.
4. Return, upon request, the tapes to the instructor at the end of the quarter.
5. Refrain from taping any statements of a personal nature by fellow students.

Information contained in the tape recorded lectures is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without giving proper identity and credit to the lecturer. Violation of this copyright protection agreement shall be subject to appropriate disciplinary action.

Note Taking Services

1. Note takers are students who are taking the same class. Student can either ask a fellow classmate or ask the instructor to assist with identifying a note taker by making an announcement or asking a student privately.
2. Once the note taker is found, it is the student's responsibility to bring the note taker to the DRC office to complete the Note Taker Contract/Guideline form, and discuss the note taker's and student's responsibilities. Note takers may receive a small honorarium after the end of the quarter.
3. The student is required to be in class to receive the notes from that day.

Specialized Equipment

Tape recorders, Braille-writers, talking calculators, raised-line drawing kits and auxiliary-hearing devices may be borrowed from the DRC. A wheelchair, CCTV and adapted computers/software are available to use while on campus. Equipment shall only be loaned to a student who is officially enrolled in classes and shall not be loaned to a student for any purpose or activity that is not school-sponsored. Students shall forfeit their rights to future equipment loans if equipment is abused, not returned at the appropriate time and place or lost. Contact the DRC office to check out equipment and to complete the Equipment Checkout form.

If the equipment is not returned, a hold will be placed on the student's records/grades until the equipment is returned or replaced. The student will forfeit his/her rights to future equipment loans and will not be able to register for classes until the equipment is returned.

Lab Assistant / Aide Services

A student with visual impairments or disabilities affecting ambulating or dexterity may obtain an assistant for the classroom. The duties of an assistant include reading, describing, writing from dictation, and performing lab tasks (e.g., pouring, mixing, weighing, observing, etc.). Aides are instructed not to interfere with the learning process by assuming any responsibility for the student's work, which the student is capable of performing.

1. Contact Margo Dobbins, Disability Access and Compliance Supervisor or a DRC Counselor to discuss the need for an assistant.
2. Discuss the need for this accommodation with the instructor. It is best if the arrangements are made in the previous quarter to allow enough time to locate an assistant.

Counseling Services

Academic advising, educational counseling and, under certain circumstances, personal counseling is available through the DRC office by appointment. These services provide individual guidance so that each student may make appropriate academic and vocational choices based on his or her strengths. As a result, the student can learn compensatory strategies for working with his or her own disabilities. Contact the DRC for an appointment.

Computer Access Center (CAC)

The Computer Access Center is located in Room 5710. Classes and services are available to qualified students with disabilities. The center provides adapted access to computers and word processing systems. Instruction is tailored to individual needs using a wide variety of access technologies and strategies. Evaluation and recommendation of appropriate hardware and software solutions are explored for each student on an individual basis.

Students may use the CAC for software tutorials, completing class assignments, and test accommodation using adaptive computer technology.

The student with a qualifying disability must notify the CAC staff at the beginning of each quarter and demonstrate that he or she knows how to use the technology. If training is indicated, the student must enroll in the ALCA 201- Computer Access Evaluation class for training before he or she will be allowed to use the equipment for testing.

For more information about Computer Access Center classes, make an appointment with Margo Dobbins, Disability Access and Compliance Supervisor or a DRC counselor to determine eligibility for the services.

Transcription Services

Contact the DRC office in the beginning of the quarter for transcription services. The following guidelines apply:

1. The instructor must require typing or word processing.
2. All work must be handwritten or computer generated in final form -- no editing will be done and pages must be numbered.
3. Duplication of papers is the student's responsibility.
4. The paper must have clear instructions regarding formatting.
5. All transcription services will be for class assignments only.

Parking Permits

In order to lawfully park within the blue handicapped parking spaces on the Foothill Campus, students must correctly display a valid DMV placard. The placard must be displayed on the dash of the parked vehicle. Foothill college parking fees are waived for DMV placard holders. The DRC will issue a temporary parking permit for one to four weeks until the student receives the placard. Applications for DMV placards are available in the DRC office or visit www.dmv.org.

Temporary parking permit

1. Student must pay parking fees before a temporary parking permit is issued.
2. The permit allows a student to park in staff lots, but NOT blue handicap parking.

3. The permit is valid only for the dates shown. No permit is considered valid if it has been altered in any way.
4. The permit must be displayed hanging from the rear view mirror or driver's side of the dashboard. It must be plainly visible from the outside of your vehicle in order to be valid.

Interpreting/Captioning Services

Sign Language Interpreter

Brenda Davis, Deaf Services/Computer Laboratory Instructional Coordinator will conduct timely evaluations of students' interpreting needs. Interpreters will be provided for the hearing impaired through the DRC office.

How to Get Interpreting Services

1. Contact Brenda Davis, DRC Deaf Services/Computer Laboratory Instructional Coordinator at (650) 949-7039 prior to registration.
2. Complete the registration process with the assistance of Brenda Davis, DRC Deaf Services/Computer Laboratory Instructional Coordinator if necessary.
3. Brenda Davis, Deaf Services/Computer Laboratory Instructional Coordinator will contact the appropriate interpreters.

Policy on Interpreting/Captioning Services

1. Services are provided for students who have completed the intake process. The disability verification must be current and support the need for services.
2. Effort is made to honor each student's preference for a communication method. However, when required, the DRC may need to offer a comparable service or determine other alternatives to meet access needs.
3. Requests for services for out-of-class needs (e.g., counseling, field trips, etc.) may not be filled if they are filed with less than five days notice.
4. Changes in class schedule at any time during the quarter should be promptly reported to Brenda Davis, Deaf Services/Computer Laboratory Instructional Coordinator or they may result in a service delay or count as student no-shows.
5. Late registration (after the early registration period) or student-initiated schedule changes may result in a service delay, even after the quarter begins.
6. Interpreters / captioners will be provided for the deaf and hearing impaired student one time only for each course in which the student receives a grade of "C" or better.
7. A student receiving a grade of "D", "F" or "NC" will be permitted one opportunity utilizing interpreting/captioning services to retake the class in order to improve the grade.
8. A change in the student's schedule after the initial registration period may result in no interpreting/captioning services for the quarter.

Late Policies

The student and interpreter are to wait for the following time periods:

1. For classes lasting up to one hour, wait for 20 minutes.

2. For classes up to 2 hours, wait for 30 minutes.
3. For classes 3 hours in length or longer, wait 40 minutes.

When a student anticipates being late, he or she should contact Brenda Davis, Deaf Services/Computer Laboratory Instructional Coordinator or the DRC office. Otherwise, the service provider will leave after the waiting period and the DRC will count you as a “no show.”

If a service provider does not show up, the student should write a short explanation to the teacher and come to the office or have someone call from the classroom. Brenda Davis, Deaf Services/Computer Laboratory Instructional Coordinator will assign a substitute if possible.

Student Responsibilities & Notification Requirement Policies

Interpreters are professionals who commit their time to the hours they are scheduled. The student is required to notify Brenda Davis, Deaf Services/Computer Laboratory Instructional Coordinator or the DRC office when he or she misses class.

Notification should be made according to the following timelines:

1. Planned absences: requires a twenty-four (24) hour advance notice. The student should know in advance if he or she is unable to attend a class. If the student calls in at least 24 hours in advance, the DRC office can cancel services and can avoid payment. Advance notice will help save the DRC resources.
2. Emergency absences: requires a two (2) hour advance notice. If something unexpected occurs and the student cannot give a 24-hour notice, he or she should call at least two hours in advance. With at least two hours notice, the DRC can try to reassign the interpreter.
3. First day of quarter absences: If the DRC is not informed prior to the start time of the class, the interpreter may be transferred to another class.
4. No show penalties: If a student is absent without notifying the DRC within the required time frame, the absence will be counted as a “no show.” It will be handled as follows:
 - a. *1st no show*: A verbal and a written reminder of the notification requirements and no show policies will be given to the student.
 - b. *2nd no show*: Interpreter services for the class involved will be suspended until the student calls to notify that he or she is returning to class. To receive services for the next class meeting, a call must be made before 5 p.m. the day before. The student will need to meet with the DRC Counselor. Failure to notify Brenda Davis, Deaf Services/Computer Laboratory Instructional Coordinator or the DRC office for three missed classes will result in interpreting/captioning services being cancelled. To be reinstated, the student must contact Brenda Davis, Deaf Services/Computer Laboratory Instructional Coordinator.

SUGGESTIONS FOR APPROACHING FACULTY ABOUT STUDENT ACCOMMODATION NEEDS

Here are some strategies for approaching faculty members regarding student disabilities and accommodations:

1. Schedule a meeting as early as possible, preferably before the start of the quarter. This allows time to work out accommodations and answer any questions.
2. It is not necessary to disclose complete details about the diagnosis or disability. Discuss with the faculty specific learning limitations and how the disability may impact study habits and classroom work.
3. Explain strengths and any weaknesses caused by the disability.
4. Be willing to share some information from the evaluation provided by the DRC or Learning Disability Specialist.
5. Discuss with the faculty what has worked in past experiences. For example, if student has an auditory disability, the student may ask the faculty to write instructions for assignments or tests on a whiteboard. For a visual disability, extra large print handouts or overheads will be valuable. For alternative text formats, ask the faculty to provide handouts on disc.
6. To develop accommodations that work, ask the faculty for any ideas that may have worked with students with a similar disability in previous classes.
7. Discuss with the faculty how student's work will be evaluated. Clarify whether the evaluation will be administered orally or in written form, depending on the disability involved. Be clear about grading criteria and the type of exams. Also, agree on out-of-class work and what is expected of the student.
8. If student and faculty are unsure about accommodations, contact the DRC for assistance.
9. Student and faculty should reach an agreement that gives both sides a clear understanding of the accommodations that will be provided and the student's responsibilities.