



**PORTERVILLE  
COLLEGE**

*www.portervillecollege.edu*

**DISABILITY RESOURCE  
CENTER  
FACULTY HANDBOOK**

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## Introduction

The Disability Resource Center (DRC) is here to support you as you work with students with disabilities. In view of the fact that 5% of students enrolled at the Porterville College have a verified disability it is very likely that as an instructor, you will have at least one student with a disability in class. Please feel free to contact the DRC at (559)791-2215.

Other students, particularly those with learning disabilities (LD), may not know they have a disability. It is also likely there is at least one student in your class who is eligible for services but does not know they are available. There may also be students in your class who have disabilities but who choose not to disclose that information to anyone at the college.

Faculty must include in the syllabus a short statement advising students of the process to request accommodations from the instructor. Such a statement is generally helpful to students and faculty so everyone knows the process. Including the statement on the syllabus can also avoid problems later on; for example, if the student delays requesting an accommodation until late in the semester, as a result, grades are negatively affected. It is standard to include on all college documents a statement that the document is available in alternate format (i.e. large print, braille, e-text).

The following is a recommended statement to include on your syllabi:

*If you have a disability which may require classroom or testing accommodations, please contact the Disability Resource Center in the main building room AC-115 or (559)791-2215. You will need to provide written documentation of your disability. If you think you have a disability but currently have no documentation, the DRC may be able to help you. All information will be kept confidential. This document is available in alternate format upon request.*

The goal of this faculty handbook is to offer you suggestions and resources to work with students with disabilities who enroll in your class. It is the intent to provide a “level playing field” but not an undue advantage. This does not mean all students will succeed in your class, but rather they have equal access to the instruction you provide.

We hope you will take the time to become familiar with all of the topics presented in this handbook. Whether you are a seasoned instructor or this is your first semester teaching, we trust that the information in the handbook will increase your confidence in working with students with disabilities and in knowing what to do, whom to ask if questions arise, and where to go to get additional information.

We recommend that you start with the following sections:

- Section 2: Faculty Rights and Responsibilities
- Section 5: How to Refer Students to the DRC
- Section 6: A Guide to Disability Etiquette (The Ten Commandments of Etiquette)
- Section 14: How Testing Accommodations are Provided at PC

We look forward to working with you. Please call DRC at (559)791-2215 or drop by the office in the Academic

Center.

**The DRC is responsible for establishing eligibility while facilitating services and accommodations for qualified students. Staffed with professionals who are passionate and supportive of students in their pursuit of independence and encourage life-long learning to the students we serve. Our goal is to provide our students the opportunity to succeed through a student centered approach that is focused on providing equal access to education for students with disabilities. The DRC is the campus leader in promoting disability awareness and collaborates with all PC departments to create barrier free access. The DRC staff strives to insure that reasonable and appropriate accommodations are provided across campus that will assist our students in reaching their true potential.**

**In order to serve students effectively, the DRC program has adopted the following goals:**

**Opportunity:** To ensure equal educational opportunities to students with disabilities who have the potential to achieve academic and vocational goals consistent with a community college program.

**Empowerment:** To empower students with disabilities to achieve independence and integration leading to maximum participation in the college and the community.

**Awareness:** To provide information and support to Porterville College employees and students in carrying out the institution's responsibility to students with disabilities.

The DRC office works with faculty, staff, and students on campus to ensure that appropriate academic adjustments are made that allow all students an equal footing inside the classroom and around campus.

### **Section 1: Legal Foundations for Academic Accommodations**

The role of the DRC staff is not to enforce the law or to intervene in the student/teacher relationship, but to **assist the college and instructors in meeting their obligations to students.**

Federal and state laws govern the rights of students with disabilities to higher education. These laws and policies include Sections 504 and 508 of the Rehabilitation Act (1973 and 1998); the Americans with Disabilities Act (1990); and Title 5, sections 56000 through 56076.

Passage of **Section 504 of the Rehabilitation Act of 1973** insured that students with disabilities had access to higher education. This was civil rights legislation, its intent similar to Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 which prohibited discrimination based on gender. "Under Section 504, individuals with disabilities are protected from exclusion, disparate treatment, and harassment on the basis of their disability."

A person with a disability is defined as any person who (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has record of such impairment, or (3) is regarded as having such impairment. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.

## Federal Laws Regarding Persons with Disabilities

### Section 504 of the Rehabilitation Act of 1973 states that:

"No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity provided by an institution receiving federal financial assistance."

In 1977, the Department of Health, Education, and Welfare established guidelines for implementing Section 504. Case law has continued to contribute to guidelines for considering accommodation requests. These regulations include the following points:

- Services provided to individuals with disabilities should be as effective as those provided to others.
- There is no obligation to ensure identical results or levels of achievement.
- They must be given equal opportunity to gain the same results or levels of achievement.
- Postsecondary institutions are not required to compromise on requirements that are essential to the program or course of instruction or that are directly related to licensing requirements.
- If there is content or a process that is not essential to the evaluation of mastery of a course, the postsecondary institution must alter methods of evaluation in order to best ensure that test results reflect student achievement rather than areas of disability.

**Americans with Disabilities Act (ADA) of 1990** - The ADA was passed in order to provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities. Legislation affects some 43,000,000 Americans with disabilities.

**Provisions of the ADA** - Title I. Title I covers nondiscrimination in employment activities.

Title II. Title II of the Americans with Disabilities Act prohibits state and local governments from discriminating on the basis of disability. It is divided into two subparts. Subpart A requires that state and local government entities and programs be made accessible to persons with disabilities. Subpart B requires that public transportation systems be made fully accessible to and usable by persons with disabilities.

Title III. Title III covers the accessibility and availability of programs, goods, and services provided to the public by private entities.

Title IV. Title IV requires that telecommunication services be made accessible to persons with hearing and speech impairments and has specific reference to the development of telecommunications relay systems and closed-captioning technology.

Title V. Title V of the ADA contains miscellaneous provisions that apply to all of the other titles as well.

**Facility Access** - The ADA requires existing facilities of Title II entities to be accessible to the extent that access is not an undue burden. All Title II entities must have a Transition Plan which lists, specifically, when and how existing architectural barriers will be removed. For new construction or renovations, the college must be in compliance with Uniform Federal Accessibility Standards (UFAS) or the Americans with Disabilities Act

Accessibility Guidelines for Buildings and Facilities (ADAAG), without the elevator exemption. The choice of standards must be consistent within a single building.

**Application to Higher Education** - Unlike Section 504, The ADA applies to all institutions of higher education regardless of receipt of Federal funds. The U.S. Department of Education enforces Title II in public colleges and universities.

For further information about Higher Education's Obligations under Section 504 and Title II of the ADA, see <http://www.ed.gov/about/offices/list/ocr/docs/hq9805.html>.

Section 504, which is still in effect, placed the responsibility of access to higher education primarily on public institutions which received federal funds.

In July of 1990, the disability movement in the United States picked up momentum with the passage of the **Americans with Disabilities Act (ADA)**. According to the ADA, "no otherwise qualified individual with a disability 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 of a public entity." In practical terms, the ADA merely extended the existing rights of students with disabilities to institutions that did not receive federal funds.

Following is a summary of what current law requires and what it does not require.

#### **What the Law Requires: Equal, Not Preferential Treatment**

- The law requires equal access to instruction, services, activities, and facilities of the college.
- The law requires that the student be evaluated on ability, not disability.
- The law requires accommodations when the student has an educational limitation that affects the ability to acquire information or to demonstrate knowledge of the course material in a standard way.

#### **What the Law Does Not Require**

- The law does not require changing standards or grading policies because a student has a disability.
- The law does not require allowing a student to cheat.
- The law does not require providing accommodations to a student who verbally claims a disability but who has not provided documentation to the college, either through the DRC or through the 504/ADA Compliance Officer (Vice President of Student Services).
- The law does not require providing personal devices such as wheelchairs, hearing aids, or glasses.
- The law does not require providing personal services such as assistance with eating, dressing, or mobility.
- The law does not require providing accommodations that would fundamentally alter the nature of a program, class, or course.
- The law does not require providing accommodations which lower or substantially modify academic or program standards.

### **Students Rights and Responsibilities**

**Every otherwise qualified student with a documented disability has the following rights:**

- Equal access to courses, programs, services, jobs, activities, and facilities available through the college.

- Reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined by the DRC Program Coordinator on a case-by-case and/or course-by-course basis.
- Appropriate confidentiality of all information pertaining to the disability with the choice by the student to whom to disclose the disability, except as required by law.
- Information reasonably available in accessible formats.

**Every otherwise qualified student with a disability has the responsibility to:**

- Meet the requisite qualifications and essential technical standards, both academic and institutional, including the student code of conduct.
- Identify his/herself in a timely manner as an individual with a disability when requesting an accommodation from the appropriate service provider.
- Provide documentation from a qualified source that verifies the nature of the disability, functional limitations, and the need for specific accommodations.
- Follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments, and services.

There are two important reasons for faculty to be aware of their rights and responsibilities in regard to students with disabilities:

1. To increase your effectiveness as an educator in meeting the learning needs of all of your students
2. To avoid potential litigation resulting from an infringement on the civil rights of a student with disabilities

**Responsibilities and Courtesies**

Be specific about necessary reading materials and have this information available **at least a month before the start of the class**. Many students may need alternate media, such as Braille or books on CD. These formats take considerable time to create. Allow these students the opportunity to access your reading materials on the first day of class.

Make yourself approachable to students with disabilities. During the first class and in the course syllabus, announce that if anyone is in need of accommodations, to see you after class or during office hours, or have them contact the DRC directly.

Respect the student's right to confidentiality. Do not discuss the student's needs with the class or in front of the class.

If a student makes an authorized request for accommodation, please honor it. Don't tell the student that you don't believe in accommodations or you don't allow them. If you have concerns, contact the DRC.

Give an outline of the course and explain course requirements clearly. As with all students, those with disabilities benefit from a well-organized approach to course material.

**What is a "qualified student with a disability?"**

- One who has provided the DRC with valid documentation of a disability
- One who can meet the prerequisite academic and technical standards of the course
- One who, with accommodation, can perform the essential tasks of the course

### **What is a "reasonable academic adjustment?"**

- One that is based on documented individual needs
- Allows the most integrated experience possible; and does not compromise the essential requirements of a course
- Does not pose a threat to personal or public safety
- Does not impose undue financial or administrative burden
- Is not of a personal nature

It is a service of the DRC to determine who is a qualified student with a disability and what a reasonable academic adjustment is. We accept the responsibility of adhering to established professional guidelines in making determinations, so that our faculty can trust our judgments to be ethically and legally sound.

You have the right to expect the same quality of work from a student with disabilities as you do from your other students. You are not doing them a favor by accepting inferior work, by assigning mercy grades, or by passing a student who has not mastered the course material.

You have the right to refuse an unauthorized accommodation. If a student requests an accommodation without authorization from the DRC, refer the student to the DRC office or the Director of Student Services. If you are unsure about the request, please contact the DRC.

You have the right to expect the same standard of behavior from students with disabilities as from other students. Please be sure they are adhering to the KCCD and Porterville College Student Code of Conduct. *Any inappropriate behavior is reported to the appropriate Dean or Vice President.*

You have the right to preserve the principles of academic freedom and maintain the highest level of academic standards. However, you must do so without impinging on the basic civil rights of students with disabilities.

In order to achieve this, you must examine each course you teach and determine essential content and procedures. Ask yourself such questions as,

- What is the purpose of the course?
- What are the skills or competencies needed in the field after graduation?
- What methods of instruction and assessment are absolutely necessary?
- What are acceptable levels of performance on these measures?

Program requirements outside of these parameters would then be considered for reasonable accommodation to otherwise qualified students on a case-by-case basis. Here's an example:

Most instructors would agree that it's important for students to attend class. You may have an attendance requirement that students must meet to pass your class. What if a student with a psychological disability enrolled in your class who was unable to meet that requirement? He/she may, for instance, be having difficulty regulating medications. If this student demonstrates to you that he/she has mastered the course material, and meets all the other requirements of the class, then it would not be correct to fail this student simply because they failed to meet the attendance requirement.

## **Section 2: Faculty Rights and Responsibilities**

Faculty has the right to:

- Set academic standards
- Evaluate the student based on the standards of the class and to grade accordingly
- Advise the student to contact the DRC if the student requests an accommodation and the instructor has not received written notification from the DRC office (Appendix B)

Faculty has the responsibility to:

- Work with the DRC to provide for accommodations in a fair and timely way
- Adjust instruction without fundamentally altering the program
- Provide handouts in a timely way for alternate media provision
- Select textbooks in a timely way so that e-text can be ordered from the publisher
- Respect and maintain a student's right to confidentiality about his/her disability by not announcing or discussing the student's disability in the presence of other students or staff
- Contact the DRC office if there is disagreement about the accommodation
- Work with IT to ensure that instructional web pages are accessible to students who use assistive technology
- Work with the DRC to ensure that instructional videos are captioned

**Faculty do not have the right to refuse to provide accommodations, to question whether the disability exists when accommodations have been authorized by the DRC, or to request to examine the student's documentation.**

## **Section 3: College Rights and Responsibilities**

The college has the right to:

- Request and review documentation that supports requests for accommodation
- Hold all students to the Student Rules of Conduct

The college has the responsibility to:

- Inform applicants and students with disabilities about the availability and range of accommodations
- Insure that all of its programs are accessible
- Make college materials accessible
- Establish college policies and procedures for access and a process to resolve disputes
- Communicate policies and procedures to college employees and students
- Support an atmosphere of respect and inclusion
- Adjust, substitute, or waive any requirement that has a disproportionately adverse impact on a disability and is not fundamental to the student's academic program

#### **Section 4: The DRC Rights and Responsibilities**

The DRC has the right to:

- Request and receive current documentation that supports the need for accommodations
- Deny a request for accommodations if the documentation demonstrates that the request is not warranted or if the individual fails to provide appropriate documentation
- Suspend services if a student persistently violates the DRC policies and procedures regarding academic accommodations

The DRC has the responsibility to:

- Assist faculty in providing or arranging accommodations and/or auxiliary aids
- Hold student information confidential except where permitted or required by law
- Communicate to students, faculty, and staff the process to request accommodations
- Verify the student's disabilities and authorize accommodations based on educational limitations caused by the disability

#### **Section 5: How to Refer Students to the DRC**

Faculty must include on the syllabus a short statement advising students of the process to request accommodations from the instructor. Such a statement is generally helpful to students and faculty so that everyone knows the process. Including the statement on the syllabus can also avoid problems later on, for example if the student delays requesting an accommodation until late in the semester and, as a result, grades are negatively affected. It is standard to include on all college documents a statement that the document is available in alternate format.

Following is a statement that the DRC recommends to include on your syllabi:

*If you have a disability which may require classroom or test accommodations, please contact the DRC – Disability Resource Center located in the AC-115 or call (559)359-3779. You will need to provide written documentation of your disability. If you think you have a disability but currently have no documentation, the DRC may be able to help you. All information will be kept confidential. This document is available in alternate format upon request.*

You may also encourage students to meet with you to discuss their learning needs. For example, you could say to a student: "I noticed that you seemed to have difficulty organizing your paper. You might consider using some of the special support services we have on campus such as the Tutorial Center, the Basic Skills Lab, or

the program for students with disabilities."

It is not a good idea, however, to ask directly about a possible disability. The Americans with Disabilities Act states that a public entity may not make unnecessary inquiries into the existence of a disability. These inquiries usually relate to hiring or pre-admission screening, but when talking with students such inquiries should also be avoided. A direct inquiry such as this could be considered intrusive or insensitive. You may simply tell the student that you notice s/he is having academic difficulty and encourage him/her to come talk with you about gaining assistance, just as you would with any student.

## **Section 6: A Guide to Disability Etiquette - What Do You Say After You Say Hello?**

As an instructor if you have had limited experience with persons with disabilities, you may feel awkward or hesitant, not knowing how to communicate comfortably. Or you may be fearful that you won't have the tools or techniques to teach that student. In the spirit of increasing awareness, please contact the DRC Program Coordinator to assist in the process.

### **Ten Commandments of Etiquette**

Outlined below are the "Ten Commandments of Etiquette for Communicating with People with Disabilities" to help you in communicating with persons with disabilities.

Notes and Questions:

1. When talking with a person with a disability, speak directly to that person rather than through a companion or sign language interpreter.
2. People with limited hand use or who wear an artificial limb can usually shake hands. (Shaking hands with the left hand is an acceptable greeting.)
3. When meeting a person who is visually impaired, always identify yourself and others who may be with you. When conversing in a group, remember to identify the person to whom you are speaking.
4. If you offer assistance, wait until the offer is accepted. Then listen to or ask for instructions.
5. Treat adults as adults. Address people who have disabilities by their first names only when extending the same familiarity to all others.
6. Leaning on or hanging on to a person's wheelchair is similar to leaning or hanging on to a person and is generally considered annoying. The chair is part of the personal body space of the person who uses it. Never patronize people who use wheelchairs by patting them on the head or shoulder.
7. Listen attentively when you're talking with a person who has difficulty speaking. Be patient and wait for the person to finish, rather than correcting or speaking for the person. If necessary, ask short questions that require short answers, a nod or shake of the head. Never pretend to understand if you are having difficulty doing so. Instead, repeat what you have understood and allow the person to respond. The response will clue you and guide your understanding.

8. When speaking with a person who uses a wheelchair or a person who uses crutches, place yourself at eye level in front of the person to facilitate the conversation.
9. To get the attention of a person who is deaf, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly, slowly, and expressively to determine if the person can read your lips. Not all people who are deaf can read lips. For those who do lip read, place yourself so that you face the light source and keep hands, cigarettes and food away from your mouth when speaking.
10. Relax. It's okay to use accepted common expressions, for example to invite a person in a wheelchair to "go for a walk" or to ask a blind person if he "sees what you mean." Don't be afraid to ask questions when you're unsure of what to do.

### **Section 7: Is the DRC the same as Special Ed?**

No. There is no Special Education in postsecondary education.

Services provided to students with disabilities in K-12 are different from those at the postsecondary level. The Individuals with Disabilities Education Act (IDEA), the federal law that applies to education of students with disabilities in K-12, does not apply to postsecondary schools. Because K-12 education is mandated while postsecondary education is not, the rights and responsibilities of students with disabilities are different in K-12 than in college.

Students in K-12 may be evaluated using differential standards and curriculum may be fundamentally altered. The primary focus of postsecondary disability services is to ensure that students with disabilities receive classroom accommodations to which they are legally entitled. The law mandates equal access to instruction but does not require fundamental alteration of a program.

### **Section 8: Who is Eligible for Services?**

Students who are high school graduates or 18 years of age and who have a documented disability may be eligible for DRC services. The DRC serves students whose disabilities include but not limited to:

- Mobility impairment
- Visual disability
- Learning disability
- Acquired brain injury
- Developmental disability
- Psychological disability
- Chronic health problems
- Persons in recovery from drug and alcohol use
- Persons who are deaf or hard of hearing.
- Asperger's (Autism Spectrum Disorder)
- ADD/ADHD

Although the DRC works primarily with students with permanent or ongoing disabilities, students with temporary disabilities due to accident, illness, surgery or other circumstances may also qualify for DRC services on a temporary basis if the disability substantially interferes with the student's ability to participate successfully in the academic environment. Mobility and elevator keys are just an example of services we can assist with.

### **Section 9: Services Provided to Eligible Students**

The DRC provides educational and vocational support services for students with disabilities enrolled at the college. Services include:

- Academic, personal, and vocational counseling
- College program planning
- Eligibility testing for learning disabilities – *this is limited due to current staffing*
- Priority registration and enrollment assistance
- Support services such as a note-taker and sign language interpreters
- Testing accommodations
- Liaison with four-year colleges and community agencies
- Liaison with the Department of Rehabilitation and the Central Valley Regional Center
- Instructional materials in alternate media, such as braille, large print, electronic text (e-text), tactile graphics, and audio tape
- Access to adapted computer equipment and other assistive technology - Read and Write Gold
- On-campus mobility assistance.

**High Tech Center and Alternative Media** - Provides instruction in keyboard modification, speech synthesis, screen enlargement, braille output, voice input for “hands-free” computer operation, and other computer adaptations as appropriate for students with learning disabilities, acquired brain injury, visual impairment, or physical disability.

### **Section 10: Process for Students to Receive Services through the DRC**

At the DRC, the program is designated to verify documentation for disability. If the student gives you documentation directly, you can simply ask the student to come to the DRC Office to meet with a counselor. **Instructional faculties are not expected to evaluate disability documentation.** If a student says, "I have a disability and I need additional time for tests," you can ask the student if he or she has gone through the DRC or has otherwise provided the college with disability documentation. **By law you are not required, nor advised, to provide accommodations unless the student has submitted the necessary documentation to the college.** Almost all students go through DRC to provide this documentation, although very occasionally a student may choose to provide documentation to the 504/ADA Compliance Officer. At Porterville College the Vice President of Student Services is the 504/ADA Officer.

The DRC Program Coordinator documents the need for specific accommodations, based on the educational limitations caused by the disability. Medical or diagnostic testing and other sources of information are used.

With the student's permission, **we will provide you with a “Letter to Professor” regarding the student's approved accommodations.** (See Appendix B) Please note, this is a new procedure implemented fall 2015. We will not, however, identify the student's specific disability because that information is confidential unless the disability is apparent (e.g. a student uses a wheelchair or is deaf and needs a sign language interpreter) or the student chooses to share that information with you.

If the student has gone through the DRC intake process and has asked for accommodations, you should have received the Letter to Professor from the student. If not, please recommend to the student that he or she make an appointment to talk to the DRC Program Coordinator to arrange for accommodations.

### **Summary of Process for Student to Receive Accommodations:**

- Student makes contact with the DRC and asks for accommodations.
- Student completes the DRC application packet.
- Student provides the DRC with documentation of disability and is verified for accommodations by the DRC Program Coordinator
- Student may also be referred for testing to the Learning Disability Specialist.
- The DRC counselor, in consultation with the student, identifies educational limitations and determines academic accommodations
- The DRC provides the student with a Letter to Professor outlining accommodations. Student is responsible for providing this letter to instructors and Testing Accommodation Form. (Appendix C)
- The DRC assists instructor in providing accommodations
- Student and the DRC evaluate accommodations with input from instructor.

### **Section 11: Students’ Rights to Confidentiality**

Under the laws affecting higher education, students have the right to confidentiality.

When you receive a Letter to Professor that states a student has a disability and needs accommodations, or if the student shares that information with you verbally or in writing, that information must be kept confidential. Instructors and staff must maintain a policy of strict confidentiality about the identity of the student with a disability, the nature of the disability, and the disability-related accommodations s/he requires. It is not legal, for example, to announce by name that a student needs a note taker, or to discuss the student's disability in class or in the presence of other students.

Having a disability revealed is often mentioned by students with disabilities as the situation they fear the most at school. If that information is revealed to classmates or others without the student's permission, it is a violation of the trust that the student has in the instructor and the college.

Some disabilities are obvious but there are many more disabilities that are not so apparent. These disabilities are usually revealed to you only so that the proper accommodations can be provided to give the student an equal opportunity to learn in your classroom.

### **Section 12: What Are Academic Accommodations?**

Accommodations and other services vary term to term depending on the educational requirements of the class(es) and must be requested each and every term. Accommodations must be approved by the DRC Program Coordinator or the DRC Counselor. Early requests for accommodations are encouraged. Late requests

for accommodations may result in delays due to availability.

Accommodations make courses accessible to students with disabilities. By law, students with disabilities must be given the opportunity both to acquire information and to be evaluated in a way that allows the student to fully demonstrate his/her knowledge of the subject. Accommodations cannot fundamentally change academic requirements for degrees, certificates, programs, courses, or assignments.

Following are some examples of academic accommodations that may be appropriate for students with various disabilities. However, accommodations are determined for each student on an individualized basis. Not all blind students read Braille. Not all students who are deaf or hard-of-hearing know sign language. Accommodations are based on an appraisal of the effect of the student's disability in the specific academic environment.

### **Adapted Furniture**

Adapted furniture is used to provide greater access to classroom facilities or ease of use because of a physical limitation. Furniture adapted for use in the classroom may be provided for a student after written request and counselor approval. Some common items requested are: table instead of regular classroom desk, computer on adjustable cart for wheelchair accessibility or a padded high back chair. *Please ensure that chairs are used only by the DRC students.*

### **Advising and Counseling**

The DRC offers specialized, disability specific advertisement and counseling services for all registered DRC students. Among these services you will find:

- Academic Advisement – advice on course selection and procedures for enrollment.
- Academic Counseling – counselor led solutions to academic issues and probation/dismissal status guidance.
- Career Counseling – exploration/discovery of possible career/educational options.
- Disability Management – strategies to minimize disability-related challenges and to increase likelihood of positive life and educational outcomes.
- Course Planning – specific plan detailing term by term coursework to reach educational goal (i.e. certificate, associate degree or transfer).
- Personal Counseling – assistance with personal difficulties that may be impacting academic performance and referrals to community resources.
- Referrals – information about campus and community resources that provide additional support in educational services or career/job placement. Examples include California Department of Rehabilitation, Central Valley Regional Center, Financial Aid, EOPS, Mental Health Services, etc.

### **Alternative Media**

Alternative Media is defined as instructional materials, textbooks, college publications, and/or library materials in formats accessible and usable by individuals with disabilities. It is the process by which printed material is converted into an accessible form for a student with a reading or print limitation. Examples of accessible formats are: MP3 Audio, large print, Braille, tactile graphics, captioning, and e-text. Alternative

Media services will only be provided to students who have a verified disability and whose disability-related functional limitations prevent them from reading regular print. A Request for Alternative Media must be completed. All class material including handouts must be converted if the student is provided Alternative Media as an accommodation.

Based on recent OCR decisions, we have ten (10) business days to provide students with their Alternative Media. Having instructional materials in alternative media formats provide access for student with print disabilities the same way that ramps and elevators provide access to students with wheelchairs.

### **Assisted Technology**

To accommodate the educational limitations of students served by the DRC, Porterville College offers adaptive technology. Some examples include:

- Read and Write Gold
- Inspiration
- Digital Recorders
- FM Systems
- Featherweight Magnifier
- CCTV
- Screen Magnification Software
- Large Monitors
- Alternative Keyboards
- New Adaptive Hardware
- Ubi-Duo – Face to Face Communication
- Smart Pens
- Smart View 360
- Head Tracker Technology Smart Navigation
- Victor Screen Readers

### **Diagnostic Screening and Assessment of Learning Disabled**

Screening and assessment for possible learning disability may be provided to current PC students when determined by appropriate Learning Disability Specialist in the DRC. Due to staffing this is provided minimally.

### **Equipment Loan**

The DRC office has selected equipment available for loan. Equipment is loaned for school-sponsored activities only. The student will be held responsible for lost, stolen, or damaged equipment. Commonly checked out equipment includes: tape recorders, Victor Stream Readers, feather weight magnifier, calculators, and smart pens.

### **Note-taker**

In class note taking service is for students whose disabilities limit them from taking effective notes and is determined by reasonable accommodations with the Program Coordinator or the DRC counselor. A volunteer note-taker is a student registered in the same class as note taking services are being requested. They are individuals identified by the DRC student who agrees to perform the duties of a note-taker. The DRC can

provide a stipend payment for students who volunteer to be in-class note-taker and will provide the duplicating paper.

## **Scribe**

The DRC can provide an in-class scribe for students whose disabilities prevent them from writing in-class assignments for performing in-class hands-on activities. The duties of a scribe are to write (by hand or computer) verbatim what the student with the disability dictates. Scribes should be familiar with the necessary formats, but they are not responsible for proofreading papers. The student with the disability is expected to direct the scribe what to write and where to place the information, for example in a formula or works cited list. Scribes are not allowed to tutor, prompt or correct the student with the disability.

## **Interpreting Services for Students who are Deaf or Hard of Hearing**

Qualified sign language interpreters will be provided to students who qualify for DRC services. This may include classroom lectures and labs, meetings with instructors, club meetings, field trips or any PC educational activities. Students are required to make requests for interpreting services at least 48 hours in advance. If you have an event, appointment, or any other academic request which require an interpreter, please complete the Interpreter Request Form (Appendix D) and return it to AC-115

## **Testing Accommodations for Placement and/or Classroom Exams**

Alternative testing arrangements may be provided as determined by the student's disability related limitations. For Porterville College professors' convenience, the DRC offers alternative testing locations for students with disabilities who require accommodations. This is to assist the professor with the legally mandated responsibility to provide alternative testing locations and accommodations for the students. If preferred, the professor may give the exam. These accommodations may include, extended time on tests, distraction-reduced environment, reader or scribe, as necessary. If the professor prefers to have the student take the exam in the DRC office, the student should make arrangements for all testing accommodations directly with the DRC at least 48 hours in advance. The DRC testing proctor will have video surveillance.

## **Mobility Service**

On-campus mobility service is available to the student if her/his disability warrants a need for mobility assistance to classes and other designated areas on campus. Forms to request this service are available at the DRC office (Appendix E).

## **Section 13: What is the Instructor's Role in Providing Accommodations?**

Instructors play a key role in the accommodation process. The level of involvement faculty will have in the accommodation process will vary depending upon the following factors: the type of accommodation provided, the setting for the accommodation, the student's disability, and the instructor's comfort level in working with students with disabilities.

The following examples demonstrate varying levels of instructor involvement in the accommodation process.

The examples are not designed to guide the selection of accommodations for a particular student.

## **Accommodations which require little or no involvement by the instructor**

### **Tape recorder**

Tape recording class lectures and discussions may be a necessary accommodation for some students. If the DRC approves use of a tape recorder for a student, faculty must allow it. Students will be required to sign Student Agreement for Taping Classes. The agreement that the student signs reads as follows: (see Appendix A)

*I will not copy or release any tape or transcription or otherwise hinder the ability of my professors to obtain a copyright on class material that I have taped. I will use the tape recorded information solely for my educational needs. Upon completion of the class(es) or my dropping the class(es) I will turn in all tape recorded lectures to the instructor(s). My instructor(s) has/have the right to withhold assigning a grade if I do not turn in the taped lectures.*

Tape recorders are specifically mentioned in Section 504 of the Rehabilitation Act as a means of providing full participation in educational programs and activities. As a general rule, any classroom material on which a student typically would take notes may be recorded. Occasionally, classroom discussion reveals items of a personal nature about students. If open discussions tend to reveal personal information, it would be appropriate to ask the student with a disability to turn off the tape recorder during these discussions.

### **Seating**

A student with a physical disability who cannot use the standard classroom desks may need to use a chair designated for that individual. The instructor's role may be simply to assist the student in reserving the chair for his/her use.

## **Accommodations which require the instructor to be minimally involved**

### **Note-taking devices**

A blind student may use a braille note-taking device which stores information electronically. The instructor would need to remember to verbalize what s/he writes on the board or to describe verbally other items used in instruction.

### **Note-taker**

A note-taker is a student enrolled in your course, and take notes for a student with a disability. You can assist by helping the DRC identify students who could act as note-takers.

### **Assistive Listening Devices**

Some students with hearing impairments use assistive listening devices which amplify and transmit sound. Usually the person speaking wears some type of microphone, which transmits sound directly to a receiver being worn by the student. The instructor may be asked to wear a transmitter or microphone during class. Faculty may also need to restate questions or comments that are made by other students so that this

information is transmitted to the student with the hearing impairment.

### **Interpreters**

Students who are deaf or hard-of-hearing may use an American Sign Language interpreter so that the student can access instruction and participate in classroom discussion. The instructor should speak directly to the person who is deaf or hard of hearing rather than to the interpreter. For more guidelines on working with students who are deaf or hard-of-hearing, please see the "Special Considerations" section in this handbook.

### **Extended Time on Tests**

When a recommended accommodation is additional time on tests, instructors may choose to proctor the exam themselves or arrangements can be made to have the DRC proctor the exams.

### **Accommodations which require more significant involvement by the instructor**

#### **Testing in Different Format or Alternative Methods of Recording Answers**

In some circumstances an alternative testing method will be an approved accommodation for a student. Some disabilities make it very difficult to accurately fill out a scantron or other computer-scored answer sheet. On a multiple-choice exam an instructor may need to permit a student to circle his or her answers on the test document. The instructor will need to hand score the exam. Other examples include permitting a student to speak answers into a tape recorder or to a scribe or to type answers on a computer.

#### **Alternative testing formats**

Permitting students to show their knowledge or mastery of the subject matter by using an alternative testing method may be a necessary accommodation, provided that the change in method doesn't fundamentally alter the education program. For example, permitting an oral exam in lieu of a written exam may be permissible unless the purpose of the exam is also to test the writing ability of the student. Likewise, permitting an essay exam in lieu of a multiple-choice exam or vice versa may be acceptable in some situations. Adaptations such as these ensure evaluation of the student's achievement in the course, rather than reflecting the student's impaired sensory, manual, or speaking skills.

#### **Providing Technical Vocabulary**

Technical vocabulary may be unfamiliar to students and the interpreter for the deaf. Preparing a list of such terms will help students and interpreters keep up with the lecture.

### **Section 14: How Testing Accommodations Are Provided at PC**

If a student is eligible for testing accommodations:

1. Student informs instructor they wish to have their exam proctored in the DRC
2. Student makes an appointment at the DRC at least 48 hours in advance
3. Student must submit a copy of the Testing Accommodation Form (Appendix C) to the DRC which outlines their testing accommodations.
4. Student informs instructor of appointment time
5. Instructor sends the exam to the DRC

#### **Is Extended Time on Tests Unfair?**

Research indicates that it is not unfair to allow students with some disabilities to have extended time for testing. In general, students with learning disabilities benefit from additional time on tests while extended time does not significantly change the performance of non-disabled students. Extra time to stare at a test will not help a student who doesn't know the materials but students with learning disabilities who have slower writing or processing speeds may need additional time to demonstrate what they know.

The courts have held repeatedly that a lengthening of the standard examination period is an appropriate accommodation for some students with disabilities. The Massachusetts Supreme Judicial Court ordered the State Board of Bar Examiners to allow double the standard time on the bar exam for an applicant with Dyslexia and Attention Deficit Disorder. Similarly, the State District Court for the Western District of New York ruled that a State Bar applicant with a visual impairment must be allowed a four-day examination period rather than the standard two-day period. Other examples include the Scholastic Aptitude Test (SAT) or tests administered by California state agencies; extended time is provided for eligible individuals with disabilities taking those tests. Our DRC test proctoring will have video surveillance in place fall 2015.

### **Accommodations and Academic Standards**

Academic accommodations should not be used to lower academic standards. They are, rather, changes to a classroom environment or task that are necessary to provide equal opportunity to eligible students with disabilities. Accommodations are designed to assist students in overcoming functional limitations resulting from their disability. Students with disabilities will still be responsible for meeting course and conduct requirements.

### **May Faculty Give a Failing Grade to a Student with a Disability?**

It is possible to fail a student with a disability. The laws mandate access to education, not guaranteed academic success. When a faculty member has communicated clear expectations for performance to his/her students, has provided or allowed academic accommodations as authorized by the DRC, has worked with the DRC to ensure that course materials are accessible to the student if s/he needs alternate formats (e.g. braille, electronic text, large print, tactile graphics, video captioning) and the student does not meet the course requirements, then failing a student is proper and lawful.

### **Section 15: What if Faculty Does Not Allow Accommodations?**

Federal and state laws state that the institution has to provide equal access. In the area of academic accommodations, the role of the DRC is to assist the college and instructors in meeting their legal obligations to students with disabilities.

If an instructor receives an accommodation form and doesn't understand or disagrees with the accommodation, **it is the instructor's professional responsibility to contact the DRC** not the student.

In the event the instructor discusses the issue with the DRC and the Department Chair and there is still disagreement, it is college policy that the 504/ADA Coordinator reviews the case and makes an interim decision pending resolution through the student grievance procedure. Until a decision is made, the accommodation must be provided.

**Disallowing the accommodation or telling the student, "You don't need this," or "I don't believe in learning disabilities," is illegal** and puts the college and district at risk of legal action.

**Denial of accommodation** can also lead to the instructor being held **personally** liable. In the early 1990's a

math instructor at UC Berkeley did not allow extended testing time for a student, although the disability was documented and the accommodation was approved by the designated person at the university. The instructor was directed by the university to allow the accommodation. The instructor said that it wasn't fair to the other students, that he didn't believe in learning disabilities, and that it violated his rights of academic freedom. The student filed a lawsuit against the faculty member. The case was *Dinsmore vs. Pugh*; it settled out of court. The student was satisfied with the judgment and dropped the suit. The specifics of the resolution were not disclosed, but it is assumed that the math professor had to pay an out-of-pocket settlement.

The DRC counselors and staff are here to discuss situations with you as they arise. Although accommodations must be provided if needed to compensate for a disability, the delivery of accommodations often involves a creative process. We invite you to join us in collaboration and creative problem solving so that all students in your class have equal access to your instruction.

### **Are Faculty Expected to Accommodate Disruptive Behavior?**

In the postsecondary setting all students, disabled or not, are expected to follow the Student Rules of Conduct as found in the catalog. Even if a student has a disability that affects behavior, s/he is expected to meet the behavior standards of the classroom. If not, you should follow the same procedures as with any other student who acts inappropriately.

Sometimes it is assumed automatically that students with behavioral issues are students with disabilities and the DRC receives phone calls or emails asking that we intervene. Although some students with behavior problems may benefit from referral to the DRC (especially if behavior is caused by undiagnosed learning disabilities, psychological disabilities, or frustration caused by lack of success in classes), to maintain confidentiality the DRC staff cannot divulge if the student is already receiving DRC services. It is best to follow the standard college procedure if a student is disruptive.

**Situation:** A blind student enrolls in a math class and requests that the instructor verbalize what s/he is writing on the board or overhead.

**Reasonable Accommodation or Not?** The faculty member would be legally required (as well as ethically obliged) to make an adjustment in presentation of course material by verbalizing what is written on the board or overhead. Pointing and referring to "this" and "that" as written on the board would not give the student with a visual disability equal access to the instruction. An added benefit is that verbalizing material rather than just writing it can assist all students because the information presented is more explicit.

**Situation:** A blind student who reads Braille requests to have handouts a few days in advance of the class session so that they can be prepared in alternate format.

**Reasonable Accommodation or Not?** The law says that "communication must be as effective as that provided to others." The DRC will take class handouts and braille them. But to do that, we need at least 3 weeks to do this. Thus, the instructor would be expected to provide the handouts to the student in a timely way so that the DRC can braille the material and the student can have equal access to the class material at the same time as his/her peers. It would not be sufficient merely to distribute the handouts in class that day and tell the student, "This is the way I teach."

**Situation:** A student with a visual or reading disability requests that the instructor provide information about the textbook that will be used in an upcoming semester.

**Reasonable Accommodation or Not?** Faculty is expected to meet the bookstore deadlines for textbook adoption. This is not an accommodation as such, but timely textbook adoption is critically important for students with visual or reading disabilities.

California law AB 422 became effective in January 2001. It requires that textbooks be provided in electronic text on disk or CD (e-text) to students with visual or reading disabilities so that the student can access the material using assistive technology.

If a student registers with our office and if e-text is considered an appropriate accommodation, the DRC works with the student to procure the e-text. However, that process may take 1-2 months or more. **Timely textbook adoption (i.e. meeting the deadlines established by the bookstore) gives the DRC time to contact the publisher and arrange for e-text, or if that isn't available, to scan the book.** Delayed textbook adoption impedes that process, thus depriving the student of access to the textbook material and possible compliance issues.

Many situations involving accommodations are not so cut-and-dried. That is why the DRC staff are available to discuss accommodation issues with you. If you are not comfortable with an accommodation request, please call us so that we can discuss it with you.

## Frequently Asked Questions



**1. If a student plans to attend PC, what should he/she do first?**

Submit a standard Admission Application to PC and obtain student ID number and email. Physically pick-up an application at the DRC – AC-115.

**2. Will a student be able to take any classes he/she wants?**

That depends on a couple of factors: scores of placement test, prerequisites a class may have, and your personal ability. The DRC counselor will determine which classes will be best suited for you.

**3. What if a student has low reading and writing abilities?**

PC has several levels of pre-collegiate reading and writing classes. Placement test results will tell you which classes are best to take.

**4. Will a student be able to play on an Athletic team?**

Yes, if the student meets the same requirements as other students. Usually there is some form of try-outs or the coach sees the student in a regular P.E. class of that sport. Students on teams must be attending PC full time (12 units) and maintain a C average.

**5. What kind of accommodations can a student expect?**

Each student is interviewed individually to determine the accommodations needed. Professional verification of each disability claimed must be on file in the DRC office before accommodations can be authorized. Accommodations vary according to the needs of the student and the type of class/activity.

**6. Are students required to inform the college that they have a disability?**

No. However, if the student requires accommodations, then they must inform the college. Whether or not the student requires immediate accommodations, it is highly recommended that a student with disabilities register for services with the DRC department. This may reduce the wait time when they do find that they need accommodations for a certain class.

**7. How long will it take for a student to get a degree or certificate?**

Length of time to earn a degree or certificated depends on many factors: if pre-collegiate classes are needed first, whether or not the student passes attempted classes, how many courses are required for the certificate, major or degree, whether the student attends full or part-time, transfer major requirements and many others. The counselor attempts to work with each student so he/she is not overloaded nor taking too few classes.

**8. Does PC have a special education program?**

No, PC does not have special education program. However, Education 77 is offered with the DRC counselor. Tutoring is also available.

**9. What if the student is not doing well in a class?**

It is the student's responsibility to try to ascertain why he/she is not doing well, usually analyzing his/her work or talking with the professor. It is expected students who receive D's or F's early in the term will immediately either drop the class or figure out why, and if necessary see their counselor for further help and/or referral to Early Alert. Tutors may be available, different accommodations may be appropriate, or material may be too advanced for the student in which case they may need to drop and attempt a more basic class for the next semester.

**10. Can a student use a 504 Plan or IEP in replace of VOD?**

Yes. If a student has a learning disability he/she needs to bring a copy of his/her most recent 504 or IEP assessment report that includes testing scores from high school. For medical, psychological, and other health related disabilities, the student must bring documentation from a licensed medical provider.

**11. Who is responsible for obtaining documentation of a disability?**

The student. Colleges are not required to conduct or pay for an evaluation to document a student's disability and needs for accommodation.

**12. Will a student receive the same services that he/she received in high school?**

Not necessarily. High School Special Education programs are legally required to provide whatever service, accommodation, or modification that is needed for success. Colleges, on the other hand, are required by law to provide "equal access" to education. Access is provided through reasonable accommodations. Furthermore, college course curriculum cannot be modified to alter the fundamental nature of the course.

**13. How do I refer a student to the DRC?**

If you are not sure whether the student has a disability, the best way to refer them is to objectively point out what the student is doing that leads you to believe that he/she needs assistance. If you see a student struggling with school work, mobility, or physical conditions, let them know that there are resources on campus to assist them.

**14. Can a student receive a failing grade for a college class in which he/she is receiving accommodations?**

Yes. Accommodations ensure "access," not necessarily "success."

**15. What if the college accommodations are not working?**

If the accommodations (services) provided are not meeting the student's needs, it is the student's responsibility to contact the assigned DRC counselor as soon as possible. Do not wait until the

course is over, as it will be too late to intervene at that point. The DRC counselor and student will work together to discuss further options.

**16. Will the Disability Resource Center provide services like helping students eat meals or push their wheelchair?**

No. Services needed to assist a person with activities of daily living are the responsibility of the individual, not the college. The college can assist you in identifying possible resources to obtain Personal Care Attendants.

**Citations**

Cerro Coso Community College Faculty Handbook

Glendale Community College – Disability Laws

Mt. Sac – Mt. San Antonio College



**TAPE RECORDING CLASSES**

**Are students with verified disabilities allowed to tape classes as an accommodation?**

YES. According to the US Department of Education, Office for Civil Rights, the tape-recording of classroom sessions as an accommodation for students with disabilities may not be restricted. It is specifically addressed under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA). The legal reference, found in the Code of Federal Regulations 34CFR104.44 (b) for Section 504 reads as follows:

**Section 104.44 Academic Adjustments**

*(b) Other rules. A recipient (college) to which this subpart applies may not impose upon handicapped students other rules, such as the prohibition of tape recorders in classrooms or of guide dogs in campus buildings, that have the effect of limiting the participation of handicapped students in the recipient's education program or activity.*

While students with disabilities who need it as an accommodation must be allowed to tape classes, they may be required to sign an agreement which indicates that the tapes will not be sold or used for any other purpose than their own educational needs.

**Student Agreement for Taping Classes**

**I will not copy or release any tape or transcription or otherwise hinder the ability of my professors to obtain a copyright on class material I have taped. I will use the tape recorded information solely for my educational needs. Upon completion of the class(es) or my dropping the class(es) I will turn in all tape recorded lectures to the instructor(s). My instructor(s) has/have the right to withhold assigning a grade if I do not turn in the taped lectures.**

**Student Signature :** \_\_\_\_\_

**Date:** \_\_\_\_\_

**ID #** \_\_\_\_\_

Porterville College and Kern Community College District uses the information requested on this form for the purpose of determining a student's eligibility to receive authorized special services provided by the DRC Program. Personal information recorded on this form will be kept confidential in order to protect against unauthorized disclosure. Portions of this information may be shared with the Chancellor's Office of the California Community Colleges or other state or federal agencies; however, disclosure to these parties is made in strict accordance with applicable statutes regarding confidentiality, including the Family Educational Rights and Privacy Act (20 U.S.C. SS 1232G). Pursuant to Section 7 of the Federal Privacy Act (Public Law 93-579; 5 U.S.C. 522a, note), providing your social security number is voluntary. The information on this form is being collected pursuant to California Education Code Sections 67310-67312, and 84850; and California Code of Regulations, Title 5, Section 56000 et seq.

7/2015

**PORTERVILLE COLLEGE  
DISABILITY RESOURCE CENTER  
ACCOMMODATIONS – LETTER TO THE PROFESSOR**

**Semester:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**ID#:** \_\_\_\_\_

Dear Instructor(s),

The above student’s disability has been verified by Disability Resource Center – DRC and his/her disability require(s) the following accommodations. These accommodations are determined to be reasonable for the above student’s verified disability and are guaranteed by state and federal law. Porterville College maintains an academically rigorous curriculum and therefore, if there are any accommodations that are being requested that you feel would compromise the essential elements of your course please indicate which accommodation(s) and provide a written explanation of how the accommodation(s) would compromise any essential elements of your course to the DRC Coordinator. If you have any question please contact (559) 791-2326.

CRN/Course Number	Instructor

\_\_\_ Testing Accommodations : 1.5    2.0

\_\_\_ Alternative Media

\_\_\_ Tutoring: \_\_\_ Math    \_\_\_ English

\_\_\_ Read and Write Gold

\_\_\_ Test Scanned Text to Speech

\_\_\_ Other: \_\_\_\_\_

I understand these accommodations **do not guarantee** a passing grade and I will be graded as compare to other college students. It is my responsibility to maintain satisfactory progress according to the grading policy of Porterville College in the above classes I have registered for, follow my Student Educational Plan, and DRC contract. It is my responsibility to work with and keep my instructor informed regarding my accommodation needs.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

DRC Program Coordinator: \_\_\_\_\_

Date: \_\_\_\_\_

Porterville College and Kern Community College District uses the information requested on this form for the purpose of determining a student’s eligibility to receive authorized special services proved by the DRC Program. Personal information recorded on this form will be kept confidential in order to protect against unauthorized disclosure. Portions of this information may be shared with the Chancellor’s Office of the California Community Colleges or other state or federal agencies; however, disclosure to these parties is made in strict accordance with applicable statues regarding confidentiality, including the Family Educational Rights and Privacy Act (20 U.S.C SS 1232G). Pursuant to Section 7 of the Federal Privacy Act (Public Law 93-579; 5 U.S.C. 522a, note), providing your social security number is voluntary. The information on this form is being collected pursuant to California Education Code Sections 67310-67312, and 84850; and California Code of Regulations, Title 5, Section 56000 et seq.

7/2015

## DRC - Test Accommodation Form

### STUDENT INFORMATION

**Student Name:** \_\_\_\_\_ **Student ID: @** \_\_\_\_\_

**Instructor:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Days and Time Course Meets:** \_\_\_\_\_

By signing this form, I understand (INITIAL ALL)

- \_\_\_\_\_ It is my responsibility to return this form at least 5 working days prior to exam.
- \_\_\_\_\_ Final Exams – This form must be returned 2 weeks prior to exam.
- \_\_\_\_\_ Failure to return this form on time may result in the exam needing to be rescheduled.
- \_\_\_\_\_ Any changes to this form will require the instructor's approval.
- \_\_\_\_\_ If I am 15 minutes late the exam will be rescheduled.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### TO BE COMPLETED BY DRC OFFICE

#### Test Accommodations

- \_\_\_\_\_ Additional Time 1½x or 2x
- \_\_\_\_\_ Distraction Reduced Setting
- \_\_\_\_\_ Scribe or Reader
- \_\_\_\_\_ Other: \_\_\_\_\_

#### Assistive Technology Accommodation

- \_\_\_\_\_ Text to Speech Software (RWG)
- \_\_\_\_\_ Speech to Text Software (DNS)
- \_\_\_\_\_ Magnification Software (Zoom text)
- \_\_\_\_\_ Other: \_\_\_\_\_

**DRC Staff Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### INSTRUCTOR INFORMATION

Hours of operation M/TH 8:00-5:30 and T/W 8:00-6:30. Please consider the centers hours of operation along with students accommodation for the extended time when determining the test start times. **Keep in mind that students are required to schedule their test 48 hours prior to the date of testing.**

1. I allow my class \_\_\_\_\_ minutes to take the exam. (DRC will calculate the extended time.)
2. I allow my class \_\_\_\_\_ minutes to take the quiz. (DRC will calculate extended time)
3. General Test Instructions:
  - \_\_\_\_\_ Open Book/Notes    \_\_\_\_\_ Note Card/Sheet (Number\_\_\_\_) (Size:\_\_\_\_)    \_\_\_\_\_ Dictionary    Calculator
  - \_\_\_\_\_ Scientific Calculator    Other: \_\_\_\_\_
4. What format will the exam be given in? Check all that apply.
  - \_\_\_\_\_ Scantron    \_\_\_\_\_ Short Answer    \_\_\_\_\_ Essay    \_\_\_\_\_ Other: \_\_\_\_\_
5. How will DRC receive the exam?
  - \_\_\_\_\_ Instructor will deliver to DRC
  - \_\_\_\_\_ Fax to DRC at (559) 791-2339
  - \_\_\_\_\_ Student will deliver to DRC
  - \_\_\_\_\_ Email to: [Rosaura.baca@portervillecollege.edu](mailto:Rosaura.baca@portervillecollege.edu) and [solmedo@portervillecollege.edu](mailto:solmedo@portervillecollege.edu)
6. How will completed exam be returned to you?
  - \_\_\_\_\_ Instructor pick up at DRC
  - \_\_\_\_\_ Student return in security envelope
  - \_\_\_\_\_ DRC staff will deliver to mailbox
7. I have read the back of the form (Initial) \_\_\_\_\_

As the instructor, I understand that testing accommodations will be applied as outlined in the students' academic accommodation plan. In addition, the instructions I have identified will be applied to this exam.

**Instructor email:** \_\_\_\_\_ **Phone:** \_\_\_\_\_  
**Instructors Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## INSTRUCTIONS FOR USING THE TEST ACCOMMODATION FORM

Test proctoring is available to faculty and their students with disabilities by the Disability Resource Center. The DRC administers the exam according to the instructor's protocol and the student's individual accommodation needs.

### Students Information (To be filled out and signed by the student)

- Please read and complete all required information. Submit this form within the required timeframe.
  - Timeframes:
    - Tests during the semester: The DRC must receive this form five (5) working days in advance of the test date requested in order to reserve space and arrange accommodations.
    - Test during finals week: The DRC must receive this form two (2) weeks prior to finals week in order to reserve space and arrange accommodations.
- **Cheating:** Cheating is absolutely prohibited in the DRC. Video surveillance and proctors are used to oversee the testing environment. If a student is observed to be cheating, materials/items will be confiscated immediately! The test, the confiscated materials, and a report of Academic Misconduct will be given to the Vice President of Student Services. Instructors are responsible for determining consequences for cheating. **Students caught cheating will have DRC services suspended immediately!**

## TEST PROCTORING SERVICE PROCEDURES

Semester Schedule:	Monday & Thursday	8:00 a.m. - 5:30 p.m.
	Tuesday & Wednesday	8:00 a.m. - 6:30 p.m.

**NOTE:** If student is eligible for extra times as an accommodation (See Academic Accommodation Plan) the test period should include the time extension must occur during the hours of operation. Assistance with planning and completing this form is available by contacting the DRC testing coordinator, Jennifer at 559-791-2389 or email: [jennifer.sims@portervillecollege.edu](mailto:jennifer.sims@portervillecollege.edu).

### Instructors Information (To be filled out and signed by the instructor)

- Indicate the number of minutes that the class will be given to take the exam/quiz.
- Identify any materials you allow your students to have for the test. **Please be specific.**
- Indicate the format of the exam.
- Indicate how your test will arrive at the DRC. *Note: email is the preferred method.*
- Indicate how you would like the exam returned.
- **IMPORTANT: Please provide your name and contact information!!**

**Changing test dates, times, allowable materials:** Instructors wishing to change test dates, times, and allowable materials may do so by emailing Jennifer or Amy. Please provide student name, class, and the nature of the changes that are to occur. Every effort will be made to make requested changes depending on the timeliness of the request.



## DISABILITY RESOURCE CENTER

### Hearing Impaired Student

### Interpreter Request for Academic Appointment

Request should be submitted **one week in advance** and is subject to availability of interpreters.

#### Student Information

Date: \_\_\_\_\_

Name: \_\_\_\_\_

ID#: \_\_\_\_\_

Phone: (\_\_\_\_) \_\_\_\_\_

Email: \_\_\_\_\_

#### Interpreter Requested

Requested date: \_\_\_\_\_

Time: \_\_\_\_\_ to \_\_\_\_\_

Location: \_\_\_\_\_

Requested Interpreter Name: \_\_\_\_\_

#### OFFICE USE

Date request sent: \_\_\_\_\_

Requested Company: \_\_\_\_\_

Requested by: \_\_\_\_\_ Email \_\_\_\_\_ Phone \_\_\_\_\_

Requested by: \_\_\_\_\_

Porterville College and Kern Community College District uses the information requested on this form for the purpose of determining a student's eligibility to receive authorized special services provided by the DRC Program. Personal information recorded on this form will be kept confidential in order to protect against unauthorized disclosure. Portions of this information may be shared with the Chancellor's Office of the California Community Colleges or other state or federal agencies; however, disclosure to these parties is made in strict accordance with applicable statutes regarding confidentiality, including the Family Educational Rights and Privacy Act (20 U.S.C. SS 1232G). Pursuant to Section 7 of the Federal Privacy Act (Public Law 93-579; 5 U.S.C. 522a, note), providing your social security number is voluntary. The information on this form is being collected pursuant to California Education Code Sections 67310-67312, and 84850; and California Code of Regulations, Title 5, Section 56000 et seq.

7/20



**PORTERVILLE COLLEGE - DISABILITY RESOURCE CENTER**

**MOBILITY REQUEST**

**Semester:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**ID#:** \_\_\_\_\_

**Contact number:** \_\_\_\_\_

This form is meant to assist us in providing you with specific accommodations that require the scheduling of student workers and/or staff. Please complete it in its entirety.

DAY	TIME	LOCATION	COURSE NAME	RECOMMENDED DROP-OFF TIME	RECOMMENDED PICK UP TIME

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**OFFICE USE**

**Received by:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**What action was taken:** \_\_\_\_\_

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7/2015