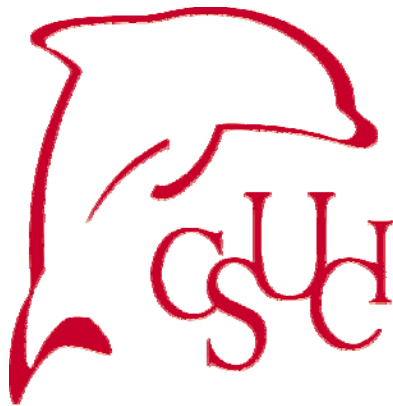


DISABILITY RESOURCE PROGRAMS

HANDBOOK



A GUIDE FOR FACULTY & STAFF

**Provided by Disability Resource Programs
Student Life
Division of Student Affairs**

2008-2009

TABLE OF CONTENTS

| | |
|---|----|
| Introduction..... | 3 |
| Mission and Purpose..... | 4 |
| Faculty and Classroom Accommodations..... | 5 |
| Conflict Resolution..... | 5 |
| Legal Mandates and Campus Policies..... | 7 |
| General Service Policy | 8 |
| Eligibility for Services | 8 |
| Continuation of Services | 8 |
| Appointment Guidelines | 8 |
| Documentation | 9 |
| Confidentiality and Disclosure | 9 |
| Family Educational Rights and Privacy Act (FERPA) | 10 |
| Academic Accommodations..... | 11 |
| Recommended Statement for Inclusion in Syllabi..... | 11 |
| Accommodations Provided at CSUCI | 11 |
| Disability Descriptions and Accommodation Strategies..... | 13 |
| Learning Disabilities..... | 13 |
| Pervasive Developmental Disorders..... | 14 |
| Psychiatric Disabilities..... | 15 |
| Attention Deficit Disorders | 15 |
| Hearing Impairments..... | 16 |
| Visual Disabilities..... | 17 |
| Suggestions for Interacting with People with Physical Disabilities..... | 18 |
| Students with Disabilities and Related Attendance Issues..... | 18 |
| Frequently Asked Questions (F.A.Q.s)..... | 19 |

APPENDIX

INTRODUCTION

California State University Channel Islands (CSUCI) is committed to providing all students with a positive learning environment and access to our educational programs and events.

This handbook is designed to assist faculty and staff in working together with students with disabilities who are enrolled at California State University Channel Islands (CSUCI), and requesting classroom accommodations. Providing reasonable accommodations for students with disabilities involves shared responsibility between the students, faculty and staff. Federal legislation mandates that, as an institution receiving federal funds, CSUCI must provide reasonable accommodations and equal educational opportunities for all students. Specific knowledge of a student's needs should be presented to the instructor by the student through a Faculty Notification Letter, prepared by Disability Resource Programs.

CSUCI's Disability Resource Programs collaborates with faculty and works seamlessly to uphold the University's philosophy that accessibility is a shared goal and responsibility of all campus community members. We appreciate your commitment to providing equal access to educational opportunities for all students.

Please contact us at the Educational Access Center, Bell Tower Room 1541, for assistance regarding various disability-related concerns.

CSUCI Disability Resource Programs

Educational Access Center, Bell Tower Room 1541
One University Drive
Camarillo, CA 93012
(805) 437-3331
Fax: (805) 437-8529
(V/TTY): (805) 437-3331
accommodations@csuci.edu

Hours of Operations

Monday-Friday 8:00 a.m.-5:30 p.m.

MISSION AND PURPOSE

CSUCI Mission Statement

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

Mission of the Division of Student Affairs

Placing students at the center of *their* educational experience, the Division of Student Affairs supports and enhances learning and the University community through quality co-curricular programs, activities, facilities, and services.

Purpose of the Disability Resource Program (DRP)

The purpose of the DRP is guided by the University mission statement and the mission of the Division of Student Affairs, both of which place our students at the center of their educational experience so they may be engaged in their development of both educational and lifelong pursuits. The DRP empowers students with disabilities by providing an environment that enriches the educational experience through inclusion, advocacy and support.

The DRP is the catalyst for providing resources to students, faculty, and the campus community regarding various disability-related topics. Disability Resource Programs, housed within the Educational Access Center, upholds the University's commitment to assure equal opportunity and access to all educational programs and services.

Access, Orientation and Transition

The purpose of Access, Orientation and Transition is to create educational opportunities that promote and foster respect and understanding among all individuals and cultures. The various programs within Access, Orientation and Transition facilitate a welcoming and safe environment for students to learn and develop while offering services and resources that create equal access to education. As a team, we provide programs that assist students with their transitions into and through CSUCI that truly connect the students to the missions of both the University and the Division of Student Affairs.

FACULTY AND CLASSROOM ACCOMMODATIONS

Students with disabilities are not required to register with CSUCI's Disability Resource Programs (DRP) unless they request specific classroom accommodations as a result of their disability. At that point, they are required to register with DRP, located within the Educational Access Center (EAC), Bell Tower Room 1541.

Request for Accommodations

When the student requests a faculty member to provide classroom accommodations due to their disability, the faculty member is encouraged to refer the student to Disability Resource Programs. Once referred, the disabilities counselor will determine whether the student meets state and federal guidelines for a specific disability and is eligible to receive accommodations.

Determination of Accommodations

Determination of accommodations is made by the disabilities counselor. DRP is the only department designated by the University to obtain, review and maintain records of a student's disability as they pertain to classroom accommodations. Once documentation is provided, the student completes an intake and eligibility appointment with the disabilities counselor. If qualifications are met, the student is officially registered with Disability Resource Programs. A Faculty Notification Letter (appendix A) is delivered to faculty by the student. The Faculty Notification Letter verifies that the student is registered with DRP, qualifies for accommodations, and provides faculty with a list of approved classroom accommodations.

Receiving a Faculty Notification Letter

Once the letter is received, each faculty member is responsible for reviewing the information in the letter. If faculty members have questions or concerns about the information contained in the letter, they should immediately contact the disabilities counselor. Concerns regarding approved accommodations are to be directed to the disabilities counselor and not the student. If the concern cannot be resolved informally, faculty can initiate an official grievance; however, faculty must still provide the accommodation until the grievance process is complete.

CONFLICT RESOLUTION

The University prides itself on recognizing problematic situations before they become conflicts. However, should a conflict occur it will be resolved timely and judiciously. When a question arises about the denial or appropriateness of a disability-related accommodation, the faculty member and/or the student involved first must consult with the disabilities counselor. The counselor will then work with the faculty and the student to resolve accommodation disagreements. In the event of complex situations, the counselor may request faculty and/or the student to place their concerns in writing.

If the issue cannot be resolved to the satisfaction of all parties, the faculty member and/or the student may take his/her concern to the Dean of Students. If the Dean of Students cannot resolve the dispute over accommodations, a formal complaint may be filed with the associate vice president for Human Resources. Contact DRP or Human Resources to obtain information regarding the procedure for filing of a grievance. In general, the formal complaint should be in writing, contain the name and address of the person filing the complaint and briefly describe the alleged violation of the regulation, including when and where it happened and who was involved.

Faculty members who question the legitimacy of an accommodation recommended by DRP must continue to afford the accommodation to the student while appeal procedures are implemented.

Conflict regarding accommodations or services shall be addressed first with the disabilities counselor. If the conflict cannot be resolved between the student and the disabilities counselor, the complaint shall be filed with the director of Access, Orientation, and Transition. If still unresolved, the complaint may be filed with the Dean of Students. If the conflict cannot be resolved by the Dean of Students, the complaint shall be made to the vice president for Student Affairs. If the conflict is unresolved by the vice president for Student Affairs, a formal complaint may be filed with the associate vice president for Human Resources. Contact DRP or Human Resources to obtain information regarding the procedure for filing of a grievance.

Conflicts regarding faculty, exams or course content that are not related to disability accessibility must be addressed directly with faculty. If the student and faculty cannot resolve the issue, a complaint may be filed with the chair of the department.

LEGAL MANDATES AND CAMPUS POLICIES

CSUCI's Disability Resource Programs oversees the compliance of federal, State and CSU mandates regarding accessibility to all academic programs and events for students with documented disabilities such as specific learning disabilities, Attention Deficit Disorder, visual impairments, hearing impairments, chronic illnesses, psychiatric disorders and physical disabilities.

Federal legislation mandates that, as an institution receiving federal funds, CSUCI must provide reasonable accommodations for equal access to educational opportunities for all students. In addition, CSUCI adheres to CSU polices regarding students with disabilities.

Rehabilitation Act of 1973

Section 504.
Federal Register / Vol.45,
No. 92, pp. 30937-30944

Section 504 is designed to eliminate discrimination on the basis of disability in any program or activity receiving federal financial assistance. It states that no qualified person with a disability shall, on the basis of the disability, be excluded from participation in, be denied benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from federal financial assistance. "Persons with disabilities" means any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment.

Admissions and Recruitment:

Qualified persons with disabilities may not, on the basis of disability, be denied admission or be subjected to discrimination in admission or recruitment. Institutions may not make pre-admission inquiry as to whether an applicant for admission is a person with a disability. After admission, CSUCI may make inquiries on a confidential basis as to disabilities that may require accommodation.

Academic Adjustments:

Universities shall make such modifications to academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of a disability, against a qualified applicant or student with a disability. Academic requirements that the program can demonstrate are essential to the program of instruction being pursued by such student, or to any directly related licensing requirement, will not be regarded as discriminatory within the meaning of this section.

Modifications may include changes in the length of time permitted for the completion of degree requirements and adaptation of the manner in which specific courses are conducted. Universities shall take such steps as are necessary to ensure that no student with a disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under the education program or activity operated by the school because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills.

GENERAL SERVICE POLICY

Disability Resource Programs (DRP) plays a vital role in all aspects related to educational access for students with disabilities. Students with verified disabilities have the right, and are encouraged, to participate in the services coordinated through the Educational Access Center (EAC). The faculty can also use the EAC to confirm the legitimacy of a request for accommodation. When students choose to register for services with DRP, they are required to abide by DRP's policies and procedures. Only those students who identify themselves to the University and present appropriate written documentation of a disability are eligible for academic accommodation.

Students who request accommodations are advised to submit documentation to the disabilities counselor prior to the beginning of the semester so that arrangements can be made to meet individual needs. Also, students must return to the Educational Access Center at the beginning of each new semester, so appropriate accommodations may continue or new accommodations may be arranged.

The decision of a student not to self-identify does not constitute a permanent renouncement of the right to University-administered accommodations. However, if a student chooses not to self-identify and/or request accommodation, the University does not assume responsibility for any disability-related problem(s) that may arise.

ELIGIBILITY FOR SERVICES

DRP provides support services to students with various disabilities including but not limited to physical, learning, psychological and/or sensory impairments that limit major life activities.

Students who bring in appropriate documentation and complete an Application for Support Services are eligible for the accommodations determined during the intake interview. Further accommodations may be provided if requested by the student and supported by his/her documentation. Students may be required to provide additional documentation to support new accommodation requests.

CONTINUATION OF SERVICES

Once a student has established eligibility for services, he or she must request the service each semester and for each class that he/she needs the service by completing an Accommodations Request Form.

APPOINTMENT GUIDELINES

Each semester students are required to schedule an appointment at the Educational Access Center (EAC), Bell Tower Room 1541, with the disabilities counselor. Although a student may register to receive services anytime during enrollment, students are encouraged to schedule an appointment with DRP shortly after receiving their schedule of classes to avoid a delay in the provision of accommodations.

Appointments may be scheduled in the EAC by calling (805) 437-3331 (V/TTY) or by emailing accommodations@csuci.edu.

DOCUMENTATION

Documentation must verify the limitation of a major life activity and support requests for accommodation, academic adjustments, and/or auxiliary aids. Sufficient documentation varies according to the specific disability. However, general guidelines include current (within three years) documentation from a qualified practitioner to substantiate the condition, evidence to establish a rationale supporting the need for accommodation, and qualifications of the evaluator.

The provision of all reasonable accommodation and services is based upon the assessment of the impact of the student's disabilities on his or her academic performance. To ensure accommodations are appropriate to the student's learning environment, recent documentation that validates the need for services based on the individual's present level of functioning in the educational setting is required. A school plan, such as an Individualized Education Program (IEP) or a 504 accommodation plan, is not sufficient documentation on its own but may be included as part of a more comprehensive assessment battery.

Should initial documentation not be available, the disabilities counselor has the right to request disability-related documentation from the appropriate licensed/certified professional. This information will be used to document a student's functional limitations in the educational setting and to determine appropriate, reasonable accommodations.

Any costs associated with obtaining appropriate documentation is the responsibility of the student. Information regarding specific requirements for evaluation and documentation is provided below.

The University reserves the right to deny accommodation pending receipt of the documentation.

CONFIDENTIALITY & DISCLOSURE

CONFIDENTIALITY

Whatever information a student shares with faculty regarding a disability is highly confidential and needs to be treated as such. Under no circumstances should a student's disability be discussed in front of the class or in the presence of other students. Information about a student's disability should not be shared with other faculty or staff unless there is an absolute need for them to be informed.

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

Faculty and staff do not have the right to demand access to the actual documentation, including testing scores, dates or names of professionals providing such documentation.

DRP staff adheres to the highest principles of ethical behavior. Staff members strive to ensure the fair, objective, and impartial treatment of all persons. DRP is committed to ensuring that all information regarding a student is confidentially maintained as required or permitted by law.

Disability-related records are not subject to free access under FERPA. The Act exempts disability-related records that are used for support of the student and that are available only to service providers and other professionals chosen by the student. At the college level, students must become their own advocates by taking more responsibility for their disability and negotiating with instructors. Students do not have to disclose specific information about their disabilities; they must only inform and identify the types of accommodation that will be necessary. Any questions about the appropriateness of an accommodation can be directed to the disabilities counselor.

DRP will retain a copy of all information provided. No one has immediate access to student files except DRP professional staff. A student has the right to review his or her own file.

Any information regarding a disability is considered confidential and will be shared with others within the University on a need-to-know basis only. Information contained in the confidential student files will be released only in the following circumstances:

- Student states the intent to harm self or others.
- Pursuant to a court order or subpoena.
- Student has provided written authorization for release of information.
- Information falls into “directory” classification.

For many students, disclosing their disability to a faculty member can feel threatening and be difficult. This is especially true of freshmen, newly diagnosed students or students with an acquired disability who have not had to explain it at the high school level.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are eligible students.

Schools may disclose, without consent, directory information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose their directory information. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school. **Disability information is never a part of any directory information released.**

By law, Disability Resource Programs staff cannot share disability, accommodation, or education record information with anyone other than the student, without prior written consent. If a student

would like to give EAC staff permission to speak with his/her parents regarding disability and/or educational needs, the student must sign a FERPA waiver form and bring the completed form to the EAC (BT 1541). The student will either be notified of all parent inquiries or will be present while inquiries are placed.

Discussing the student with fellow faculty members is prohibited without the written consent of the student.

Faculty members who collaborate on grades and juries may share information on a need-to-know basis.

ACADEMIC ACCOMMODATIONS

Decisions regarding appropriate accommodations are based upon the particular facts of each case, including the intake interview, documentation, and other information relevant to the disabling condition. An accommodation plan is developed between the disabilities counselor and the student. Faculty and staff are responsible for carrying out accommodations recommended by DRP. However, the student is responsible for delivering the accommodations notice to the appropriate faculty or staff member. Failure to notify the appropriate persons in a timely manner may result in a delay or denial of services.

Accommodations may include physical adaptations and classroom modifications. Physical adaptations may be comprised of classroom arrangements and/or preferential seating. Classroom modifications may occur in one or more of the following areas: environment, materials, requirements and testing. Receiving accommodations should not be regarded as giving the student special privileges, but rather as minimizing the impact of the disability to the greatest extent possible. It is important to remember that professors expect the same academic performance from all students regardless of disability. The ADA and Section 504 did not intend universities to pass students by virtue of them having a disability; all academic standards and University policies must be met regardless of the disability.

RECOMMENDED DISABILITY STATEMENT FOR INCLUSION IN SYLLABI

“Students with disabilities requesting accommodation should make requests to Disability Resource Programs, Bell Tower 1541, (805) 437-3331. All requests for accommodations require advance notice to avoid a delay in services. Please discuss approved accommodations with faculty.”

ACCOMMODATION PROVIDED AT CSUCI

The following is a list of accommodation services that are commonly provided by CSUCI's Disability Resource Programs. Other individualized accommodations not listed may be required based on documentation and evaluation of need.

Alternative Testing

Alternative testing is an alternative format for test taking. This may include extended time; the use of a computer with a spell checker; reader; scribe (someone to physically record answers); private, distraction-free room; large print format exams; and exams on tape or permission for the student to record answers. Test proctoring services are provided by Disability Resource Programs and are administered under faculty specifications.

Note-taker

A note-taker is a person in the class who is a volunteer or is paid a stipend by Disability Resource Programs to take notes for the student with a disability. Note-takers are required to complete an application process and sign a note-taker contract. With the exception of a verified medical absence, note-takers do not take the place of the student with a disability attending class.

Alternative Media Services

Alternative media is a conversion of printed material into an accessible form for a student with a disability. Examples of accessible formats include: large print, audio tape, Braille, and digital format.

Priority Registration

Priority registration is a priority date to register for classes. This allows the student and/or student services staff necessary time to set up accommodations that require planning in advance. Priority registration is necessary in respect to the following accommodations: scheduling courses with adequate time between classes if medically needed; hiring interpreters; and alternative formatting for textbooks.

Taped Lectures

Taped lectures help students with a type of visual processing disorder and/or assist students with compensating for a lack of note-taking ability. Permission from instructors to record lecture material is not required if it is part of an approved accommodation plan. Taping of lectures as an accommodation is not intended to be in lieu of classroom attendance.

Accessible Parking

All students are required to purchase a parking permit from Transportation and Parking Services (TPS). Students with CSUCI permits and a DMV-issued handicap placard/license should park in parking stalls clearly marked for handicap parking. Students are encouraged to speak with TPS regarding DMV applicable regulations as they apply to campus parking.

Preferential Seating

Allowing students with a disability to sit where they need to in order to minimize disability-related issues is referred to as “preferential seating.” Examples of this would include: students with physical disabilities who need to sit in the back of the room or close to the door in order to stand up at times during the class or to take short breaks; a student with ADD/ADHD may need to sit in the front of the class to better attend to the lecture.

Accessible Classrooms/Location/Furniture

Modifications to the layout, location or furniture in the classroom can be accommodated. This may be necessary for a student with a physical or sensory impairment. A class may need to be held in another location if it is not accessible for a student with a disability.

DISABILITY DESCRIPTIONS AND ACCOMMODATION STRATEGIES

A person and his or her disability have various levels of severity and impact. Therefore, not all students with disabilities require accommodations.

The following information is being provided to faculty as a general guideline. Please review the Faculty Notification Letter provided by the student regarding approved accommodations for your course.

LEARNING DISABILITIES

People with learning disabilities are individuals who have difficulties processing information in a specific area. Learning disabilities impact the student's ability to obtain, process or express information. Some learning disabilities include:

- **Dyslexia** – a processing dysfunction that may cause difficulties with written material
- **Dyscalculia** – a processing dysfunction that may cause difficulties with mathematical concepts and calculation
- **Dysgraphia** – a processing dysfunction that may cause difficulties with writing

Reasonable accommodations may include:

- Textbooks in alternative formats
- Note-takers
- Priority registration
- Alternative testing
- Taped lectures
- Computer with spell checker for exams and assignments

Suggestions for helping students with learning disabilities:

- Detailed course syllabi, made available before registration. Clearly define expectations before the course begins.
- Start each lecture with an outline of the material to be covered that period. At the conclusion of class, briefly summarize main points.
- Announce reading assignments well in advance for students who are using taped texts. (It takes an average of six to eight (6-8) weeks to get a book tape-recorded if it is not already available in taped format.)
- Study questions for exams that demonstrate the format, as well as the content of the test.
- Write new or technical vocabulary on the chalkboard or use a student handout. Use terms in context to convey greater meaning.
- If necessary, allow students with learning disabilities to demonstrate mastery of course materials using alternative methods (e.g. oral exams, taped exams, alternative assignments equal in content).

Suggestions for interacting with students with learning disabilities:

- Be aware that students with learning disabilities may have trouble decoding body language and tones of voices.
- Some people with learning disabilities may have difficulty understanding spoken language, so speak slightly slower and with more expression. The student with a learning disability may need longer to process what has been said.
- The student may speak more slowly and with more pauses due to difficulties with the word retrieval process.

PERVASIVE DEVELOPMENTAL DISORDERS (includes Autism Spectrum Disorders such as Asperger's Disorder)

People with these disorders may exhibit some degree of functional deficit in, but not limited to, the following activities:

- **Communication** – Rare or inconsistent eye contact; inept ability to read others' body language; difficulty participating in group activities; difficulty understanding inferences, jokes, metaphors, and idiomatic expressions.
- **Social interaction** – Difficulty making or keeping friends; may not have an accurate understanding or knowledge of appropriate social customs; overly preoccupied with a specific interest area or activities; poor adjustment to changes.
- **Sensory functioning** – Sensitivities can appear to be unreasonable or irrational to others but are acute sensations to a student with this disability. Typically they include, but are not limited to, odors, visual stimuli, touch, and sound.

Reasonable accommodations include:

- Assistance engaging in course group activities
- Extra time and separate, quiet room for testing
- Advance notice of any changes in course syllabus
- Instruction using concrete wording whenever possible
- A designated "safe" place if during class the student becomes overly anxious

Suggestions for helping students with Asperger's Disorder:

- Minimize environmental distractions
- Use a multi-modality approach with visual tools.
- Incorporate examples that will help the student link classroom information to what they already know.
- Students with this disorder often fixate on one topic and may need to be redirected if they inappropriately return to that topic.
- Consider alternative ways to assess learning.

Suggestions for interacting with students with Asperger's Disorder:

- Avoid taking student's behaviors and statements personally.
- Do not insist on eye contact while engaged in conversation.

- Avoid using or explain after using idiomatic expressions, inferences, sarcasm or humor when engaged in conversation.

PSYCHIATRIC DISABILITIES

Psychiatric disability is a term used to refer to conditions such as bi-polar disorder, depression, personality disorders and schizophrenia. The term may also refer to affective disorders or mood disorders.

Reasonable accommodations include:

- Alternative seating arrangements
- Extra time on assignments and exams
- Tape recording of lectures
- Private, quiet test taking environment

Suggestions for helping students with psychiatric disabilities:

- Syllabi in advance
- Refrain judgment
- Encourage the student to disclose any functional limitations to the disabilities counselor that will affect the student's performance in the class.
- Strategize with the disabilities counselor and student any remediation options.

Suggestions for interacting with students with psychiatric disabilities:

- Honest feedback when the student's behavior is inappropriate, and talk about alternative behavior options.
- Focus on the student's behavior or functional limitations within the course.
- Refer the student to Personal Counseling Services if the student requests help from a psychologist.
- Contact the proper disciplinary or security channels immediately regarding any behavior by the student that may be abusive or threatening.

ATTENTION DEFICIT DISORDERS

Attention Deficit Disorder is a neurological condition that affects learning and behavior, including attention or distractibility level of the individual. There are two types of this disorder. Students with Attention Deficit/Hyperactivity Disorder (ADHD) exhibit decreased impulse control and are more likely to act out. Students with Attention Deficit Disorder (ADD) are more likely to turn inward and exhibit shy or quiet behaviors. Characteristics of both include attention deficits, impulsivity, hyperactivity, mood swings, low frustration tolerance, and difficulty sleeping at night. Time management, including punctual completion of assignments, organizational skills, and setting priorities are problematic for people with ADD/ADHD.

Reasonable accommodations include:

- Taping lectures to facilitate note-taking
- Break during long lecture periods
- Break exams into shorter segments with a break in between the segments
- Front row seating
- Distraction free examination room

Suggestions for helping students with ADD/ADHD:

- Detailed course syllabus
- Start each lecture with an outline of the material to be covered
- Briefly summarize key points at the end of the class
- Manipulative materials when possible (e.g. puzzles, models, computer programs)
- Study questions for exams that demonstrate the format, as well as the content, of a test
- Explain what constitutes a good answer and why
- Oral and written assignments

Suggestions for interacting with people with ADD/ADHD:

- When conversing with a person with ADD or ADHD, select a quiet place without distractions.
- Be patient and try to keep their attention by continually re-engaging them.

HEARING IMPAIRMENTS

Hearing impairments can range from total deafness to being hard of hearing.

Reasonable accommodations may include:

- Interpreter
- Captioning services
- Note-taker
- Personal amplification device which may require the faculty to wear a microphone and transmitting device
- Front row seating in order for the person with a hearing impairment to be able to clearly see your lips for speech reading

Suggestions for helping students with hearing impairments:

- Avoid lecturing while writing on the chalkboard or reading from overheads with your back to the room
- Provide a detailed syllabus and/or lecture outline to the student ahead of time
- When another student is asking a question, repeat the question before answering.

Suggestions for interacting with students with hearing impairments:

- If the student has an interpreter, be sure to speak directly to the student with the hearing impairment and not to the interpreter.

- Wave your hand or tap the student with a hearing impairment on their shoulder to get their attention.
- Place yourself facing the light source in the area.
- Keep hands and objects away from your mouth when speaking.
- Assure proper lighting for the ASL interpreter or captionist when media or presentations require dimmed lights.
- Keep the environment as quiet as possible. Students with hearing aids often times have more difficulty hearing if there is a lot of background noise.
- If a student appears to be confused, ask him/her if the information was understood.

VISUAL DISABILITIES

Visual disabilities can range from partial to total blindness. Students with partial blindness will have some sight, but may experience recurring eyestrain while reading, be unable to read standard size print, have difficulty reading certain colors of ink, have fluctuations in visual acuity, and be unable to see at night or in poorly lighted areas.

Reasonable accommodations may include:

- Tape recorder and or note-taker
- Alternative media formatting (i.e. large type, audio or Braille copies of materials.)
- Reader/scribe or taped tests
- Front row seating and/or seating sensitive to light, reflections and distractions
- Electronic copies of all hand-outs and overhead presentations

Suggestions for helping students with visual disabilities

- Verbalize the content of transparencies, chalkboard or other visual medium
- Describe information in greater detail
- Team the student with a visual disability with a sighted student for in-class and lab assignments
- Provide reading materials or syllabi in advance (at least two (2) months) to allow time for alternative format conversation.

Suggestions for interacting with students with visual disabilities

- Upon entering the presence of someone who is blind, identify yourself and the people you are with.
- When conversing in a group, remember to say the name of the person with whom you are speaking. (This helps to reduce the confusion for the student who is blind.)
- **When walking, do not grab the visually impaired student's arm.** Allow the student to take your arm or ask if he/she would like to take your arm. If so, be conscientious of your speed; guide rather than propel.
- Offer to describe information about the immediate surroundings to the student with a visual impairment. (i.e. table, two feet to your left; sandwich, 12:00 on your plate; three steps going up.)
- Do not pet or distract a working service dog (this is potentially dangerous for the owner).

SUGGESTIONS FOR INTERACTING WITH STUDENTS WITH PHYSICAL DISABILITIES

Physical disabilities can include, but are not limited to, spinal cord injuries, cerebral palsy, birth defects, residuals from stroke, lung disease, amputations, and residuals from brain injury. Physical disabilities have a range of functional limitations from mild to severe. The following is a list of general suggestions for interacting with students who have physical disabilities:

- Address the student in a wheelchair at eye level. (This helps to avoid an unintended dominant/subordinate dynamic in the interaction.)
- Do not lean on or hold on to a student's wheelchair. (The wheelchair is part of his or her personal space.)
- When introduced to a student with a physical disability, offer to shake hands even if the disability affects the right hand or arm.
- If the student has no use of the right hand/arm, shaking hands with the left hand is an acceptable greeting.
- Give your full attention to a student who has difficulty articulating speech. Do not speak for him or her. Patiently wait for all his/her words. When necessary, ask short questions that require short answers or even a nod or shake of the head. Do not pretend that you understand when you do not. Asking the student to repeat what he/she has said is encouraged. Occasionally repeat back your understanding of what was said.
- Ask the student with a physical disability whether or not they would like assistance. If so, ask the student what kind of assistance would work best for his or her particular situation (i.e. help with crossing a busy intersection, managing physical objects, completing forms, etc.)
- Check accessibility to all field work assignments

STUDENTS WITH DISABILITIES & RELATED ATTENDANCE ISSUES

The disabilities counselor, upon request and written permission from the student, issues a written letter which verifies the presence of a disability, potentially affecting attendance. Verification is based upon written medical and/or psychological documentation from a certified/licensed professional.

Class attendance policies are *not* determined by DRP. Because attendance may be integral to the pedagogic process, these policies are set by faculty at the University, departmental or individual level. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class, to demonstrate the ability to think and argue critically, or to participate in group projects. However, verified medical-based absences and allowance for make-up work may be required in some situations. Faculty may determine that mastery of course content may be achieved despite some or many absences. Similarly, faculty determines policies regarding make-up work and missed quizzes and exams. Faculty are not required to fundamentally alter standards for accommodation purposes. Students are advised to listen closely to faculty announcements about attendance and make-up policies and procedures and to check course syllabi for additional information about these issues.

QUESTIONS FREQUENTLY ASKED BY FACULTY

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

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

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

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

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

Response: Students are only allowed to take into a private testing room those aides for the exam that have been approved and indicated by the instructor on the Testing Accommodation Request Form (see Appendix B). It is imperative that this form be filled out in detail and returned to the Educational Access Center, BT 1541 as soon as possible after the student has given it to you. In addition, all bluebooks, scantrons, blank paper and dictionaries are closely examined to ensure that nothing is written on them. Students are not allowed to take book bags, fanny packs, purses or other such items into the testing room unless a proctor is present in the room to ensure that these items are not accessed during the exam.

What happens if a student is suspected of cheating?

Response: A DRP staff member will immediately address the situation and thoroughly document the circumstances. Any evidence will be confiscated and the disabilities counselor will immediately attempt to contact the professor. The details will be presented to the professor who will decide whether or not the student should be allowed to complete the exam and what further action will be taken. All students are held to the Student Conduct Code, and faculty are encouraged to treat all students the same when a violation occurs.

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

Response: Irregardless of a student's disability they are held to the same Student Conduct Code as everyone else. Faculty are encouraged to consult with the disabilities counselor for possible intervention. If this doesn't work, then the Dean of Students should be promptly consulted. If a

student's behavior becomes very disruptive, dangerous or threatening, the instructor has the option of calling campus security for assistance, just as he or she would with any other student.

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

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

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

Response: It really depends on the student and the type of disability. Many students can complete a simple five minute quiz in the classroom setting. However, some cannot and will need to arrange for DRP to administer the quizzes.

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

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

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

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

How do I know what accommodations a student is eligible for?

Response: You will receive a Faculty Notification Letter listing approved accommodations (see Appendix A) from each student with a disability enrolled in your course who requires accommodations.

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

Response: You are only required to provide those accommodations listed on the sheet. However, there may be cases where a student's disability changes and thus requires an accommodation not on the Faculty Notification Letter (see Appendix A). In these cases, always consult with the disabilities counselor on the appropriateness of a requested accommodation. If you decide to provide an accommodation not approved through Disability Resource Programs, then that is your individual choice.

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

Response: You are not required to provide extended time for in-class exams to ESL students unless they have a documented disability which requires it.

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

Response: Students will be provided with all accommodations approved through DRP unless the instructor can prove an accommodation will fundamentally alter the nature of a course or program. However, the approved accommodation must be provided until the conflict is resolved. Students do reserve the right to file a formal complaint with the Office of Civil Rights if denied reasonable accommodations. In addition, there have been cases where students have filed for punitive damages against a faculty member.

Where is the Disability Resource Programs office located?

Response: DRP is located in the Educational Access Center, Bell Tower Room 1541.

What services do you provide?

Response: Under section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, and in compliance with CSU and CSUCI policies and procedures, services may include but are not limited to:

- Liaison to campus programs and departments
- Disability management counseling
- Computer lab with assistive software
- Test proctoring in quiet rooms with extended time
- Scribes for examinations
- Alternate format services

- Note-takers or taped lectures
- Readers
- Sign language interpreters
- Real-time captioning services
- Priority registration
- Campus and community resources

Does CSUCI provide diagnostic testing for students who may have a learning disability or for students who need to update their learning disability-related documentation?

Response: No, CSUCI does not provide diagnostic testing; however we can provide resources to community agencies who conduct testing for various disabilities.

If a student has a class with a professor that is already aware of the student's disability, do they still need to provide a Faculty Notification Letter at the beginning of the semester?

Response: Yes. Upon registration with DRP each semester, the student is provided with a Faculty Notification Letter. The student is responsible for providing this letter to the professors from whom he or she needs the accommodation.

If a student with a disability begins a course and does not request accommodations but has difficulty later in the semester, can they request accommodations and re-take prior tests with accommodations in place?

Response: No. Accommodations will never be granted retroactively. However, if the student in the above scenario is approved for accommodations they will receive them from that point forward.

Disability Resource Programs

One University Drive · Camarillo, CA · 93012-8599

Bell Tower Room 1541

(805)437-3331 voice (805)437-8529 fax (805)437-3331 TTY to voice

APPENDIX A

FACULTY NOTIFICATION

CONFIDENTIAL

FALL SPRING SUMMER 20_____

To: _____ Date: _____

From: **Valeri Cirino-Paez, Disabilities Counselor** Signature _____ Ext. 8510

Re: Accommodations for _____ (Student Initial) _____ Course: _____

The above named student has requested that you be notified that he/she meets the qualifications to receive support services under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). As a student with a disability, this student is eligible for reasonable aid and accommodations. **All disability information is confidential, per ADA guidelines; the student is required to provide faculty with a notification memorandum if accommodations are requested, however, the student should not be asked to provide documentation or an explanation of a specific disability directly to faculty.** Students are encouraged to work with faculty regarding accommodations. Disability Services will also work together with both the student and faculty regarding all accommodations.

CSUCI Disability Resource Programs (DRP) has received, reviewed and assessed the required documentation from the above listed student. Under ADA laws and guidelines, the accommodations indicated below are necessary to make your classroom accessible to this student:

Exams, change in format/alternative location

Exams, extended time:

Student is required to notify faculty and DRP staff one (1) week in advance of each exam date, if accommodation will be needed. Late requests *may be denied*. DRP provides proctoring and alternative testing sites. Under certain situations, faculty may request to provide test proctoring directly to the student, given that the recommended guidelines are followed. Faculty are responsible for delivering the exam to Disability Services.

Note Takers:

Note takers are students enrolled in the class who are willing to volunteer assistance. Faculty may be asked to: (a) make a general announcement to the class or (b) ask a specific student if he/she is interested in providing assistance. A small stipend will be provided to the volunteer at the end of the semester. **(The name of the student receiving accommodation is to remain confidential. Interested volunteers are to be directed to DRP staff.)**

Readers/Books on Tape:

Service provided by DRP staff

Taping of Lecture:

If qualifications are met, this accommodation is mandated by state and federal laws to assure classroom accessibility. The student is not permitted to share, distribute or utilize information for any other purposes. Violations may result in disciplinary action. Faculty may ask the student to sign a confidentiality agreement regarding taped lectures.

Other:

The DRP staff provides the following services to faculty:

- (1) Orientation of services
- (2) Consultation (classroom accessibility, student concerns, ADA and University compliance)
- (3) Test proctoring/alternative test-site (DRP students only)

Our common goal is to provide equal access to all educational programs and activities.

For further information, please contact Valeri Cirino-Paez, Disability Services counselor, at (805) 437-3331
.Disability Resource Programs · Educational Access Center · California State University Channel Islands

APPENDIX B



**Request for Alternative Testing
CSUCI Disability Resource Programs (DRP)**

Educational Access Center (EAC), Bell Tower 1541 ♦ accommodations@csuci.edu ♦ Ph: 805-437-3331 ♦ Fax: 805-437-8529

STUDENT— Please complete the following information: I have read the student agreement on the back of this form and understand my responsibilities in receiving alternative testing: Student Initials _____ Date _____
 Student's Name: _____ Phone: _____ CSUCI E-Mail: _____
 Instructor's Name: _____ Dept: _____ Course: _____ Section: _____

A INSTRUCTOR: Please complete Section A

The above student will take the exam at the Educational Access Center under the following specifications:

1. Test Conditions (Please mark all that apply) :
 - Open book exam
 - Notes permitted _____ pg(s)
 - Calculator allowed
 - On-line exam
 - Blue Book required
 - Scantron required
2. Allotted in-class exam time: _____ hours and _____ minutes.
3. Pre-Exam Delivery: Please note: due to DRP policy, exams CANNOT be delivered by the student.
 - Instructor/named designee will email the exam at least 24 hours in advance to accommodations@csuci.edu
 - Instructor/named designee will hand deliver the exam 24 hours in advance to the EAC located in BT 1541.
4. Post-Exam Return: Please note: due to DRP policy, exams CANNOT be returned by the student.
 - DRP staff will deliver the exam to: Mailbox (Bldg.): _____ OR Designee _____
 - Instructor/named designee will pick up the completed exam from the EAC located in BT 1541.

Please choose ONE of the following:

- I have reviewed the above information and understand that the student will have exams proctored by Disability Resource Programs under the specifications I have listed above.
- I agree to administer this exam with the specified accommodations myself.
 I have reviewed the above student's approved testing accommodations and his/her Faculty Notification Letter and will administer the exam according to DRP specifications and the student's need. If the student/instructor/DRP deem it necessary, exams will resume within the EAC.

NOTE: THIS FORM IS TO BE RETURNED TO BT ROOM 1541 BY THE INSTRUCTOR ONLY

To ensure fairness and security, exams are usually scheduled on the same date and approximate time as the class. However, on occasion this is not possible due to logistical, administrative, or accommodations issues. If DRP must adjust the exam date, we will contact you using the phone number or email you provide below. In the event the student fails to show for the scheduled exam date, the exam will be returned to the instructor and the student must seek the instructor's approval to re-schedule.

| | | | |
|--|--------------------|---------------|--------------|
| Instructor's Signature _____ | Date _____ | Phone # _____ | E-mail _____ |
| Instructor's Designee for exam drop off and delivery _____ | Printed Name _____ | Phone# _____ | E-mail _____ |

B REASONABLE ACCOMMODATION: TO BE COMPLETED BY DISABILITY RESOURCE PROGRAMS

- Extra time authorized max _____
- Test may be read by a proctor
- Dictionary/ thesaurus/ grammar check on word processor
- Calculator
- Private room/Quiet room
- Questions may be rephrased by a proctor
- Word-processor with/ without spell check
- CCTV/Adaptive Software
- Exam enlarged/ Braille/ audio format
- Student may dictate response to a proctor
- Other _____

AUTHORIZED SIGNATURE: _____ DATE: _____

TO THE INSTRUCTOR:

This request has been made in accordance with federal and state laws and regulations which govern support services to students with disabilities. Disability Resource Programs administers tests in accordance with this form which indicates an agreement between the INSTRUCTOR, the STUDENT, and DISABILITY RESOURCE PROGRAMS. As such, it is vital that the form be COMPLETE and ACCURATE. Professors are encouraged to provide reasonable accommodations to their students during the scheduled exam meeting time and place. The reasonable accommodations needed are indicated on the reverse side.

EXAM DELIVERY TO THE EDUCATIONAL ACCESS CENTER (EAC)

The exam should be delivered at least 24 hours in advance and should include the student's name, the exam due date, and any changes to the exam conditions.

Options for test delivery:

- a) Instructor or designee delivers exam in person to Bell Tower Room 1541
- b) Instructor or designee e-mails exam to accommodations@csuci.edu

EXAM RETURN TO INSTRUCTOR

Unless alternate arrangements have been made at the time of test delivery, the test will be returned as indicated by the instructor on the reverse side of this form.

TO THE STUDENT:

By returning this form completed by all parties, you are agreeing to abide by the Procedure on Request for Alternative Testing outlined in the requirements below.

SCHEDULING EXAMS

- Students must schedule exams at least seven (7) days in advance.
 - Students are responsible for confirming delivery of exams to the EAC with the instructor prior to the scheduled exam time.
 - When the exam appointment is made, students are responsible for reminding DRP of any accommodation needs, such as a computer, reader or scribe.
- I HAVE READ THE ABOVE REQUIREMENTS. STUDENT INITIAL _____

CHANGES IN THE EXAM CONDITIONS

Any changes to the instructions indicated on the reverse of this form must be confirmed by the instructor via written note, email, or phone call.

I HAVE READ THE ABOVE REQUIREMENTS. STUDENT INITIAL _____

CHANGES TO THE EXAM TIME

Time changes are permissible if space is available and if the instructor has not indicated that the test must be taken at the same time as the class. The latter is changeable with permission from the instructor via written note, email or phone call.

I HAVE READ THE ABOVE REQUIREMENTS. STUDENT INITIAL _____

CHANGES TO THE EXAM DATE

Date changes are permissible if space is available, the instructor has not indicated that the test must be taken at the same time as the class, and the student is making the change within a deadline imposed by the instructor. Otherwise, the student must see the disabilities counselor to determine if instructor approval is needed via written note, email or phone call.

I HAVE READ THE ABOVE REQUIREMENTS. STUDENT INITIAL _____

NO SHOW

Students must coordinate the re-test with the instructor and DRP. Permission from the instructor must be communicated to DRP via written note, email or phone call. If the re-test date is less than one (1) week in advance, students must see the disabilities counselor to determine if the exam can be accommodated.

I HAVE READ THE ABOVE REQUIREMENTS. STUDENT INITIAL _____

CANCELLATIONS

Students are to inform DRP 48 hours in advance or as soon as possible when they need to cancel a scheduled exam.

I HAVE READ THE ABOVE REQUIREMENTS. STUDENT INITIAL _____

LATE ARRIVAL

Students who arrive late for a testing appointment will have the amount of time they are late deducted from their total allotted time. No additional time will be added.

I HAVE READ THE ABOVE REQUIREMENTS. STUDENT INITIAL _____