

Disability Resource Programs Handbook



**DISABILITY
RESOURCE
PROGRAMS**

C H A N N E L
I S L A N D S

A GUIDE FOR FACULTY & STAFF

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

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APPENDIX

Introduction

(CI) 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 CI 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, CSU Channel Islands 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.

CSU Channel Islands' Disability Resource Programs collaborates with faculty working seamlessly to uphold the University's philosophy that accessibility is a shared goal and the 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 154I, for assistance regarding various disability-related concerns.

CSU Channel Islands Disability Resource Programs
Educational Access Center, Bell Tower Room 154I
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-Thursday	8:00 a.m.-5:30 p.m.
Friday	8:00 a.m.-5:00 p.m.

Mission and Purpose

CSU Channel Islands 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 Disability Resource Programs (DRP)

The purpose of CSU Channel Islands Disability Resource Programs is to encourage a learning community in and beyond the classroom that promotes academic excellence, success, personal development and self-advocacy skills that will empower and support students with physical, learning or psychological disabilities so that they can participate fully in, and benefit equitably from, the University experience to realize their academic and personal potential.

Faculty and Classroom Accommodations

Students with disabilities are not required to register with CI 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 DRP 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 DRP counselors. DRP is the only department on campus designated by the University to obtain, review and maintain records of a student's disability as they pertain to classroom accommodations, program/event access and campus-wide timed assessment examinations. Once documentation is provided, the student completes an intake and eligibility appointment with a DRP counselor. If qualifications are met, the student is officially registered with Disability Resource Programs. A Faculty Notification Letter (Appendix A) is delivered to faculty via email. 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 a DRP counselor. Concerns regarding approved accommodations are to be directed to the DRP counselor, 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.

If the student qualifies for alternative testing services, the Faculty Notification Letter will contain a link to a "Testing Contract" (Appendix A). **Please complete the testing contract on-line and submit electronically in a timely manner to avoid delays in providing the student with needed classroom accommodations.** Upon completion of the testing contract process, the student, faculty and DRP staff will receive confirmation of the exam specifications. Please contact DRP staff immediately if a discrepancy is noted. Exams must be provided (preferably via email to accommodations@csuci.edu) 48 hours in advance of the examination date. This will allow time to convert the exam to an accessible format as needed. Exams may be delivered to the Educational Access Center, Bell Tower 1541.

Conflict Resolution

The University prides itself on recognizing potential problematic situations before they become conflicts. However, should a conflict occur, it will be resolved in a timely manner. When a question arises about the denial or appropriateness of a disability-related accommodation, the faculty member and/or student involved must consult with the DRP counselor. Once the DRP counselor is notified, the counselor will work with faculty and the student to resolve accommodation disagreements. All faculty or student concerns must be submitted in writing to accommodations@csuci.edu.

If the issue cannot be resolved to the satisfaction of all parties, the faculty member and/or student may take his/her concern to the assistant and/or associate director of Access, Orientation and Transition Programs. If not resolved at this level, the student or faculty member may submit the concern to the Dean of Students. If the concern is still not resolved, 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 formal grievance. Formal complaints must be submitted in writing to accommodations@csuci.edu and 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 conducted.

Conflicts regarding DRP accommodations, services, or specific staff member shall be addressed first with Disability Resource Programs staff. If the conflict cannot be resolved between the student and the DRP staff, the concern or complaint must be submitted in writing to the Associate or Assistant Director of Access, Orientation and Transition Programs and contain the name and address of the person filing the complaint and briefly describe the concern and who was involved.. If still unresolved, the complaint may be forwarded to 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

CI'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, CI must provide reasonable accommodations for equal access to educational opportunities for all students. In addition, CI adheres to CSU policies 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 stipulates 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 the admission or recruitment process. Institutions may not make pre-admission inquiry as to whether an applicant for admission is a person with a disability. After admission, CI 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 accommodations. 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 through the DRP office and present appropriate written documentation of a disability are eligible for academic accommodations.

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. Additionally, students must return to the EAC at the beginning of each new semester for appropriate accommodations to continue or new accommodations to 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 provide appropriate documentation and complete the Application for Support Services will be considered for the accommodations requested during the intake interview. Additional accommodations may be provided if requested by the student and supported by his/her documentation. Additional documentation must be provided to support new accommodation requests.

Continuation of Services

Once a student has established eligibility for services, he or she must request the service every semester for each class that he/she needs the service through DRP Online Services located at <http://www.csuci.edu/drp/>.

Appointment Guidelines

All new students are required to schedule an appointment at the EAC, Bell Tower Room 1541, to conduct an in-take evaluation with a DRP 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 by calling (805) 437-3331 (V/TTY) or 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.

Provision of reasonable accommodations 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 and/or additional 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 appropriate documentation.

Confidentiality & Disclosure

Any 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 the faculty member that they have a disability and require certain academic accommodations authorized through DRP. However, students are not required to disclose specific information regarding their disability to the faculty member since this information has already been documented with DRP. Faculty and staff do not have the right to demand access to the actual documentation, including assessment and testing scores, and/or dates and names of professionals who provided the documentation.

DRP staff must adhere 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 by law.

Disability-related records are not subject to free access under the Family Educational Rights and Privacy Act (FERPA). FERPA exempts disability-related records that are used for support of the student and are available only to service providers and other professionals identified by the student. College-level students must begin to develop the skills to become their own advocates, taking more responsibility for their disability needs and communicating appropriately with their instructors in order to ensure their needs are being met. Students do not have to disclose specific information about their disabilities; they must only inform and identify the types of accommodation they require in order to be provided the appropriate learning environment. Any questions about the appropriateness of an accommodation can be directed to the disabilities counselor.

DRP will retain a copy of all information provided. Only DRP professional staff have immediate access to student files. A student has the right to review his or her own file.

All information regarding a disability is considered confidential and is shared with other professionals on a need-to-know basis only. Information contained in a student's confidential student files will be released only under the following circumstances:

- Student presents 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 be difficult. This is especially true of freshmen, newly diagnosed students or students with an acquired disability who have not had to advocate for their needs 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 students' educational records. The law applies to all schools and universities 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.

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) are left to the discretion of each school.

Disability information is never a part of any directory information released.

By law, DRP staff cannot share disability, accommodations or education records with anyone other than the student without prior written consent. If a student would like to provide DRP

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. 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 assignments for a particular course the student has requested accommodations may share information on a need-to-know basis.

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.”

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 DRP counselor and the student. Faculty and staff are responsible for carrying out accommodations recommended by DRP and listed on the Faculty Notification Letter. Failure to request services by a student 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 disability.

Accommodations at CSU Channel Islands

DRP is responsible for providing an accessible student learning experience in and beyond the classroom. The following is a list of classroom accommodation services that are commonly provided. Other individualized accommodations not listed may be required based on documentation and evaluation of the 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 in alternative format or permission for the student to audio record answers. Test proctoring services are provided by DRP and administered under faculty specifications. However, upon student and faculty agreement, faculty may administer the exam with approved disability accommodations.

Students that qualify for this service have the right to take the exams with the rest of the class. In this case, they are waiving their right to alternative testing accommodations for that particular exam.

Faculty Responsibility:

1. Complete the testing contract listed within the electronic faculty notification letter.
2. Provide the examination in a timely manner, preferably via email 48 hours in advance of the scheduled test date so that time-consuming alternative formats may be completed by DRP staff.

Student Responsibility:

1. Submit accommodation requests and testing dates via the DRP Online Services portal eight days in advance of the test date.
2. Schedule the exam the same date and same start time as class. If time conflicts, faculty's approval is needed prior to scheduling exam.
3. Notify faculty of any testing conflicts such as illness, late arrival for exams, or requests for make-up examinations.

Note-taker

A note-taker is usually a student enrolled in the class who receives a paid stipend from DRP to take notes for the student with a disability. Note-takers are required to complete an application process, sign a note-taker contract and attend a training workshop. With the exception of a verified medical absence, note-takers do not take the place of the student with a disability attending class or provide tutoring assistance.

Faculty Responsibility: DRP staff will make every attempt to secure the note-taker. However, in the event that DRP cannot obtain a note-taker, faculty will be asked to assist with approaching a prospective note-taker enrolled in the course or provide copies of lecture notes.

Student Responsibility: To inform DRP if a note-taker is needed

DRP Responsibility: To facilitate the needs between students and their note-takers and ensure students are receiving notes

Alternative Media Services

Alternative media are 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.

Instructional Materials and Documents Accessibility Information

Instructional Materials Accessibility for Faculty

As an instructor, there are several things you can do to ensure that the instructional materials used in your course are accessible to all students. To help you accomplish this, please visit the Instructional Materials Accessibility webpage created by the Accessible Technology Initiative (ATI) located at <http://www.csuci.edu/ati/im/faculty/index.htm>. This website provides you with:

1. Information and tools that you can use to check for accessibility in your course,
2. Guidelines to follow to incorporate accessibility into your course, and
3. Resources available to you on campus to help you get started.

Additional information that can be found on the Instructional Materials Accessibility website includes:

1. Instructional Materials Accessibility Checklist – How to check and make materials such as syllabi, library electronic reserves, faculty websites, multimedia, and handouts accessible.
2. Accessibility Workshops and Training – Where to find training on how to make instructional materials accessible.
3. Purchasing Electronic-Based Learning Materials – How to purchase electronic or technology-based instructional products that meet accessibility requirements.

If you have any additional questions regarding converting instructional materials into an accessible format, please email the Information Technology (IT) at helpdesk@csuci.edu.

Document Accessibility for Staff

Staff members who need information on how to convert documents into an accessible format for distribution or for uploading onto a website are encouraged to visit the Technology and Communication (T&C) training website at <http://www.csuci.edu/tc/training/>. Both on-campus and on-demand training are available.

If you have any additional questions regarding converting instructional materials into an accessible format, please email IT at helpdesk@csuci.edu.

Priority Registration

Per University policy, priority registration provides equal access to educational programs for continuing CI students with documented disabilities by facilitating accommodation requests in a timely manner. In order for a student to be eligible to receive priority registration, he or she

must have conducted an Intake Interview with a DRP counselor and have a disability-related need which meets one or more of the following criteria:

1. The student requires accommodations that are time intensive for DRP to implement, such as converting required texts and instructional materials into alternative formats or securing Sign Language interpreters.
2. The student has a physical or mobility impairment that requires the need to schedule classes in accessible locations and, when possible, in proximity to one another.
3. The student has extraordinary class scheduling needs due to health restrictions, extensive therapy/medical treatment (such as chemotherapy, renal dialysis, etc.) or the need to administer medications at specific times.
4. The student has a disability related circumstance that DRP deems appropriate for priority registration.

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. However, faculty may request the student sign a confidentiality agreement between the student and faculty regarding the use and confidentiality of the tapes. Taping of lectures as an accommodation is not intended to be in lieu of classroom attendance.

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 front of the class to 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

Individuals with learning disabilities have difficulty 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:

- Provide a detailed course syllabus, made available before registration, with clearly defined 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. *Please note:* 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 students 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 a separate, quiet room for testing
- Advance notice of any changes in the 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 multimodality 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 a bipolar 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:

- Give 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 is 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 students with ADD/ADHD:

- When conversing with a student with ADD or ADHD, select a quiet place without distractions.
- Be patient and try to keep the student's 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 student with a hearing impairment to be able to clearly see the faculty member's 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 his/her 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 handouts 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 or 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 or 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 and 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 is 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.

Frequently Asked Questions

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 Contract (see Appendix B). It is imperative that this form is completed in detail as soon as possible after receiving the Faculty Notification Letter via email. 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: Regardless of a student's disability they are held to the same Student Conduct Code as everyone else. Faculty is encouraged to consult with the disabilities counselor for possible intervention. If the infraction is not resolved, then the Dean of Students will promptly be consulted. If a student's behavior becomes very disruptive, dangerous or threatening, the instructor should call University Police 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 an essential component of your class and it is written as such in your syllabus, all students have to be held to the same standard. It is the hope of DRP that faculty will work with students who must miss occasional classes for disability reasons.

I have quizzes every day 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 via email 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 DRP, 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 CSU Channel Islands 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 CI 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, CI 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 who is already aware of the student's disability, does he/she still need to provide a Faculty Notification Letter at the beginning of the semester?

Response: Yes. Upon registration with DRP each semester, the DRP office will email each professor a Faculty Notification Letter via DRP Online Services.

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 retake 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, he or she will receive accommodations from that point forward.

APPENDIX A

BUS 491.001 - LEC SERIES IN ENTERTAINMENT (CRN: 1765) - Fall 2012 - CONFIDENTIAL

Dear Professor ,

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 aids 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.

CSU Channel Islands 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:

1. Alternative Testing
 - o AA-Primary Service-Alternative Testing
 - o Extra time 2.0X
 - o Quiet Location
 - o Room Alone
2. Notetaking Services
 - o Notetaking

PLEASE COMPLETE: Alternative Testing Contract

Student is eligible for Alternative Testing services. please fill out an testing contract for the student by using the following link: <https://www.gunadiframework.com/CSUCI/ContractInstructor.aspx?ID=2587&CID=61217&Key=5ihu21i4>. If you have filled a similar testing contract for another student in the same class, please do not hesitate to contact us or send us an email to copy the alternative testing contract for the other students.

(To find out more about each service, visit: <http://www.csuci.edu/drp/services.htm/>)

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-sites

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

For further information contact a disabilities counselor at (805) 437-3331.

APPENDIX B

Alternative Testing Contract

1. Please choose ONE of the following:

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

Additional Note or Comment

2. Drop-off Exam instructions:

- ☐ The exam will be emailed to the accommodations@csuci.edu at least 24 hours prior to the scheduled exam.
- ☐ Instructor will drop exam at the EAC located in the BT 1541at least 24 hours prior to the scheduled exam.

Additional Note or Comment

3. If clarification is needed during an exam, what should the student do?

- ☐ Write the question in the margin of the exam
- ☐ Answer the question and email the professor or stop by office hours afterward
- ☐ Other, please specify below (Specify Below)

Additional Note or Comment

4. Due to logistical/administrative reasons, the student can take the exam on a different DATE than the class

- ☐ Yes.
- ☐ No.

Additional Note or Comment

5. Due to logistical/administrative reasons, the student can take the exam at a different TIME than the class.

☐ Yes.

☐ No.

Additional Note or Comment

6. May the student take breaks during the exam?

☐ Yes.

☐ No.

Additional Note or Comment

7. Please specify exam instructions.

☐ Open book.

☐ Open notes.

☐ Note card

☐ Calculator

☐ Other, please specify below (including any other exam instruction) (Specify Below)

Additional Note or Comment

8. All exams will be returned to the Faculty Support Assistant within 24 hours unless otherwise indicated.

☐ EAC staff should deliver the exam to the Faculty Support Assistant.

☐ EAC staff should hold exam for professor pick-up.

Additional Note or Comment

Exam Type(s)

Please list **REGULAR CLASS EXAM LENGTH** without extended time accommodations

Final Minutes

Midterm Minutes

Quiz Minutes

Additional Information

Instructor Phone Number*:

Hint: Enter 10-digit number only (i.e. enter 5417377000 for 541 737 7000).

Additional Note:

Submit Alternative Testing Contract