

## **INTRODUCTION: Disability Services for Students**

The Modesto Junior College Disability Services & Programs for Students (DSPS) strives to make all aspects of campus life conducive to the physical, social and intellectual growth of all students. The department has grown to serve over 1500 students annually to promote the accessibility of programs and facilities at the college.

DSPS helps assure compliance with the rules and regulations set forth by various congressional acts, i.e., the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) 1990. This office has created an atmosphere of opportunity by providing services and mediating considerations for students.

The primary goal of the MJC Disability Services is to ensure access for students with documented disabilities, and to contribute to the development of self-advocacy and confidence of students with disabilities. We encourage students to take control of their own learning and to discuss the means for arranging types of appropriate support. In addition, we serve as an advocate for students in determining appropriate considerations.

This handbook describes student rights and responsibilities, procedures for requesting accommodations, and information about campus resources. However, the provisions of this handbook are not to be regarded as a contract between the student and the college. Approved accommodations are determined on a case-by-case basis. Students with similar disabilities may not need similar accommodations. New technologies and standards in the field lead to best practices. Disability Services recommends that you read this handbook thoroughly, as it will be a useful reference throughout college and beyond. Please consult with a DSPS counselor or staff if you have any questions about these services. If you have a disability that requires special services or if you would like to request a copy of this handbook in Braille, please contact the **DSPS office at (209) 575-6225**.

### **Voter's Registration Statement**

Provisions of the National Voter Registration Act of 1993 Section 7 requires states to offer voter registration opportunities at all offices that provide public assistance and all offices that provide state-funded programs primarily engaged in providing services to persons with disabilities. Each applicant for any of these services, renewal of services, or address changes must be provided with a voter registration form or a declination form as well as assistance in completing the form and forwarding the completed application to the appropriate state or local election official. More information can be found at the following website: <https://registertovote.ca.gov/>

## **STUDENT RIGHTS AND RESPONSIBILITIES**

In recent years, laws have been passed to protect the rights of disabled persons. A disability is a physical or mental impairment that substantially impedes academic achievement. These laws ensure the rights of people with physical and mental impairments, as well as those with learning disabilities and emotional disturbances.

### **Rehabilitation Act of 1973 & Americans with Disabilities Act**

Section 504 of the *Rehabilitation Act of 1973* and *Title II of the Americans with Disabilities Act* (ADA) prohibit discrimination against disabled people by state and local governments or businesses who receive federal funding. This includes public accommodations such as those provided by Modesto Junior College. Title II and Section 504 help ensure that you will have the same opportunities for success as other MJC students. The section that directly affects Modesto Junior College states:

“No otherwise qualified individual with a disability in the United States, . . . shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...” The United States Department of Education: <http://www.ed.gov/about/offices/list/ocr/docs/placpub.html>

Modesto Junior College is obligated to make reasonable academic adjustments and accommodations only to the known limitations of otherwise qualified students with disabilities. However, these laws do not require, expect, or imply the lowering of academic standards or altering of any course's content. The laws also do not require MJC to provide adjustments and accommodations that are unduly burdensome and are never done at the expense of the essential standards. The laws do require, expect, and imply that the institution must provide reasonable accommodations to assure equal access to the information within the academic setting. For example, for a student who meets every entrance requirement for a specific college course but cannot read the printed text due to a documented visual impairment, that institution must make alternative forms of the book (i.e. Braille, audio or electronic text) available.

For purposes of understanding, the following definitions and explanations have been included.

A person with a disability includes any person who:

- Has a physical or mental impairment which substantially limits one or more major life activities
- Has record of such an impairment, or
- Is regarded as having such an impairment

Major life activities include:

- Walking
- Seeing
- Hearing
- Speaking
- Breathing
- Learning
- Working

A “qualified person with a disability” is defined as one:

- Who meets the academic and technical standards
- requisite to admission or participation in the education
- program or activity.
- With respect to employment, one who with or without
- reasonable accommodation, can perform the essential
- functions of the job in question.

## **OBLIGATIONS OF STUDENT AND COLLEGE**

A student with a disability has an obligation to:

1. Self-identify that he or she has a disability, if services are desired;
2. Provide current/recent documentation of the disability;

3. Self-identify the need for academic adjustment and/or accommodation.

The College's obligations under section 504 and the ADA:

1. Provide reasonable academic adjustments and accommodations for the student's known disability;
2. Afford the student an equal opportunity to participate in the college's programs, courses and activities.

Reasonable academic adjustments and accommodations may include but are not limited to:

- Extended time for testing
- Use of an ADA table
- Use of an audio recording device, as allowed
- ASL interpreters or real time captioning for the deaf and hard of hearing
- Note taking support for classroom, as appropriate
- Print materials in alternate format
- Other needs as appropriate

**Limitations:**

Colleges are NOT required to provide:

- Personal attendants
- Readers for personal use or study
- Tutorial services other than those provided for the entire student population
- Coursework adjustments, IF such a provision would fundamentally alter the nature of the program or the academic requirements, which are ESSENTIAL to a program of study or to meet licensing prerequisites.

Important Note: All academic adjustments and/or accommodations are based upon the recommendations included in a student's written documentation. Documentation does not necessarily entitle a student to all of the considerations listed above, and will be evaluated by a disability services counselor to determine accommodations which are specific to an individual's needs.

The Disability Services counselor reviews the documentation of each student who discloses a disability and determines appropriate accommodations. The responsibility of providing accommodations and complying with the ADA rests with all employees of Modesto Junior College. Disability Services encourages faculty members to help student's secure accommodations. Considerations such as extended time for testing, alternate test sites, copies of lecture notes, and permission to tape lectures, can often be arranged most efficiently by the student in cooperation with Disability Services and the instructor. Disability Services is available to discuss the appropriateness of accommodations with instructors when necessary.

For more information about understanding and accommodating students with disabilities, please contact the Main Office of Disability Services at (209) 575-6225.

## VERIFICATION OF DISABILITY

A Verification of Disability is required. Title II of the Americans with Disabilities Act provides for eligibility of services through guidelines, which must be adhered to by Disability Services. Documentation includes a physician's or other licensed professional's diagnosis and treatment. Depending upon the disability, documentation may also include a copy of services provided by the local SELPA, a current audiogram, or other documentation that is requested to allow for appropriate evaluation of student needs to be accommodated. The extent of the documentation needed varies, depending on the type of disability.

The U.S. Department of Education Office of Civil Rights, in the pamphlet "Students with Disabilities Preparing for Post secondary Education: Know Your Rights and Responsibilities" discusses documentation and how post-secondary institutions have different requirements than the K-12 system. It goes on to explain what to do if the documentation does not meet the requirements of the post-secondary school:

"If the documentation that you have does not meet the post-secondary school's requirements, a school official must tell you in a timely manner what additional documentation you need to provide. You may need a new evaluation in order to provide the required documentation."

The pamphlet goes on to say:

*"Neither your high school nor your post-secondary school is required to conduct or pay for a new evaluation to document your disability and need for an academic adjustment. This may mean you will have to pay or find funding to pay an appropriate professional..."*

It is not Disability Service's intention to put an undue burden on you for your documentation; however, it is imperative that we know the "current" state of your disability and how it affects the life activities at this stage of your life.

### ADD

- Diagnosis by a physician, clinical or educational psychologist, or licensed clinician
- Evaluation should be current and may contain the following information:
  - Clear statement of DSM V diagnosis
  - Date of diagnosis
  - Summary of procedures and instruments used
  - Summary of evaluation results
  - Medical history relating to use of medications
  - Statement of impact and limitations of academic performance
  - Recommendations for academic adjustments to compensate for the disability
  - Name, title, and appropriate licensure information.

### Chronic Illness

- Diagnosing physician
- Name

- Licensure
- Dates of diagnosis and most recent contact
- Diagnosis
- Prognosis
- Functional nature of debilitating illness
- Clinical evidence of disability
- Recommended accommodations

### **Hearing Impairment**

Diagnosis by an audiologist with a current audiogram included describing scope of hearing loss:

- Deaf
- Hearing loss of 70 dB or greater in the better ear
- Hard of hearing
- Hearing loss of 35 to 69 dB in the better ear
- Impact of hearing loss in academic environment
- Recent Contact with a qualified professional

### **Learning Disabilities**

- Provision of SELPA documentation that identifies category of disability and services provided.
- Copy of most recent psycho-educational report provided by K-12 system, if available.
- Diagnosis by a licensed school or private psychologist
- Name, title, and appropriate licensure
- Evaluation usually within five years of the student's application for assistance
- Specific identified learning disability, including the degree of severity
- Battery of tests including aptitude, achievement, and information processing such as:
  - WAIS-R
  - Woodcock-Johnson
  - TASK
  - TOWL-2
  - Stanford Binet
  - KAIT
- Reference to specific academic accommodations requested

**Mobility Impairment**

- Nature of disability
- Type of mobility
- Wheelchair
- Walker
- Cane
- Braces
- Academic Environment Issues:
- Distances
- Physician's information
- Name
- Licensure
- Date of most recent contact
- Impact in academic environment
- History and impact of medications on learning
- Type and severity of impairment

**Visual Impairment**

- Diagnosis describing vision loss
- Blindness
- Visual acuity in both eyes of less than 20/200
- Visual field of less than 20% despite best correction with glasses
- Low vision
- Visual acuity better than 20/200 but worse than 20/70 with correction
- Documentation must include a diagnosis by a medical doctor or optometrist/ophthalmologist

**Emotional/Psychological Impairments**

- Diagnosing physician
- Diagnosis
- Prognosis
- Functional nature of debilitating illness
- Clinical evidence of disability

- Recommended accommodations

### **Other Impairments**

- Diagnosing physician (MD)
- Diagnosis
- Prognosis
- Functional nature of debilitating illness
- Clinical evidence of disability
- Recommended accommodations

### **CONFIDENTIALITY**

**The provision of Disability Services** is under federal regulations regarding the confidentiality of any all student records pertaining to documentation of a disability and services rendered. Any and all documentation provided to this office is treated as confidential medical records and are not released to anyone outside of the accommodation process within the office, except under the following circumstances:

1. The student gives Disability Services a signed release (Family Education and Right to Privacy Act – Buckley Amendment) to share the information to the person(s) specifically named on the release
2. Disability Services is required and/or permitted by the laws and/or court order
3. The student is a direct threat to him/herself or others
4. The student makes a disability-related grievance or appeal.

Disability Services staff will not release or discuss a student’s disability or information given to this office to a *parent, spouse, or other party* not specified on a Waiver Release Form. Disability Services will not disclose a student's specific disability with faculty members, however, the impact or behavioral manifestation a disability has on a class is not considered disclosure and can be discussed.

### **STUDENT PAPERWORK REQUIREMENT**

1. A student must first submit a completed *Disability Services application*.
2. **Documentation of the disability:** The **Verification of Disability form must be completed** by a qualified physician, psychologist, neurologist, or other professional. This documentation must include: the physician’s or other professional’s summary of tests given, the interpretation of those tests, outline of the history of the disability, and any prescribed remedies, such as hearing devices or medications. Please be aware that accommodation services cannot begin until the documentation has been accepted and qualifications determined. Upon Disability Services receipt of completed application, an appointment will be scheduled with a Disability Services counselor.

#### **Acceptable forms of disability verification may also include:**

- A physical disability verified by an appropriate professional and/or physician (example: medical doctor, psychologist, psychiatrist, chiropractor, etc.). The verification should identify and describe the student’s disability and the educational limitations, which inhibit the educational

process. More than one physical disability may be verified.

- Verification from another DSPTS program that determines eligibility for services per Title 5 Guidelines.
  - Copies of a complete IEP if you received services in high school. The IEP should contain learning disability results and/or psychological reports.
  - A student with a hearing impairment must have an audiogram indicating hearing loss on file with DSPTS or other professional certification of degree or level of hearing loss.
  - A student with a learning disability must provide a copy of the test battery/results that qualify the student for LD support services. If the LD testing is 5 years old or more, you *may be* required to retest.
3. Students must possess the ability to respond appropriately to questions, following directions and *demonstrate the potential to benefit from special programs and services.*
  4. Students must demonstrate annual measurable academic progress. *Failure to do so may result in termination of services.*
  5. **First Counseling Appointment:** In the first appointment, the student will discuss with the counselor how his/her disability affects academic and other areas, supports used in the past, and what accommodations might be available at the university. The student learns how to access the services (which may be different from high school or former schools) and the responsibilities that are associated with disability accommodations. The student is encouraged to meet with counselor a minimum of once each semester or whenever there is a need.
  6. **Notification of Authorized Services (NAS):** After a student has met with the counselor and has been qualified for services, the student will receive a Notification of Authorized Services (NAS). The NAS informs the instructor that the student has a disability for which academic adjustments are requested. **The student is responsible for showing the NAS to each instructor. It is recommended that appointments during instructor's office hours be made for this purpose.** Confidentiality is controlled in this one-on-one meeting, but, more importantly, **both the student and the instructor** has an opportunity to discuss **accommodations and any other impact the disability may have upon instruction or the classroom environment.**

## REQUESTING ACCOMMODATIONS

You are encouraged to speak directly with faculty members regarding any academic adjustments/accommodations you need. Approaching faculty members on your own is an excellent way to increase your self-confidence and ability to discuss your needs. This is good preparation for life beyond college, where there may not be as many support services in place to help you arrange accommodations. Discussing your needs with faculty members helps them better understand your situation and allows them to get to know you personally. The NAS verifies that documentation of your disability is on file with our office and that you are eligible for special considerations.

### **Please follow these steps to request academic adjustments and/or accommodations:**

1. Meet with a Disability Services counselor for academic advising and to develop your Notification of Authorized Services (NAS).
2. To request **academic adjustments/accommodations** you must show your NAS from the Disability



Services office to your professor(s) during the first week of the semester. *It is best to make an appointment with your instructors first so that you will have an opportunity to introduce yourself, explain your needs, and discuss these accommodations.* Simply showing the NAS to an instructor prior to the beginning of class or at the end of class is **not appropriate**, since there is a greater chance of the NAS information becoming misplaced or forgotten. Personal appointments will make the best impression on your instructors and ensure your privacy.

3. For extended time and/or quiet room accommodations for testing, before each test, remind your instructor of the need for the accommodation. If you are to take the test at Disability Services, then contact Disability Services a minimum of **four (4) days prior** to a quiz/exam to discuss the arrangements. You do not need to inform Disability Services if you will be taking a test anywhere other than Disability Services. If a reader/scribe is requested, you must contact DSPS at least **five (5) business days** in advance of the test so one can be arranged for you.
  - It is recommended for students to arrive 15 minutes early before the scheduled sessions starting time
  - Exam start times will begin at the scheduled start time (not when student arrives at testing site)
  - Exams must be taken at the same time as schedule for the class unless otherwise approved by the instructor
  - Exams in progress toward closing time will be collected 5 minutes before closing time
  - Once an exam is turned in, it will not be returned to the student
  - Test takers should not create a disturbance or any disruptive behavior. All talking should be directed toward the proctor
  - Any issues involving exam instruction or availability should be brought up with the instructor and not the proctor nor Testing Services/Resource Lab personnel
  - Any behavior that is disruptive will be considered misconduct
  - Students who violate academic integrity are subject to disciplinary action
  - Exams should be scheduled allowing enough time for completion to occur prior to closing time
  - Children are not allowed to accompany a parent in testing locations
  - All students are expected to comply with the DSPS Handbook and Standards of Student Conduct, including but not limited to disruptive behavior
4. It is the student's responsibility to arrange classroom accommodations with his/her instructor. Tests and exams must be taken at the same time as scheduled for the class unless otherwise approved by the instructor. Requests for extended time and/or quiet room may be accommodated in several ways:
  - Take the test in the department conference room or other quiet area.
  - Find an empty room near the course classroom.
  - Make arrangements with Disability Services. If this choice is acceptable, the student needs to fill out a **Test Request Card**. Test Request Cards are available on the East Campus in the Journalism Building, Room 160 and at the Yosemite Hall Room 116 on West Campus.

**To take a test at Disability Services, you must call at least four (4) business days prior to the test date to schedule to take an exam. For Final Exam week, scheduling a test at Disability Service must be done at least 10 business days in advance.**

The instructor must inform Disability Services of any materials allowed for the test, otherwise, Disability Services will prohibit anything being taken into the testing room. If a student insists that certain materials can be used, Disability Services will comply and notify the instructor upon completion of the test.

5. Modesto Junior College will comply with District policy regarding service animals (Policies and Administrative Procedures No. 3440).
  - Yosemite Community College District will allow an individual with a disability to use a service animal in District facilities and on District campuses in compliance with state and federal law.
  - A “service animal” for purposes of this procedure means as any dog (or miniature horse, as provided herein) that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.

## **DISCUSSING ACCOMMODATIONS WITH INSTRUCTORS**

Discussing the nature of your disability (not the disability itself) with your instructors is imperative to helping them understand your needs. This can seem challenging, especially for beginning students who have not had much experience discussing the impact of their disabilities or accommodations. The ability to clearly request accommodations and explain your needs is a skill that will help you in all aspects of life. The following are some suggestions that can make your discussions with faculty members more successful.

1. Plan Ahead - Think about what you will say before you meet with an instructor. You may wish to write out a script and practice ahead of time. Some instructors may not be familiar with your specific academic adjustments or accommodations, so you should be prepared to give them a brief explanation of how your disability affects you academically.
2. Make an appointment - Making an appointment with your instructor will ensure that he or she has set aside time to listen to you without distractions. It is inappropriate to approach an instructor just prior to the start or at the end of a class session to ask about an appointment or show him/her your NAS, as you will not have the instructor's undivided attention. You will also not have the privacy a discussion of your disability deserves. During the appointment, clarify with the instructor how accommodations will be arranged.
3. Be firm yet pleasant - Accommodations are your legal right, yet they can mean extra work for the instructor. Approaching the discussion in a cooperative, rather than demanding, manner is usually the most effective way to secure your accommodations. Remember, because this discussion will go beyond accommodations, you are actually establishing a relationship with a faculty member with whom you will be working for an entire semester. You can keep the mood of the meeting positive by going into it with a friendly attitude. For example, if extended time and a quiet room for exams are two of your accommodations, ask where the instructor would like you to take exam (the professor's office, an extra classroom, at Disability Services, etc.). It is your responsibility, not the instructor's, to reserve a seat at Disability Services for testing.
4. Remind instructors about agreed upon accommodations - It is helpful to remind instructors about exam accommodations a few days prior to the exam to avoid any problems on the day of the test. Determine in

your initial meeting with the instructor how best to contact him or her. For example, would the instructor like a reminder email note from you, a phone call, or a verbal reminder at the class session just prior to the scheduled test? This is especially important for the classes that only meet one day per week.

## MEETING WITH INSTRUCTORS: TOPICS TO COVER

Outlined below are the topics covered in a typical student/instructor meeting.

1. **Introductions.** Introduce yourself and tell the instructor in which class you are enrolled. This is also a good time for small talk or a comment about class.
2. **Reason for Meeting.** Explain that you have a disability and that you need certain accommodations. You can show the instructor your NAS at this time. You may need to provide a rationale for the accommodations if the instructor does not have previous experience in this area.
3. **Arrange Accommodations.** Describe the appropriate accommodations for your disability. Try to arrange these accommodations with your instructors during the meeting. Remember, it is **your** responsibility to contact Disability Services to reserve a seat at the Disability Services testing office. Please be prepared to fill out a Test Request Card to reserve a seat a minimum of four (4) days prior to an exam or quiz. No “walk-ins” will be honored.
4. **Thank your instructors for their cooperation.** Instructors are required by law to provide you with accommodations, but thanking them is a courtesy that can help you build a better relationship.

*Please Note: You will find that most instructors are willing to cooperate with your requests for accommodations. If you encounter any difficulty in arranging accommodations with instructors, contact Disability Services for assistance.*

### Student/Faculty Liaison

Disability Services Staff may, on occasion, act as a student/faculty liaison. It is recommended that students personally try to resolve issues with an instructor first. Disability Services Center Staff will provide guidance as to how to approach an issue with an instructor. If a student is not satisfied with the results and would like the Program Specialist to act as liaison, an appointment should be made to discuss the matter.

## TEXTBOOKS AND COURSE MATERIALS IN ALTERNATIVE FORMATS

If your Notification of Authorized Services recommends that you receive textbooks in an alternative format, Alternate Media Production can check with the publishers for an electronic version of your textbooks. If not available, Alternate Media will scan the physical book you own. Alternate Media will also scan paper-based course materials and materials needed for testing accommodations.

**NOTE: It is the student’s responsibility to submit Alternate Media requests in a timely manner. It may take up to two weeks for textbook requests to be processed.**

**The Accommodated Testing Center requires advanced notice of at least 4 working days in order to obtain materials from instructors and convert them to etext.**

Alternate Media Production is equipped to produce electronic text for students with print-related disabilities. Electronic text is the most effective, as well as the quickest way to access your textbooks and course materials. We encourage all students requiring alternative formats to utilize our scanning

services for paper-based class materials.

Please contact Alternate Media Production to see if your textbook is available. In order to ensure that the books you need are available at the beginning of the semester, submit your alternate media request as soon as possible after registering for the course. The electronic books will be released to you after you provide Alternate Media with proof that you have purchased the book. Please purchase your textbooks as early as possible as we have many requests at the beginning of a semester.

To have a book scanned, label each one of the books you need scanned with your name and contact information. We want to be sure to return books to the proper owners. Duplicating Services will remove the binding of the book, however all books will be rebound with coil binding and returned to you. Once the books are scanned, Alternate Media will contact you for pick-up. Please note that although books will be returned within 2 working days, the scanned images of the book may take longer to convert into electronic text. Course materials typically have a turnaround time of 2 working days.

To be in compliance with copyright laws, Alternate Media Production must have proof that you have purchased your textbooks, and you must keep the books for the entire duration of the class. While Alternate Media may already have a book you require, you are still expected to purchase the book to be in compliance with copyright laws.

### **Learning Ally**

Learning Ally is a nonprofit organization designed to provide audiobooks to individuals who are unable to use printed materials. This service is available to students with visual impairments, certain learning disabilities, and specific mobility impairments. The audiobooks may have been recorded with either a human voice or computer speech output. Some audiobooks come with the text version of the book and all audiobooks require the use of a computer or specialized media player devices. Eligible students can request a LearningAlly account in Disability Services (DSPS). Alternate Media Production is available to help students access their audiobooks. It is a violation of copyright law to share your Learning Ally username and password.

### **Bookshare**

Bookshare is another source available for obtaining electronic books at no cost. Their collection includes novels, classic literature, and some textbooks. This service is available to students with visual impairments, certain learning disabilities, and specific mobility impairments. These electronic books use computer speech output and come with the text version of the book. Students can request a Bookshare account in Disability Services (DSPS). Alternate Media Production is available to help students access their books. It is a violation of copyright law to share your Bookshare username and password.

## **PRIORITY REGISTRATION**

Priority registration is intended to provide students with disabilities the opportunity to register in such a manner, and time, that accommodations and scheduling can be designed to fit their unique needs. The following procedures are intended to clarify situations under which a student will receive priority registration.

### **To receive priority registration a student must:**

1. Request it each semester during advising appointment with a DSPS counselor.
2. Be eligible for disability services at Modesto Junior College and have a verified disability.
3. Be making measurable academic progress toward the goals established in the Notification of Authorized

Services (NAS) or, when the student is enrolled in a regular college course, meet the academic standards established by the college.

Students need to maintain the following:

- a. At least a 2.0 Cumulative Grade Point Average (GPA),
  - b. Not have earned more than 100 units
4. Students that may have extenuating circumstances can meet with the DSPS counselor and/or the Dean of Student Services to have their file reviewed and be considered for future priority registration.
  5. Have and follow a NAS developed in conjunction with the disability services counselor. Failure to follow the NAS may result in the loss of priority registration and discontinuance of services through the Disability Services Center.
  6. Register by Internet (PiratesNet). Students whose disability makes it difficult for them to register for themselves (for example: deaf and hard of hearing, cognitive difficulties, physical limitations) may request registration to be done by contacting a Program Technician in one of the Testing Centers located on each campus.
  7. Priority Registration will follow basic guidelines established by the Admissions & Records Office (e.g. deadlines, application guidelines, use of telephone registration, tuition and fee payments, California College Promise Grant (formerly known as Board of Governors Fee Waiver (BOGW)), and/or authorizations from the Department of Rehabilitation.

**IMPORTANT**

If a student makes an appointment for advising and registration and misses the appointment without notifying the Disability Services Center, the student may lose their priority registration status for the term in which they wish to enroll.

## **EQUIPMENT**

### **Computer Resource Lab**

The Resource Lab is located in the Disability Services Center on the East Campus in the Journalism Building, Room 155. It is designed for students who can benefit from the latest in adapted computer technology. Students who can benefit from this technology can use the equipment located throughout the campus, as well as, in the East Campus Resource Lab. This enables students to do course work for other classes that they are taking at the college. The Resource lab has reading machines, computers with selected software and print enlargements systems are available for student use.

### **Equipment Loan Program**

Disability Services has a variety of equipment that may be available for short-term loan.

**IMPORTANT:** *The student is liable for the cost of repairing or replacing any item loaned through the Disability Services Center, if it is lost, stolen or damaged.*

The following equipment is available for short-term emergency use: FM listening device (Deaf and Hard of Hearing), laptop for remote interpreting, Smartpen, and voice recorder. Please see your counselor regarding available equipment and special equipment needed. In addition to equipment for short-term loan, the Disability

Services Center can also arrange for equipment to be placed in classroom and/or laboratory areas. This includes special furniture, if needed.

## **INTERPRETING SERVICES FOR DEAF AND HARD OF HEARING STUDENTS**

Upon completion of registration, the Deaf and Hard of Hearing Specialist will schedule the student with an interpreter *or captionist*, whichever is appropriate. If the student has concerns after the first two weeks of school, he/she should contact the Disability Services Office.

If the student needs an interpreter for school activity-related functions, a request should be made at least two weeks in advance through the Office of Student Development and Campus-Life/ASMJC located in the East Campus Student Center. The Deaf and Hard of Hearing Specialist should also be notified.

Regular classroom interpreters are scheduled to work only during the time classes are in session. If the student's interpreter has time and the student has an immediate need to meet with an instructor **for no more than 30 minutes**, the student and the interpreter do not need to notify the Specialist until after the meeting. If the meeting will be longer than 30 minutes, the Specialist should be contacted to arrange for an interpreter at an agreed time.

Labs are designed for the students to work individually. An interpreter will be assigned for the first hour of each lab session to facilitate any instructions, discussions or demonstrations. If an interpreter will be needed for more than one hour, the student should contact the Specialist and request an exception to this arrangement.

If a student will miss class, he/she needs to call the Specialist as soon as possible at 575-6629 (Voice/TTY). A 24-hour notice is required-unless it is an emergency.

The interpreter will wait for a student in the classroom for 10 minutes. If a student does not come to class the interpreter will use the nearest campus phone to notify the Specialist of the "no show". If a student misses a class without contacting the Specialist, it is assumed that the student will also miss all other classes for that day. **In this case all of the student's interpreting services will be canceled for that day unless the student contacts the Specialist!** A notice will be sent to the student indicating the class that he/she did not attend. **If the student misses more than two classes without giving notice, interpreting services for the semester may be limited.** If an interpreter does not show after the student has waited ten minutes, the Specialist should be contacted.

**IMPORTANT:** The following rules specify how interpreters should provide sign language services for students.

1. The interpreter is there to serve the class, that is, the teacher, assigned student, and all other students in the class.
2. Interpreter cannot participate in class.
3. Interpreters will interpret everything possible
4. If the student has a question, he/she should raise their hand. Interpreters will voice for the student if requested to do so.
5. Interpreters cannot answer student's questions.
6. Socializing with the interpreters should be done before or after class, not while s/he is on the job.
7. All interpreting done out of class must be requested by contacting the Deaf and Hard of Hearing Specialist.

8. Interpreters keep all information confidential.
9. If the student talks with other students during the class, the interpreter will voice for the student.

### **SERVICE PROVISION REQUIREMENTS:**

Students will be asked to sign the Accountability Contract (attached within the Disability Services Student Application) to be placed in student's file. Basically, students are asked to agree that they will be responsible in the use of the Disability Services Center services as explained in this handbook. Failure to be responsible on three (3) or more occasions may cause a service to be suspended by the DSPS staff. **NOTE: As mentioned earlier in this handbook, services may also be suspended if a student fails to make measurable academic progress toward the goals established in their Notification of Authorized Services (NAS), Academic Accommodations Plan (AAP) and Educational Plan.** Measurable progress is based on successful completion of classes required by the educational contract. In addition, all Modesto Junior College students must comply with the student code of conduct as stated in the college catalog and all other applicable regulations related to student conduct.

1. Students admitted to the college who wish to receive services from the Disability Services Center must be able to comprehend questions, follow directions and demonstrate the potential to benefit from enrollment at Modesto Junior College.
2. Students must demonstrate appropriate adaptive and/or self-help behavior. DSPS staff cannot provide personal attendant care or administer medication. Students are responsible for monitoring their own progress.
3. All students are required to follow all Student Conduct Standards set forth in the current college catalog (Board Policy No. 5500, Education Code 66300).
4. The Disability Services Center will not store a student's personal equipment on campus.
5. Services may be denied if it is determined that a student does not meet one or more of the eligibility criteria.
6. Students wishing to use the services and programs offered through the Disability Services Center are required to meet with a Disability Services Counselor at least once a semester to establish a Notification of Authorized Services (NAS), establish an Ed Plan and review academic progress. An Academic Accommodations Plan (AAP) will also be established in the initial counseling appointment.
7. Students must meet with Disability Services Program Technician to arrange for accommodations specified on the Notification of Authorized Services (NAS).

### **GRIEVANCE/APPEAL PROCEDURE**

In the event of discontinued services, the student will be notified in writing, via the College's Electronic-Mail (Email) system. If the student believes the reason for discontinuing service is not justified or the student is not satisfied with the **disability-related academic adjustment** provided in a specific course or have problems with a specific instructor, the following steps should be taken:

1. Contact the **Disability Services office**. Disability Services is available to discuss your complaint and intervene when appropriate

2. If the instructor or Disability Services could not resolve your complaint, you may make an appointment with Dean of Student Services indicating the reason for the appointment or to appeal a termination of service. During the appointment, be prepared to list valid reasons for failure to meet student responsibilities or the need for further accommodations. If possible, bring evidence or documentation to substantiate the reason(s).
3. If, after consulting with the Dean of Student Services, the student is still not satisfied, h/she may appeal via the Student Grievance Process. (see current college catalog, Grievance Policy for Students).

### **NON-DISCRIMINATION STATEMENT**

It is the policy of the Yosemite Community College District to provide an environment free of unlawful discrimination. Discrimination on the basis of ethnic group identification, religion, age, sex, sexual orientation, color or physical or mental disability in the District's programs, activities and work environment is unlawful and will not be tolerated by the District.

### **DECLARACION DE AUSENCIA DE DISCRIMINACIÓN**

Es la política del Distrito Colegial Comunitario de Yosemite (YCCD) de proveer un medio ambiente libre de toda tipo de discriminación. No se tolera, y es ilegal, la discriminación en base a un grupo étnico, edad, sexo, orientación sexual, color o discapacidad física o mental en los diferentes programas del distrito: en actividades colegiales: y a la vez, en el area laboral.

### **ADA/ SECTION 504 COORDINATOR**

Lonita Cordova, Director of Disability Services (Student Services Building, Room 112, voice: (209) 575-6865, TTY: (209) 575-6863, [mjcadacoordinator@mjc.edu](mailto:mjcadacoordinator@mjc.edu) , has been designated to coordinate and carry out Modesto Junior College's compliance with the nondiscrimination requirements of Title II of the American with Disabilities Act (ADA) and section 504 of the Rehabilitation Act of 1973. Information concerning the provisions of the ADA, Section 504 and the rights provided, are available from the ADA/504 Coordinator.

Inquiries regarding Federal laws and regulations concerning non-discrimination in education or the district's compliance with those provisions may also be directed to:

Office of Civil Rights, San Francisco Office  
 U.S. Department of Education  
 50 Beale Street, Ste 7200  
 San Francisco, CA 94105  
 Telephone: 415/486-5555  
 Fax: 415/486-5570  
 TDD: 877/521-2172  
 email: [ocr.sanfrancisco@ed.gov](mailto:ocr.sanfrancisco@ed.gov)



## DEFINITIONS

**Academic Standard** - The usual indicators of academic ability, such as grade point average, high school rank, and standardized test scores.

**Accessible Classrooms and College Functions** - The ability to attend classroom or college functions with regard to seating, restrooms, stairs, lighting, walkways, etc.

**Accommodations Request** - An actual description of the change(s) needed in order to function in the academic setting.

**Americans with Disabilities Act (ADA)** - ADA (Pub. L. No. 101-336) is a law that protects persons with disabilities.

**Assistive Listening Device** - A technical tool to assist students who are hard of hearing with or without a hearing aid. ALD's bring the speaker's voice directly to the ear and helps overcome the problems of distance from the speaker and surrounding background noise.

**Alternate Format** - Changing the print material into a different style, which allows the student access to that information. Example: textbook to Braille or enlarged print.

**Alternate Test Format** - Changing the presentation of a test to allow the disabled student to convey his or her knowledge. Example: printed to Braille or oral tests.

**Books on Tape** - Audio versions of textbooks and other printed material for the visually impaired. Most books-on-tape are obtained through the Readings for the Blind and Dyslexic.

**Closed Captioning** - Word-for-word text of a movie or video dialogue that requires a decoder in order for the text to be viewed on a screen.

**Degree of Hearing Loss** - The extent that hearing is impaired to categorize from mild to profound.

**Distraction-reduced Environment** – A testing environment in which distractions are minimized.

**Documentation/Verification** - Information obtained from a qualified professional, which must contain specific information concerning the diagnosis of the disability.

**Parking Permit** - Accessible parking for mobility impaired students. This includes any disability, either chronic or temporary, which impedes the ability to walk.

**Reader** - Someone who reads tests or other written information to a disabled student.

**Reasonable Accommodation** - A request for assistance in the academic environment within an appropriate timeframe.

**Scribe** - A person who writes responses to test items for a disabled student.

**TTY** – A telecommunications device (specifically telephone and computer) for the deaf.

**DISABILITY SERVICES CENTER STAFF**

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