

*ADAPTIVE LEARNING DIVISION*  
&  
*DISABILITY RESOURCE CENTER*  
*STUDENT HANDBOOK*



Foothill College  
Adaptive Learning Division  
Disability Resource Center  
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## ADAPTIVE LEARNING DIVISION & DISABILITY RESOURCE CENTER

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

The DRC is one of several campus and community based programs serving students with disabilities administered by Foothill College, located in Room 5801 near parking lot 5.

Foothill College offers an alternative path for the student with verified disability who requests academic modifications and does not want to participate in Disabled Student Program & Services. Contact Foothill College ADA/504 Coordinator and Dean of Faculty and Staff at (650) 949-7090, building 1900.

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

## POLICIES AND PROCEDURES

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

### Who Can Participate?

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

### Application Procedure for NEW Student

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

### Admission Requirements and Student Rights and Responsibilities

#### *Disability Documentation*

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

#### *Diagnosis/Assessment*

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

Learning disability (L.D.) documentation must be completed by an appropriate professional (e.g. psychiatrist, psychologist, L.D. specialist). This documentation must contain information regarding:

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

### *Evaluation of Impact*

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

### *Recommendations*

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

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

### Foothill College Complaints & Grievance

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

Complaints of discrimination filed by a student against another student, or a student against the criteria of a program, shall be referred and handled pursuant to the *District's Procedures to Resolve Student Complaints of Sexual Harassment and Discrimination*. Such complaints should be directed to the Dean of Student Affairs & Activities at (650) 949-7241, room 2002.

Student also have the right to file a complaint directly with the Office of Civil Rights:

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

Any complaints and/or comments about reasonable accommodation issues should be directed to the Disability Access and Compliance Supervisor at (650) 949-7038 or (650) 948-6025 TTY.

If student wishes to contest a decision regarding accommodations, he/she may bring the complaint to Campus ADA Coordinator at (650) 949-7090, room 1900 Administration Building.

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

## College Policies

### *Americans with Disabilities Act*

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

The Foothill-De Anza Community College District shall not discriminate against a qualified individual with a disability because of the disability with regard to employment or with regard to the provision of district programs, services, and activities. A person who is otherwise qualified may request accommodation related to his/her disability, provided the accommodation does not impose an undue hardship on the district. To receive a copy of Foothill College disability access information and procedures for requesting accommodations, contact the DRC at (650) 949-7017, (650) 948-6025 TTY. Disability access information is also available in the DRC or in the Foothill College President's Office in the Administration Building.

To appeal a DRC accommodation decision, contact Foothill College ADA/504 Coordinator and Dean of Faculty and Staff at (650) 949-7090, room 1905 Administration Building.

### *Anti-discrimination*

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

Complaints of discrimination filed by an employee of the district against another employee or a student, or a student against an employee of the district shall be referred and handled pursuant to the *District Administrative Procedures: Investigation and Resolution of Complaints Regarding Harassment and Discrimination*. Such complaints should be directed to the Dean of Student Affairs and Activities at (650) 949-7241, room 2002.

Complaints of discrimination filed by a student against another student, or a student against the criteria of a program, shall be referred and handled pursuant to the *District's Procedures to Resolve Student Complaints of Sexual Harassment and Discrimination*. Such complaints should be directed to the Dean of Student Affairs and Activities at (650) 949-7241, room 2002.

## Board Policies

For information on Suspension and/or Termination of Support Services 5076, Administrative Procedure 5076, or Course Repeatability for Students with Disabilities 5078, visit [http://www.fhda.edu/about\\_us/board/policy](http://www.fhda.edu/about_us/board/policy) under Article 5 Students.

## Academic Honor Code

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

## *DRC Academic Honesty Policy and Procedures*

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

## SPECIALIZED SERVICES AND ACCOMMODATIONS

### Check List for Arranging Accommodations

#### *Before the Quarter Begins*

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

#### *First week of the Quarter*

1. Drop in hours are scheduled for student to meet with the Disability Access and Compliance Supervisor, DRC Counselor or Learning Disability Specialist to review their educational accommodation needs and obtain an academic accommodation notification form for services such as special test administration, note taking services, alternative media, etc.
  - a. Student should submit the academic accommodation notification form to the Test Proctor after signed by the instructor and student in order to receive accommodations for the quarter.
  - b. For alternative media accommodations, student should schedule an appointment with the DRC Alternative Media Specialist such as electronic text, braille, or books on tape.

#### *After the Quarter Begins*

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

1. Schedule an appointment with instructor to discuss exam dates.
2. Schedule test accommodations with the Test Proctor at the DRC office.
3. Check in with the Disability Access and Compliance Supervisor to confirm readers, alternative text, and other needs.

#### *Throughout the Quarter*

1. Student should continue to check in with the Disability Access and Compliance Supervisor, DRC Counselor or Learning Disability Specialist.
  - a. Concerns may include but not subject to:
    - i. How is the quality of the reader? Is he/she reading clearly?
    - ii. Is the note taker providing adequate notes?
    - iii. Is additional orientation to campus needed?

## Middlefield Campus Accommodations

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

### Test Accommodations for On-line Classes

Student taking On-line classes should request accommodations prior to or during the first week of classes from the DRC. An educational accommodation notification letter will be emailed to the instructor.

### Test Accommodations

Student with documented disabilities may request reasonable test accommodations, provided he/she are registered with ALD and have met with an appropriate ALD/DRC staff member to determine eligibility. Eligibility for accommodations is based upon the nature of the disability and the course curriculum. Accommodations may include but are not limited to: reader, scribe, alternate format, oral examination for essay tests, extended time, permission to write on exam instead of scantron, or low distraction environment.

### *Procedures*

The student will:

1. Make sure the instructor has been formally notified of accommodations by giving the Academic Accommodation Notification form during the first week of class. A signed copy of the form should be returned to the DRC Test Proctor.
2. Schedule exam(s) with the DRC Test Proctor a week prior to the test date. In return, a Testing Accommodations Delivery/Return sheet (manila envelope) will be provided to the student to take to the instructor.
  - a. Scheduled exams should coincide with the regular classroom test time. The instructor must approve, in writing, any times/dates requested other than regularly scheduled.
3. Rescheduling exams: If exam is scheduled at a time other than the class time, the student agrees to neither share nor solicit information about exam, as this would constitute cheating, and be subject to disciplinary action.
4. Arrive on time the day of scheduled exam; additional study time is not allowed. If you are late for your test proctoring appointment, the amount of time that you are tardy will be deducted from your allocated test time. Student arriving more than 15 minutes late must have the instructor's permission to take the exam or reschedule.
5. Come prepared with scantrons, pens, pencils and other approved equipment (calculators, etc.).
6. Absolutely NO back packs, food, drinks (including water), or cell phones in the testing room.
7. Refrain from using notes, books or peer assistance unless expressly approved in writing by instructor. If student is found CHEATING, the exam will be taken away and the instructor will be immediately notified.
8. Turn in exam and all testing notes, scratch papers and materials to the Test Proctor upon completion.

## Student Tutorial Evaluation Program – STEP

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

### *Eligibility*

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

### *Five Steps in Receiving Learning Disabilities Certification*

1. Begin the process by visiting the ALD/DRC office.
2. Complete the STEP intake questionnaire.
3. Schedule a consultation with a STEP Learning Disability Specialist to review student's questionnaire and determine if continuing assessment is appropriate: student should bring any previous documentation of learning disability
4. Continue assessment process by enrolling in the 2 units ALLD 201: Diagnosing Learning Disabilities course at Foothill College.
5. Participate in learning disability assessment of your academic and cognitive skills. If student is eligible for services, accommodations will be based on assessment results.

### *Services*

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

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

## Alternative Media Services

Student will agree to:

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

## *Policies and Procedures*

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

### *Textbook Information Request*

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

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

### *How to Request a Captioned Video*

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

### *Shuttle Service - On Campus Transportation*

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

### *Reader Services*

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

## Tape Recorded Lectures

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

Student should:

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

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

## Note Taking Services

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

## Specialized Equipment

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

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

## Lab Assistant / Aide Services

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

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

## Counseling Services

Academic advising, educational counseling, and under certain circumstances, personal counseling is available through the DRC office by appointment. This service provides individual guidance so that each student may make appropriate academic and vocational choices based on his/her strengths. Student learns compensatory strategies in which to work with his/her own disabilities. Contact the DRC for an appointment.

## Computer Access Center (CAC)

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

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

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

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

## Transcription Services

Contact the DRC office in the beginning of the quarter.

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

## Parking Permits

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

### *Temporary parking permit*

1. Student must pay parking fees before a temporary parking permit is issued.
2. Allows a student to park in staff lots, but NOT blue handicap parking.
3. It is valid only for the dates shown. No permit is considered valid if it has been altered in any way.
4. The permit must be displayed hanging from the rear view mirror or driver's side of the dashboard. It must be plainly visible from the outside of your vehicle in order to be valid.

## Interpreting/Captioning Services

### *Sign Language Interpreter*

The DRC Deaf Services/Computer Laboratory Instructional Coordinator will conduct timely evaluations of the student's interpreting needs. Interpreters will be provided for the hearing impaired through the DRC office.

### *How to Get Interpreting Services*

1. Contact the DRC Deaf Services/Computer Laboratory Instructional Coordinator at (650) 949-7039 /TTY (650) 948-6025 prior to registration.
2. Complete the registration process with the assistance of the DRC Deaf Services/Computer Laboratory Instructional Coordinator if necessary.
3. The Deaf Services/Computer Laboratory Instructional Coordinator will contact the appropriate interpreters.

### *Policy on Interpreting/Captioning Services*

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

### *Late Policies*

Student and interpreter are to wait for the following time periods:

1. For classes lasting up to one hour, wait for 20 minutes.
2. For classes up to 2 hours, wait for 30 minutes.
3. For classes 3 hours in length or longer, wait 40 minutes.

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

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

### *Student Responsibilities & Notification Requirement Policies*

Interpreters are professionals who commit their time to the hours they are scheduled. Student is required to notify the Deaf Services/Computer Laboratory Instructional Coordinator or the DR office when he/she misses class.

Notification should be made according to the following timelines:

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

## SUGGESTIONS FOR APPROACHING FACULTY ABOUT STUDENT'S ACCOMMODATION NEEDS

Here are some strategies for approaching faculty members about student's disability and accommodations:

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

## ADAPTIVE LEARNING DIVISION PROGRAM DESCRIPTIONS

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

### Disability Resource Center (DRC)

The Disability Resource Center provides support services to Foothill College Students with medically verified disabilities including but not limited to students with hearing impairments, visual impairments, psychological impairments, neurological impairments, mobility limitations, and medically disabling conditions. Supportive services include: adapted equipment loan, counseling, information/referral, orientation, sign language interpreters, on campus transportation assistance (shuttle), note takers, transcription, tutors, readers, test-taking facilitation, temporary parking permits, and priority-registration. DRC monitors disability accessibility to campus programs and facilities. For more information, please contact the DRC office at (650) 949-7017, TDD (650) 948-6025 or the Disability Access and Compliance Supervisor at (650) 949-7038.

### Computer Access Center

The Computer Access Center offers computer use, evaluation, training and support for students with disabilities. The center is equipped with devices that restore a student's ability to read, write, and access to computers. Specialized courses designed for most disabilities are taught at the Computer Access Center located in room 5710. For more information, please contact the Deaf Services/Computer Laboratory Instructional Coordinator at (650) 949-7039.

### Student Tutorial Evaluation Program – STEP

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

A learning disability is significant discrepancy between student's indicated ability and achievement in academic areas. This discrepancy results from a processing deficit in visual, auditory or kinesthetic processes. Factors that are not considered learning disabilities include below average intellectual potential; emotional or behavior disorder; lack of motivation or familiarity with basic academic skills; and physical disability that interferes with the learning process.

## Adaptive Physical Education

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

Communicating with each student's physician, the Foothill College Instructor develops an individualized exercise program based on the physician's recommendations and the individual goals of the student. For more information, contact the APE Coordinator at (650) 949-7321.

## Community-Based Program

The Community-Based (CB) Disabled Students Program exists, through innovative and comprehensive educational programs, to provide lifetime opportunities for continued growth, development, and involvement, which enhance the quality of life of students with disabilities. The Community-Based Disabled Students Program takes the resources of Foothill's Adaptive Learning Division to disabled adults and veterans in the community at independent living centers, community senior centers and VA medical centers in the northern Santa Clara County area. The program promotes the physical, intellectual and social well being of the older adult. Staying active and involved in community life is encouraged. To accomplish this goal, instruction and classroom activities are planned to meet student needs and interests. All classes are tailored to the capabilities of disabled adults. For more information, contact the CB Coordinator at (650) 949-7321.

## REACH – Post Stroke

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

## Transition to Work (TTW)

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

ADAPTIVE LEARNING DIVISION  
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