Mohave Community College

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Thank you for taking time to read this guide. The purpose of this guide is to assist students, faculty and staff at Mohave Community College in supporting students with disabilities. Accommodations are often required in order to ensure that all students have equal access to the programs, services and activities at Mohave Community College. This is a guide. It does not contain all the information you may need, but it will give you some basic information and provide guidance when working with a student who is requesting accommodations.

It is important to remember that students with disabilities should be viewed as individuals first and their disability be viewed as a secondary feature. Not all students who have a disability will need accommodations and not all students will need the same accommodations. Accommodations are considered on an individual basis depending on the course, the student, the instructor, and the disability.

Communication is essential in helping students achieve their potential and goals. We encourage you to contact Disability Services if you have any questions or concerns. At Mohave Community College, students, staff and faculty work together to support all students.

We look forward to working with you as a team.

*MCC Disability Services Staff*
What is a Disability?

A disability under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, is described as a mental, or physical impairment that substantially limits a major life activity. Examples of impairments that can have a substantial impact on a major life function are visual impairments and blindness, hearing impairment and deafness, mobility impairment, learning disabilities, or systemic medical conditions.

The definition of a disability and criteria for establishing eligibility for accommodations services under 504 and ADA for post secondary institutions may be different than the definitions and criteria implemented in the public schools, rehabilitation programs, social security, Veterans Administration, or as covered under insurance policies.

The Law

Section 504 of the Rehabilitation Act:

Section 504 of the Rehabilitation Act of 1973 states that "No otherwise qualified individual with a disability in the United States...shall solely by reason of...disability, be denied the benefits of, be excluded from the participation in, or be subject to discrimination under any program or activity receiving federal financial assistance."

A person with a disability includes ..."any person who (1) has a physical or mental impairment which substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks], (2) has a record of such an impairment, or (3) is regarded has having such an impairment."

A "qualified person with a disability" is defined as one..."who meets the academic and technical standards as requisite to admission or participation in the educational program or activity."

Section 504 protects the rights of qualified individuals who have disabilities such as, but not limited to:

- Blindness/visual impairment
- Cerebral palsy
- Deafness/hearing impairment
- Specific learning disabilities
- Speech and language disorder
- Spinal cord injury
Epilepsy or seizure disorder  Tourett’s syndrome
Orthopedic/mobility impairment  Traumatic brain injury

Section 504 also protects students with chronic illnesses and "treatable disabilities", such as, but not limited to:

AIDS  Diabetes
Arthritis  Multiple sclerosis
Cancer  Muscular dystrophy
Cardiac disease  Psychiatric disability

Under the provisions of Section 504 of the Rehabilitation Act of 1973 ...colleges may not discriminate in the recruitment, educational process, or treatment of students. Students who have self-identified, provided documentation of disability, and requested reasonable accommodations are entitled to receive approved modifications of programs, appropriate academic adjustments, or auxiliary aids that enable them to participate in the benefit from all educational programs and activities.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act of 1990 gives civil rights protections to individuals with disabilities. Title II of the ADA prohibits discrimination against qualified individuals with disabilities in all programs, activities, and services of public entities. It applies to all State and local governments, their departments and agencies, and any other instrumentalities or special purpose districts of State or local governments.

- Requires that people with disabilities not be excluded from participation in, or be denied the benefits of, or be subjected to discrimination.
- Does not require the institution to receive federal financial assistance.
- Provides clear enforceable standards addressing discrimination against individuals with disabilities by ensuring the federal government plays a significant role.

ADA Amendments Act (ADAAA)

On September 25, 2008, the ADA Amendments Act (ADAAA) was signed into law. It became effective on January 1, 2009. The U.S. Senate and the U.S. House of Representatives both unanimously passed the ADAAA.

The ADAAA focuses on the discrimination at issue instead of the individual's disability. It makes important changes to the definition of the term "disability"
by rejecting the holdings in several Supreme Court decisions and portions of Equal Employment Opportunity Commission’s (EEOC) ADA regulations. The Act retains the ADA’s basic definition of "disability" as an impairment that substantially limits one or more major life activities, a record of such an impairment, or being regarded as having such an impairment. However, it changes the way that the statutory terms should be interpreted. Most significantly, the ADAAA:

- Directs EEOC to revise the portion of its regulations that defines the term "substantially limits";
- Expands the definition of "major life activities" by including two non-exhaustive lists:
  - The first list includes many activities that the EEOC has recognized (e.g., walking) as well as activities that EEOC has not specifically recognized (e.g., reading, bending, and communicating);
  - The second list includes major bodily functions (e.g., "functions of the immune system, normal cell growth, digestive, bowel, bladder, respiratory, neurological, brain, circulatory, endocrine, and reproductive functions");
- States that mitigating measures other than "ordinary eyeglasses or contact lenses" shall not be considered in assessing whether an individual has a disability;
- Clarifies that an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active;
- Provides that an individual subjected to an action prohibited by the ADA (e.g., failure to hire) because of an actual or perceived impairment will meet the "regarded as" definition of disability, unless the impairment is transitory and minor;
- Provides that individuals covered only under the "regarded as" prong are not entitled to reasonable accommodation; and
- Emphasizes that the definition of "disability" should be interpreted broadly.
The Accommodation Process

Students who feel they meet the qualifications as an individual with a disability must self-identify and provide appropriate documentation to MCC Disability Services. **Without appropriate documentation, no accommodations can be provided to the student.**

Accommodations are based on the documented disability. For example, a student with a back injury will require different accommodations than a student with a learning disability. Accommodations are developed on an individualized, case-by-case basis.

Accommodations must be requested each semester a student is enrolled in classes. If a student is registered with MCC Disability Services, but has not developed and signed accommodation requests, they are not eligible to receive accommodations.

**How Do I Get Accommodations?**

1. Call MCC Connect at 866-664-2832 to make an appointment with a Student Services Specialist.
2. Complete an Application for Disability Support Services during your appointment with a Student Services Specialist, and discuss the accommodations you wish to request.
3. Obtain your disability documentation from your medical, educational or psychological professional.
4. Bring a copy of your disability documentation to your appointment, or sign a release to have MCC request documentation from your provider.
5. Discuss appropriate courses with the Student Services Specialist.
6. MCC Disability Services will review your documentation and accommodation requests to make recommendations about reasonable accommodations.
7. MCC Disability Services may contact you with questions or for clarification.
8. Accommodation forms will be sent to your Student Services Specialist for your signature.
9. Once signed these forms will be sent to your instructors.

In order for a student to receive accommodations, Accommodation Forms must be reviewed and signed by the student and a Disability Specialist every semester a student is registered for classes. Signed Accommodation Request Forms will be sent to your instructors. Students should discuss their requested accommodations with each instructor. Mohave Community College does not provide personal assistants, eyeglasses, hearing aids, other devices of a personal nature nor transportation.
All disability related information is confidential and is shared with faculty and staff of MCC on a need-to-know basis.
Extended Time and/or Distraction Reduced Environment Testing Accommodation Procedure

Students may be approved for testing accommodations such as extended time and/or distraction reduced environment.

- If a student qualifies for testing accommodations that require them to take the test outside the classroom, the campus Testing Center will proctor the test for the student.

- The student should give the instructor an “Out-of-Class” Testing form at least 2 days before the test.

- The instructor should complete the Instructor portion of the form and send it and the test to the campus Testing Center.

- The student must contact the campus Testing Center at least 2 days before the test to schedule a day and time for the test.

- The campus Testing Center will proctor the test following the directions of the instructor while providing the student with their accommodations.

- The Testing Center will return the test and a copy of the “Out-of-Class” Testing form to the instructor as soon as possible after the student completes the test.
College Rights & Responsibilities

College Rights

- Identify and establish essential functions, abilities, skills, knowledge, and standards for courses, programs, services, jobs, and activities, and to evaluate students on this basis;
- Request and receive current documentation from a qualified professional that supports requests for accommodations, academic adjustments, and/or auxiliary aids and services;
- Deny a request for accommodations, academic adjustments, and/or auxiliary aids and services if the documentation does not demonstrate that the request is warranted, or if the individual fails to provide appropriate documentation;
- Select among equally effective accommodations, adjustments, and/or auxiliary aids and services;
- Refuse to provide an accommodation, adjustment, and/or auxiliary aid and service that impose a fundamental alteration on a program or activity of the college.

College Responsibilities

- Accommodate the known limitations of an otherwise qualified student with a disability;
- Ensure that courses, programs, services, and activities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings;
- Provide or arrange accommodations, academic adjustments, and/or auxiliary aids and services for students with disabilities in courses, programs, services, and activities;
- To maintain appropriate confidentiality of records and communication, except where permitted or required by law;
- To maintain academic standards by providing accommodations without compromising the content, quality, or level of instruction.
Student Rights & Responsibilities

Student Rights

- Equal access to courses, programs, services, jobs, and activities offered by the college;
- Equal opportunity to work, learn, and receive accommodations, academic adjustments and/or auxiliary aids and services;
- Confidentiality of information regarding their disability as applicable laws allow;
- Information available in accessible formats.

Student Responsibilities

- Meet qualifications and maintain essential institutional standards for the programs, courses, services, and activities;
- Self-identify disability status in a reasonable and timely manner;
- Provide disability documentation from a qualified professional that reflects the student's current disability status, and how their disability limits participation in courses, programs, services, and activities;
- Follow published procedures for obtaining academic adjustments, and/or auxiliary aids and services.

Suggestions for students

- Some accommodations require extra time so it is imperative to self-identify and request accommodations as soon as possible;
- Attend classes and follow instructions provided in the class syllabus concerning absences, emergency needs, or other information specific to class;
- If possible inform instructor ahead of time of any absences;
- Contact other outside agencies for possible eligibility in additional services;
- Arrange for personal attendants if needed, whether paid for by an agency or family (colleges are not required under ADA to provide personal attendants, tutors, or personal items such as hearing aids, prostheses, individually designed and fitted special extensions or wands for computer or other resource operation);
- Students with disabilities should process their own college business i.e., registration, drop/add, refunds, etc.
**Guidelines**

Purposes of Documentation:

Documentation serves two primary purposes in postsecondary education:

1. **To establish protection from discrimination**

AND

2. **To determine the accommodations to which the individual may be entitled**

This documentation needs to come from a licensed psychologist, psychiatrist, or medical doctor. Documentation on handwritten prescription pads is not sufficient.

Disability Documentation for the purpose of providing accommodations must both establish disability and provide adequate information on the functional impact of the disability so that effective accommodations can be identified.

Documentation is submitted to MCC Disability Services directly. The documentation is confidential and will be used for the sole purpose of determining which accommodations are appropriate.

*All documentation will be reviewed on an individual, case-by-case basis.*

**MCC Disability Services Guidelines for Documentation**

Learning Disability

A psychological or educational evaluation that includes a comprehensive assessment and a diagnostic report addressing the student’s current level of functioning and the need for accommodations in the following areas:

- **Aptitude/Intelligence**
- **Academic Achievement**
- **Social/Emotional (if appropriate)**

The report should contain the following:

- **Dates of assessment**
- **Names, titles, certification/license number**
A school plan, such as an IEP or 504 is helpful, but is not sufficient documentation unless it contains the items listed above.

**Attention Deficit/Hyperactivity Disorder:**

A formal psychological or neurological assessment which demonstrates impaired attention and/or hyperactivity must be provided. Assessment of the following areas by a certified or licensed professional:

A full signed written report that includes:
- Dates of assessment
- Names, titles, certification/license numbers
- Summary of results
- DSM-IV diagnosis
- Limitations
- Recommendations
- Current Treatment

**Blindness or Visual Impairments**

A report outlining medically certified loss by an ophthalmologist or MD listing diagnosis, limitations and recommendations.

**Deafness or Hearing Impairments**

An audiogram and subsequent report by certified audiologist listing limitations and recommendations.

**Mobility Impairment**

Medical documentation from a qualified professional with a diagnosis, limitations and recommendations.

**Traumatic Brain Injury**

Current (within last 3 years) neuropsychological assessment by a qualified neurophysiologist with a DSM-IV or ICD-10 diagnosis, limitations, and recommendations.
**Psychological Disability**

A psychological evaluation and treatment summary by a licensed psychologist or psychiatrist within the last 12 months with DSM diagnosis, limitations and recommendations.

**Chronic Medical Conditions**

An assessment by a qualified professional with a written report that includes an ICD-10 diagnosis, limitations and recommendations related to the condition for which the student is requesting accommodations.

**Temporary Impairments**

A letter on letterhead from a qualified professional stating diagnosis, functional limitations necessitating the temporary accommodation and the period of time services will be needed.
A variety of orthopedic/mobility-related disabilities result from congenital conditions, accidents, or progressive neuromuscular diseases. These disabilities include conditions such as spinal cord injury (paraplegia or quadriplegia), cerebral palsy, spinal bifida, amputation, muscular dystrophy, cardiac conditions, cystic fibrosis, paralysis, polio/post polio, and stroke. Functional limitations and abilities vary widely even within one group of disabilities. Accommodations vary greatly and can best be determined on a case-by-case basis.

**Accommodations may include:**

- Accessible location for the classroom and place to meet with instructor
- Extra time to get from one class to another, especially in inclement weather
- Adaptive seating in classrooms
- Notetakers, use of tape recorders, laptop computers, or copies of peer notes
- Test accommodations: extended time, separate place, scribe, access to word processors
- Special computer equipment/software: voice activated word processing, word prediction, keyboard modification
- Adjustable lab tables or drafting tables for classes taught in lab settings
- Lab assistance
- Accessible parking in close proximity to the building
- Activities that allow the student to participate within his/her physical capabilities and still meet the objectives of the course
- Course waiver or substitutions for certain students
- Taped texts
- Advance planning for field trips to ensure accessibility

**Considerations and Instructional Strategies:**

- *When talking with a person who uses a wheelchair, try to converse at eye level; sit down if a chair is available.*
- *Make sure the classroom layout is accessible and free from obstructions.*
- *If a course is taught in a lab setting, provide an accessible work station.*
- *A wheelchair is part of the student’s personal space; do not lean on, touch, or push the chair unless asked.*
- *Let the student set the pace when walking or talking.*
- *Ask the student if he or she will need assistance during an emergency evacuation, and assist in making a plan if necessary.*
When field trips are required for a course, make sure accessible transportation is available.

More information about orthopedic/mobility impairments...

Students with physical impairments may have any of the following characteristics:

- pain, spasticity, or lack of coordination
- flare-ups of intensity of the symptoms
- periods of remission in which little or no symptoms are visible
- inability to walk without crutches, canes, braces, or walkers
- ability to stand or walk but may use wheelchair to conserve energy or gain speed
- inability to stand or walk and use wheelchair for total mobility
- limited lower body use but full use of arms and hands
- limited use of lower body and limited use of arms and hands
- impairment of speech or hearing
- limited head or neck movement
- decreased physical stamina and endurance
- decreased eye-hand coordination

Disabilities that generally restrict mobility functioning:

Cerebral Palsy: The term applies to a number of non-progressive motor disorders of the central nervous system. The effects can be severe, causing inability to control bodily movement, or mild, only slightly affecting speech or hearing. The term is a general classification for stable cerebral lesions that occur at or before birth.

Spinal Cord Injury: In damage to the spinal cord, the extent of the resultant paralysis and sensory loss is determined by the level of injury. Injuries below the first thoracic nerve root (T1) level result in paraplegia, a spastic paralysis of the lower extremities. Injuries above the T1 level result in quadriplegia, a spastic or flaccid paralysis of the lower and upper extremities. The injury may be complete or incomplete.

Degenerative Diseases: Progressive diseases such as muscular dystrophy and multiple sclerosis may limit gross motor functions and/or fine motor activity.

Post-Polio Syndrome: A variety of problems are presumed to be the late effects of polio. The symptoms may include fatigue, weakness, shortness of breath, and pain.
**Motor Neuron Diseases:** A group of disorders such as Amyotrophic Lateral Sclerosis (ALS), Progressive Bulbar Palsy (PBP), Progressive Spinal Muscular Atrophy, and Charcot-Morie-Tooth disease produce symptoms such as pain, numbness, weakness, loss of upper and lower motor functions, and problems in breathing.

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**Blindness/Visual Impairment**

Visual impairments include disorders in the sense of vision that affect the central vision acuity, the field of vision, color perception, or binocular visual function. The American Medical Association defined legal blindness as visual acuity not exceeding 20/200 in the better eye with correction, or a limit in the filed of vision that is less than a 20 degree angle (tunnel vision). Tumors, infections, injuries, retrolental fibroplasis, cataracts, glaucoma, diabetes, vascular impairments, or myopia may cause legal blindness. Visual disabilities vary widely. Some students may use a guide dog, or a white cane, while others may not require any mobility assistance.

**Accommodations may include:**

- Reading lists or syllabi in advance to permit time for transferring into alternate form
- Textbooks ordered in the preferred medium of the student
- Seating in the front of the class without glare from windows
- Tape recording of lectures and class discussions
- Notetaking devices such as pocket Braille computers
- Handouts in the medium that the student prefers
- Clear black print on white or pale yellow paper for student with visual impairments
- Testing accommodations such as taped tests, reading of tests, scribe, extended time, alternate location, enlarged print, and word processing software with speech access
- Materials presented on the board or on transparencies read out loud
- Lab assistance
- Advance notice of class scheduling changes
- Note takers or note sharing
- Videos with audio description
- Closed Circuit TVs
- Computer software to enlarge print
Considerations and Instructional Strategies:

- If needed, identify yourself at the beginning of a conversation and notify the students when you are exiting a room.
- Nonverbal cues depend on visual acuity. Verbally acknowledging key points in the classroom or conversation facilitates the communication process.
- A student may use a guide dog or white cane for mobility assistance. A guide dog is a working animal and should not be petted.
- When giving directions, be clear: say "left," "right," or "step down." Let the students know where obstacles are; for example, "the chair is to your left."
- When guiding or walking with a student, verbally offer your elbow instead of grabbing his.
- Allow the student to determine the most ideal seating location so he/she can see, hear and, if possible, touch much of the presented material.
- Discuss special needs for field trips or other out-of-class activities well in advance.
- Assist the student in labeling lab materials so they are easily identifiable.
- Familiarize the student with the layout of the classroom or laboratory, noting the closest exits, and locating emergency equipment.
- Ask the student if she will need assistance during an emergency evacuation and assist in making a plan if necessary.

Types of alternate format of printed material for students with blindness/visual impairments include:

- MP3 Format
- Audio CD
- PDF
- Large print - Standard sized materials can be enlarged on a copier using 11" x 17" paper.
- Braille - Adaptive equipment will be necessary to provide format in Braille; however, Braille is probably the least requested format for students with blindness.

Learning Disabilities

A learning disability is a permanent neurological disorder that affects the manner in which information is received, organized, remembered, and then retrieved or expressed. Students with learning disabilities possess average to above intelligence. The disability is demonstrated by a significant discrepancy between
expected and actual performance in one or more of the basic functions: memory, oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematical calculation, or mathematical reasoning.

**Accommodations may include:**
(Students may not need all of these accommodations. Specific accommodations should be based on the diagnostic information.)

- Tape recorders and/or laptop computers
- Copies of classmate's and/or instructor's notes or overheads
- Extended time for tests
- Testing in a quiet, distraction-minimized environment
- Frequent breaks allowed during tests
- Test given by page or by section
- Clear arrangement of test items on paper
- Calculator, spellchecker, thesaurus, reader, and/or scribe during tests
- Alternative form of test, such as an oral test or an essay instead of multiple choice format
- Use of blank card or paper to assist in reading
- Extended time to complete assignments
- Taped texts and classroom materials
- Use of handouts and visual aids
- Extended time for in class assignments to correct spelling, punctuation, and/or grammar
- Word processor with spell check and/or voice output to provide auditory feedback
- Concise oral instructions
- Instructions and demonstrations presented in more than one way
- Syllabus provided before the start of the semester

**Considerations and Instructional Strategies:**

*Instructors who use a variety of instructional modes will enhance learning for students with learning disabilities. A multi-sensory approach to teaching will increase the ability of students with different functioning learning channels—auditory, visual and/or kinesthetic—to benefit from instruction*

**More information about learning disabilities...**

Learning disabilities vary from one person to another and are often inconsistent within an individual. Some of the types of learning disabilities include:
- dyslexia - difficulty reading
- dyscalculia - difficulty doing mathematics
- dysgraphia - difficulty writing words with appropriate syntax
- dysphasia - difficulty speaking with fluency or sometimes to understand others
- figure-ground perception - difficulty seeing an object from a background of other objects
- visual discrimination - difficulty seeing the difference in objects
- auditory figure-ground perception - difficulty hearing one sound among others
- auditory sequencing - difficulty hearing sounds in the right order

Students may demonstrate one or more problem characteristics. The form may be mild, moderate, or severe.

**Study Skills**
- inability to organize and budget time
- difficulty taking notes/outlining material
- difficulty following directions
- difficulty completing assignments on time

**Writing Skills**
- frequent spelling errors
- incorrect grammar
- poor penmanship
- poor sentence structure
- difficulty taking notes while listening to class lectures
- problems with organization, development of ideas and transition of words

**Math Skills**
- computational skill difficulties
- difficulty with reasoning
- difficulty with basic math operations (multiplication tables)
- number reversals, confusion of symbols
- difficulty with concepts of time and money
- difficulty copying problems

**Social Skills**
- spatial disorientation
- low frustration level
- low self-esteem
- impulsive

- disorientation in time
difficulty with delaying problem resolution

Attention Deficit Disorder (ADD)
Attention-Deficit/Hyperactivity Disorder (ADHD)

ADD and ADHD are neurological conditions affecting both learning and behavior. They result from chronic disturbances in the area of the brain that regulate attention, impulse control, and the executive functions which control cognitive tasks, motor activity, and social interactions. Hyperactivity may or may not be present. Treatable but not curable, ADD and/or ADHD can lead to lifelong problems.

Accommodations may include:

- copies of classmate's notes and/or copies of instructor's notes or overheads
- extended time for tests
- exams in a quiet, distraction-minimized environment
- frequent breaks allowed during exam; exam given by page or by section
- clear arrangement of test items on paper
- calculator, spellchecker, thesaurus, reader, and/or scribe during exams
- use of blank card or paper to assist in reading
- extended time to complete assignments
- tape recorders and/or laptop computers
- taped texts and classroom materials
- use of handouts and visual aids
- extended time for in-class assignments to correct spelling, punctuation, grammar
- word processor with spell check and/or voice output to provide auditory feedback
- Instructions or demonstrations presented in more than one way
- concise oral instructions
- syllabus provided before the start of the semester

Considerations and Instructional Strategies:

Since these students often also have learning disabilities, effective accommodations may include those also used with students with learning
disabilities. Effective instructional strategies include providing opportunities for students to learn using visual, auditory and hands-on approaches.

**Students with ADD and/or ADHD may demonstrate one or more of the following problem characteristics:**

- Difficulty following directions, listening, and concentrating
- Poor time management skills
- Difficulty in being prepared for class, keeping appointments, and getting to class on time
- Reading comprehension difficulties
- Starting, organizing, and completing tasks
- Difficulty with math problems requiring changes in action, operation and order
- Difficulty interacting with others
- Difficulty producing work at a consistent level
- Blurting out answers

**A student with ADD and/or ADHD may:**

- Perform better in morning classes
- May not perform well at all before noon
- Need to sit in the front of the class
- Need assignment organizers (planners)
- Need assignments in writing
- Experience difficulty following through with several directions at once
- Have problems organizing multi-step tasks
- Benefit from structure, using lists, and following schedules

**Traumatic Brain Injuries (TBI)**

Head injury is one of the fastest growing types of disabilities, especially in the age range of 15 to 28 years. There is a wide range of differences in the effects of TBI on the individual, but most cases result in some type of impairment. The functions that may be affected include the following: memory, communication, cognitive/perceptual communication, speed of thinking, spatial reasoning, conceptualization, psychosocial behaviors, motor abilities, sensory perception, and physical abilities.

**Accommodations may include:**
- Tape recorders and/or laptop computers
- Copies of classmate’s and/or instructor’s notes or overheads
- Extended time for tests
- Tests in a quiet, distraction-free environment
- Frequent breaks allowed during test; test given by page or by section
- Clear arrangement of test items on paper
- Calculator, spellchecker, thesaurus, reader, and/or scribe during tests
- Alternative form of test, such as an oral test or an essay test instead of multiple choice format
- Use of blank card or paper to assist in reading
- Extended time to complete assignments
- Taped texts and classroom materials
- Use of handouts and visual aids
- Word processor with spell check and/or voice output to provide auditory feedback
- Instructions or demonstrations presented in more than one way
- Concise oral instructions
- Syllabus provided before the start of the semester

**Considerations and Instructional Strategies:**

- Brain injury can cause physical, cognitive, behavioral, and/or personality changes that affect the student in the short term or permanently.
- Recovery may be inconsistent. A student might take one step forward, two back, do nothing for a while and then unexpectedly make a series of gains.
- Effective teaching strategies include providing opportunities for a student to learn using visual, auditory and hands-on approaches.
- Ask the student if he or she will need assistance during emergency evacuation and assist in making arrangements if necessary.

Highly individual; brain injuries can affect students very differently, depending on the area of the brain affected by the injury.

**Students with TBI may demonstrate difficulty with one or more of the following characteristics:**

- Organizing thoughts, cause-effect relationships, and problem solving
- Processing information and word retrieval
- Generalizing and integrating skills
- Social interactions
- Memory
- Balance and/or coordination
- Communication and speech

**A student with TBI may:**

- Need an established routine with step-by-step directions
- Need books and lectures on tape
- Need repetition or some type of reinforcement of information to be learned
- Demonstrate poor judgment and memory problems
- Need a tutor
- Exhibit discrepancies in abilities such as reading comprehension at a much lower level than spelling ability

**Deaf/Hard of Hearing**

More individuals in the United States have a hearing impairment than any other type of physical disability. A hearing impairment is any type or degree of auditory impairment, while deafness is an inability to use hearing as a means of communication. Hearing loss may be sensorineural, involving an impairment of the auditory nerve; conductive, a defect in the auditory system that interferes with sound reaching the cochlea; or a mixed impairment, involving both sensorineural and conductive. Hearing loss is measured in decibels and may be mild, moderate, or profound. A person born with a hearing loss may have language deficiencies and exhibit poor vocabulary and syntax. Many students with hearing loss may use a variety of communication methods, including hearing aids, lip reading, cued speech, signed English and/or American Sign Language.

**Accommodations may include, but are not limited to:**

- Seating which allows a clear view of the instructor, the interpreter, and the blackboard
- An unobstructed view of the speaker's face and mouth
- Written supplements to oral instructions, assignments, and directions
- Providing handouts in advance
- Visual aids as often as possible, including captioned versions of videos and films
- Repeating questions and comments from other students
- Interpreters and/or notetakers for class lectures or lab
Test accommodations may include: extended time, alternate location, proofreading of essay tests, access to word processor and interpreted directions
- Providing unfamiliar vocabulary in written form, on the blackboard, or in a handout
- Use of electronic mail, Fax, or word processor for discussions with the instructor
- Excess noise reduced as much as possible to facilitate communication

Considerations and Instructional Strategies:
- American Sign Language (ASL) is not equivalent to English; it is a visual language having its own syntax and grammatical structure.
- Look directly at the student during a conversation, even when an interpreter is present, and speak in natural tones.
- Make sure you have the student's attention before speaking. A light touch on the shoulder, wave or other visual signal will help.
- Recognize the processing time the interpreter takes to translate a message from its original language into another language; the students may need more time to receive information, ask questions and/or offer comments.
- It is not helpful to shout or exaggerate lip movements.

Students who are Deaf or hard of hearing may have one or more of the following characteristics:
- Be skilled lipreaders, but many are not; only 30 - 40 percent of spoken English is distinguishable on the mouth and lips under the best conditions
- Have difficulties with speech, reading and writing skills, given the close relationship between language development and hearing
- Use speech, lipreading, hearing aids and/or amplification systems to enhance oral communication
- Be members of a distinct linguistic and cultural group; as a cultural group, they may have their own values, social norms and traditions
- Use American Sign Language as their first language, with English as their second language

Speech and Language Disabilities

Speech and language disabilities may result from hearing loss, cerebral palsy, learning disabilities, and/or physical conditions. There may be a range of
difficulties from problems with articulation or voice strength to complete absence of voice. Included are difficulties in projection, fluency problems, such as stuttering and stammering, and in articulating particular words or terms.

**Accommodations may include:**

- Modifications of assignments such as one-to-one presentation or use of a computer with voice synthesizer
- Alternative assignment for oral class reports
- Course substitution

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**Considerations and Instructional Strategies:**

- *Give students opportunity--but do not compel speaking in class.* Ask students for a cue they can use if they wish to speak.
- *Permit students time to speak without unsolicited aid in filling in the gaps in their speech.*
- *Do not be reluctant to ask students to repeat a statement.*
- *Address students naturally.* Do not assume that they cannot hear or comprehend.
- *Patience is the most effective strategy in teaching students with speech disabilities.*

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**Psychiatric Disabilities**

Psychiatric disabilities refer to a wide range of behavioral and/or psychological problems characterized by anxiety, mood swings, depression, and/or a compromised assessment of reality. These behaviors persist over time; they are not in response to a particular event. Although many individuals with psychiatric disabilities are stabilized using medications and/or psychotherapy, their behavior and affect may still cycle.

**Accommodations may include:**

- Extended time for tests
- Quiet, distraction-free testing area
- Tests divided into segments with rest breaks
- Notetakers, readers, or tape recorders in class
- Use of computer or scribe for essay tests
- Some flexibility in the attendance requirements in case of health related absences
Seating arrangement that enhance the learning experience of the student

Considerations and Instructional Strategies:

- Student with psychiatric disabilities may not be comfortable disclosing the specifics of their disability. Instructors can help these students by providing an understanding and accepting environment in the classroom, which will encourage them to request the accommodations they need to succeed.
- With treatment and support, many students with psychiatric disabilities are able to manage their mental health and benefit from college classes.
- If students seem to need counseling for disability-related issues, encourage them to discuss their problems with a trained counselor. Maintaining a clear, distinct separation of roles between instructor and counselor is critical for this population.
- Sometimes students may need to check their perceptions of a situation or information you have presented in class to be sure they are on the right track.
- Sequential memory tasks, such as step-by-step instructions, spelling, and math may be more easily understood by breaking up tasks into smaller ones.
- Drowsiness, fatigue, memory loss, and decreased response time may result from prescription medications.

Invisible Disabilities - Psychological disorders fall into the group of invisible disabilities that may have little or no impact on learning. With proper diagnoses and treatment, students with psychological disorders are productive and successful in the academic environment.

Depression - Depression is a common occurrence that may affect social functioning, concentration and motivation, and the ability to tolerate stress. Episodes of lower level academic functioning related to the disability may be time limited. In some cases the student may need to withdraw from school or take an incomplete in course work to allow time for the condition to stabilize.

Medications - Medications or changes in the medications a student is taking may cause sleep disturbances, interference with concentration, diminished ability to attend class, or successfully complete assignments or tests. Accommodations
may be needed for the presenting disability and the side effects of the medications.

**Behavior** - Some students may exhibit negative behavior such as indifference or occasionally disruptive behavior. In the event of disruptive behavior, the student should be informed about the specific limits of acceptable behavior in the classroom and on campus.

**Other Disabilities**

Other disabilities include conditions affecting one or more of the body's systems. These include respiratory, immunological, neurological, and circulatory systems.

**Examples include:**

- Cancer
- Chronic Fatigue Syndrome
- Epilepsy/Seizure Disorder
- Fibromyalgia
- Lupus Erythematosi
- Multiple Sclerosis

**Accommodations may include:**

- Conveniently located parking
- Extended time for tests
- Enlarged printed materials
- Recorded course materials
- Use of scribe and/or readers
- Use of computers or other assistive technology

- Chemical Dependency (current users are excluded from the ADA and section 504)
- Diabetes
- Epstein Barr Virus
- HIV+/AIDS
- Multiple Chemical Sensitivity
- Renal Disease

- Modified course load
- Test modifications, such as increased frequency, shorter testing sessions, or administering the test by page or by section.
Considerations and Instructional Strategies:

- The condition of a student with a systemic disability may fluctuate or deteriorate over time, causing the need for the type of accommodation to vary.
- Fatigue may be a significant factor in the student's ability to complete required tasks within regular time limits.
- Some conditions may cause the student to exceed the attendance policy. A reasonable accommodation should reflect the nature of the class requirements and the arrangements initiated by the student for completing the assignments.
- Ask the student if he or she will need assistance during an emergency evacuation and assist in making a plan if necessary.

Temporary Impairments

Temporary/Courtesy Services

MCC Disability Services provides limited assistance for students in need of temporary services (i.e. Inability to write because of a broken bone or inability to sit comfortably in class because of a recent surgery).

Types of Assistance

The type of assistance is determined on a case-by-case basis and may be dependent upon documentation. Services may include the following:

- Classroom support such as readers, writers and notetakers
- Notetaking devices, tape recorders and notetaking paper
- Alternate seating
- Adapted test-taking
- Access maps of campus
- Referrals to appropriate resources or agencies

How to Request Temporary/Courtesy Services

- The student should contact the Disability Services Specialist on their campus as soon as possible to make the request.
- An application for services will need to be filled out.
• The College has the right to request documentation of the need for temporary assistance from the student’s physician prior to provision of services.

**MCC Disability Services typically asks for advanced notice in order to have services in place. However, the staff will make every effort to respond to the request in a timely manner.**

Contact Information:

<table>
<thead>
<tr>
<th></th>
<th>Director/Kingman</th>
<th>Bullhead City</th>
<th>Lake Havasu City</th>
<th>North Mohave</th>
</tr>
</thead>
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<tr>
<td></td>
<td>928-757-0813</td>
<td>928-704-7794</td>
<td>928-680-5946</td>
<td>928-875-2205</td>
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</tbody>
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Use Relay 711

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**Tips for Faculty**

Many teaching strategies that assist students with disabilities are known to also benefit nondisabled students. Instruction provided in an array of approaches will reach more students than instruction using only one method. The following are some dos and don’ts to assist students in an academic setting.

**DO...**

- write key terms or an outline on the board, or prepare a lecture handout
- create study guides
- assign advance readings before the topic is due in the class session
- briefly review the previous lecture
- use visual aids such as overheads, diagrams, charts, and/or graphs
- allow the use of tape recorders
- emphasize important points, main ideas, and key concepts
- explain technical language and terminology

**DON'T...**

- speak distinctly and at a relaxed rate, pausing to allow students time for note-taking
- leave time for questions
- administer frequent quizzes to provide feedback for students
- give assignments in writing as well as orally
- treat an individual with a disability the same way you would treat anyone—with dignity and respect
- turn your back to the class when speaking
DON'TS CONTINUED...

- embarrass a student with a disability by drawing attention to the disability in front of the class
- assume that certain professions or majors are more suited to persons with disabilities
- assume a student with a disability does not belong in a certain major or program
- assume a student with a disability cannot perform well in your class
- make medical judgments
- feel apprehensive about discussing the student's needs as they relate to the course
Tips for Interacting with People with Disabilities

When interacting with people with disabilities, it is important to extend them the same courtesies and respect that is shown to others. However, there are some rules of etiquette that will help both you and the person with the disability feel more comfortable.

**General**

- Relax. Be yourself. Don’t be embarrassed if you happen to use accepted, common expressions such as "See you later" or "Got to be running along" that seem to relate to the person’s disability.
- Offer assistance to a person with a disability if you feel like it, but wait until your offer is accepted BEFORE you help. Listen to any instructions the person may want to give.
- Be considerate of the extra time it might take for a person with a disability to get things done or said. Let the person set the pace in walking and talking.
- When talking with someone with a disability, speak directly to that person rather than through a companion who may be present.
- It is appropriate to shake hands when introduced to a person with a disability. People with limited hand use or who wear an artificial limb do shake hands.

**Hearing**

- To get the attention of a person who is deaf or hard of hearing, tap the person on the shoulder, wave your hand, stamp your foot or flash the lights.
- Follow the person's cues to find out if he/she prefers sign language, gesturing, writing or speaking.
- Look directly at the person and speak clearly to establish if the person can read your lips. Those who do will rely on facial expressions and other body language to help in understanding. Remember, not all persons who are deaf or hard of hearing can lip read.
- Speak in a normal tone of voice. Talking too loudly or with exaggerated speech can cause a distortion of normal lip movements. Shouting won't help.
- Try to eliminate background noise.
- Written notes can often facilitate communication.
- Encourage feedback to assess clear understanding.
- If you have trouble understanding the speech of a person who is deaf or hard of hearing, let him/her know.
**Vision**

- When greeting a person with a severe loss of vision, always identify yourself and others who may be with you.
- When speaking in a group, remember to say the name of the person to whom you are speaking to give verbal cues.
- Speak directly to the vision impaired student and address him or her by name.
- Speak in a normal tone of voice, indicate when you move from one place to another and let it be known when the conversation is at an end.
- When you offer to assist someone with vision impairment, allow the person to take your arm. This will help you to guide rather than propel or lead the person. When offering seating, place the person's hand on the back or arm of the seat.
- Use specifics such as "left a hundred feet" or "right two yards" when directing a person with a visual impairment.

**Speech**

- Give whole, unhurried attention when you're talking to a person who has difficulty speaking. Allow extra time for communication.
- Keep your manner encouraging rather than correcting. Be patient--don't speak for the person.
- If necessary, ask short questions that require short answers of a nod or shake of the head.
- Never pretend to understand if you are having difficulty doing so. Repeat what you understand. The person's reaction will clue you in and guide you to understanding.
- Use hand gestures and notes.

**Cognitive**

- Be patient. Take the time necessary to assure clear understanding. Give the person time to put his/her thoughts into words, especially when responding to a question.
- Use precise language incorporating simpler words. When possible, use words that relate to things you both can see. Avoid using directional terms like right, left, east, or west.
- Be prepared to give the person the same information more than once in different ways.
- When asking questions, phrase them to elicit accurate information. People with cognitive disabilities may be eager to please and may tell you what they think you want to hear. Verify responses by repeating each question in a different way.
- Give exact instructions. For example, "Be back from lunch at 12:30," not "Be back in 30 minutes."
- Too many directions at one time may be confusing.
- Depending on the disability, the person may prefer information in written or verbal form. Ask the person how you can best relay the information.

**Mobility/Wheelchair Users**

- Any aid or equipment a person may use, such as a wheelchair, guide cane, walker, crutch or assistance animal, is part of that person's personal space. Don't touch, push, pull, or otherwise physically interact with an individual's body or equipment unless you're asked to.
- When speaking with someone in a wheelchair, talk directly to the person and try to be at his/her eye level, but do not kneel. If you must stand, step back slightly so the person doesn't have to strain his/her neck to see you.
- When giving directions to people with mobility limitations, consider distance, weather conditions and physical obstacles such as stairs, curbs and steep hills.
- Always ask before you move a person in a wheelchair--out of courtesy, but also to prevent disturbing the person's balance.
- If a person transfers from a wheelchair to a car, barstool, etc., leave the wheelchair within easy reach. Always make sure the chair is locked before helping a person transfer.

**Service Animals**

- Service animals should not be petted or otherwise distracted when in harness.
- If the animal is not in harness, permission from the animal's companion should be requested and received prior to any interaction with the animal.
- Guide dogs will need special consideration when you plan laboratory exercises and field trips.
National Resources

- **Accessibility of State and Local Government Websites to People with Disabilities**
  [http://www.ada.gov/websites2.htm](http://www.ada.gov/websites2.htm)

- **AHEAD (Association on Higher Education And Disabilities)**
  107 Commerce Center Dr., Suite 204
  Huntersville, NC 28078
  704-947-7779
  [http://www.ahead.org](http://www.ahead.org)

- **American Association on Intellectual & Developmental Disabilities**
  [http://www.aamr.org](http://www.aamr.org)

- **American Council of the Blind**
  800-424-8666
  [http://www.acb.org](http://www.acb.org)

- **American Foundation for the Blind**
  800-232-5463 (9:00am-2:00pm, EST)
  [http://www.afb.org](http://www.afb.org)

- **American Printing House for the Blind**
  800-233-1839
  [http://www.aph.org](http://www.aph.org)

- **American Speech-Language-Hearing Association**
  888-498-6699
  [http://www.asha.org](http://www.asha.org)

- **Americans with Disabilities Act Library**
  [http://askjan.org/links/adalinks.htm](http://askjan.org/links/adalinks.htm)

- **Attention Deficit Information Network, Inc. (AD-IN)**
  475 Hillside Avenue
  Needham, MA 02194
  617-455-9895

- **Brain Injury Association, Inc.**
  703-761-0750
  [http://www.biausa.org](http://www.biausa.org)

- **CDC/National Prevention Information Network**
  800-458-5231
  [http://www.cdcnpin.org](http://www.cdcnpin.org)
- **Children and Adults with Attention Deficit Disorders**  
  800-233-4050  
  [http://www.chadd.org](http://www.chadd.org)

- **Cystic Fibrosis Foundation**  
  800-344-4823  
  [http://www.cff.org](http://www.cff.org)

- **DAIS**  
  [http://www.daisweb.com](http://www.daisweb.com)

- **Deaf Connection**  
  [http://www.deafconnection.org](http://www.deafconnection.org)

- **Disability Rights Education and Defense Fund**  
  800-348-4232  
  [http://www.dredf.org](http://www.dredf.org)

- **EASI (Equal Access to Software and Information)**  
  [http://people.rit.edu/easi](http://people.rit.edu/easi)

- **Epilepsy Foundation of America**  
  800-332-1000 (consumers)  
  [http://www.epilepsyfoundation.org](http://www.epilepsyfoundation.org)

- **Equal Employment Opportunity Commission**  
  [http://www.eeoc.gov](http://www.eeoc.gov)

- **HEATH Resource Center** (good resource site)  
  [http://www.heath.gwu.edu](http://www.heath.gwu.edu)

- **Immune Deficiency Foundation**  
  [http://www.primaryimmune.org](http://www.primaryimmune.org)

- **Job Accommodation Network**  
  [http://askjan.org](http://askjan.org)

- **Learning Disabilities Association of America (LDA)**  
  [http://www.ldanatl.org](http://www.ldanatl.org)

- **DBTAC Mid-Atlantic ADA Information Center**  
  [http://www.adainfo.org](http://www.adainfo.org)

- **Mental Health America**  
  703-684-7722
http://www.nmha.org

- **National Alliance of Blind Students**
  800-424-8666
  http://acbstudents.org

- **NCLD, National Center for Learning Disabilities**
  212-545-7510
  http://www.ncld.org

- **National Clearinghouse of Rehabilitation Training Materials**
  800-223-5219
  http://www.nchrtm.okstate.edu

- **National Easter Seal Society**
  312-726-6200
  http://www.easterseals.com

- **National Brain Injury Foundation**

- **National Institute on Deafness and Other Communicative Disorders Clearinghouse (NIDCD)**
  800-241-1044
  800-241-1055 (TT)

- **National Institute on Mental Health (NIMH)**
  1-866-615-6464
  http://www.nimh.nih.gov

- **National Multiple Sclerosis Society**
  800-344-4867
  http://www.nationalmssociety.org

- **National Rehabilitation Association**
  703-836-0850
  http://www.nationalrehab.org/website/index.html

- **National Rehabilitation Information Center**
  703-836-0850
  http://www.naric.com/

- **National Spinal Cord Injury Association**
  800-962-9629
  http://www.spinalcord.org

- **Office for Civil Rights, U.S. Department of Education**
  1-800-421-3481
Office of the Americans with Disabilities Act  
800-514-0301  
http://www.ada.gov

PEPNet (The Postsecondary Education Programs Network)  
http://www.pepnet.org

Reasonable Accommodations for Adults with Psychiatric Disabilities: An On-line Resource for Employers and Educators  
617-353-3549  
http://www.bu.edu/cpr/reasaccom/index.html

Recording for the Blind and Dyslexic, Inc.  
800-221-4792 (book orders only)  
606-452-0606  
http://www.rfbd.org/

Resource Center on Substance Abuse Prevention and Disability  
800-628-8442

Spinal Bifida Association of America  
800-621-3141  
http://www.spinabifidaassociation.org

Stuttering Foundation of America  
800-992-9392  
http://www.stuttersfa.org/

Tourette Syndrome Association  
718-224-2999  
http://www.tsa-usa.org

United Cerebral Palsy Associations, Inc.  
800-872-5827 (voice/TT)  
http://www.ucp.org/

Web Accessibility Initiative  
http://www.w3.org/WAI/Resources/

World Wide Web Consortium  
http://www.w3.org/
Definition of Terms

Accommodation

Adjustments made in course materials or instructional methodology which do not change the essential nature or academic and technical standards of the course.

Adjustments made in the physical attributes of a classroom such as provision of tables and/or chairs, which do not disrupt the essential activities of the class or program.

Assistive technology made available to persons with disabilities in college learning labs, the library, test center or classroom.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities. It mandates equal opportunities for persons with disabilities in areas such as employment, public accommodations, transportation, state and local government services, and telecommunications.

Assistive Technology

Any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities for individuals with disabilities.

Attention Deficit Disorder

Attention deficit disorder, commonly referred to as ADD, is a neurological disability characterized by inappropriate attention skills, impulsive behavior, and in some cases, hyperactivity. The behaviors may include: fidgeting, difficulty remaining seated, difficulty following instructions, leaving tasks uncompleted, and appearing not to listen when others are speaking.
**Blind**

Visual acuity (20/20 scale) and the range of peripheral vision evaluate a person's vision. Normal vision is defined as 20/20 visual acuity and an average range of 180 degrees in peripheral vision. An individual is legally blind if after methods of correction, such as glasses or contact lenses, he/she has a visual acuity of 20/200 or higher denomination, or a range of peripheral vision under 20 degrees.

**Closed Captioning**

Closed captioning allows individuals who are deaf or have limited hearing to view television and understand what is being said. The words spoken on the television are written across the bottom of the screen so the person can follow the dialogue and action of the program.

**Communication Disabilities**

Communication disabilities include any visual, hearing, or speech impairments that limit a person's ability to communicate.

**Deaf-Blindness**

Deaf-blindness, or dual sensory impairment, is a combination of both visual and hearing impairments. An individual with deaf-blindness can experience severe communication, educational, and other developmental problems. A person with deaf-blindness cannot be accommodated by services focusing solely on visual impairments or solely on hearing impairments, so services must be specifically designed to assist individuals with deaf-blindness.

**Deafness**

Deafness can be defined as a total or partial inability to hear. An individual who is totally deaf is unable to hear with or without the use of a hearing aid, whereas a person who is partially deaf may be able to hear with the help of a hearing aid. Deafness can be genetic or also acquired through disease most commonly from meningitis is the child or rubella in the woman during pregnancy.

**Descriptive Video**

Descriptive videos are designed for people who are visually impaired. The videos provide additional narration which carefully describes the visual
elements of the film, such as the action of the characters, location, and costumes, without interfering with the actual dialogue and sound effects.

**Developmental Disability**

A developmental disability is a severe and long lasting disability which is the result if a mental and/or physical impairment. It is likely to continue indefinitely and results in substantial functional limitations in three or more areas. These areas include: self-care, self-direction, economic self-sufficiency, independent living, learning, receptive and expressive language, and mobility.

**Disability**

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act protects and considers a person disabled if he or she:

- has a mental or physical impairment that substantially limits one or more of the major life activities (including walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, or performing manual tasks).
- has a record of such impairment; or
- is regarded as having such an impairment.

**Documentation**

Verifying documents which verify a person's mental or physical impairment and which describe the impairment adequately for the college to be able to determine the degree of resulting limitation on a major life activity to aid in the design of reasonable accommodations.

**Essential Nature of a Course**

This is language from applicable case law; ref. The Davis decision. Colleges need to identify the essential elements of each course requirement and curriculum program. Colleges are not required to waive or substitute alternate courses in place of courses which are essential elements of programs.

**Health Impairments**

The term, health impairments, refers to any type of chronic illness that affects how a person lives his or her life. Common examples of health impairments are AIDS, cancer, diabetes, arthritis, etc.
**Hearing Impairment**

This term is used to describe any level of hearing loss, such as hard of hearing or deafness.

**Hyperactivity**

Hyperactivity generally refers to a group of behavioral characteristics, such as aggressiveness, constant activity, impulsiveness, and distractibility. The actual behaviors displayed include: fidgeting, an inability to remain seated or still, and excessive talking. Hyperactivity is commonly associated with attention deficit disorder.

**Intellectual Disability**

Intellectual disability is a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills. This disability originates before the age of 18. Generally, an IQ test score of around 70 or as high as 75 indicates a limitation in intellectual functioning.

Intellectual functioning—also called intelligence—refers to general mental capacity, such as learning, reasoning, problem solving, and so on.

**Learning Disability**

Learning disabilities is a broad term used to refer to disorders that affect a person's ability to interpret what they see or hear and link information from different parts of the brain. These disorders usually manifest as problems with reading, writing, reasoning, or mathematics. Learning disabilities are neurological, lifelong disorders, but can often be overcome through appropriate intervention and support.

**Mental Illness**

The term mental illness refers to any illness or disorder that has significant psychological or behavioral manifestations, is associated with painful or distressing symptoms, and impairs an individual's level of functioning in certain areas of life. There are several different types of
mental illness with differing levels of severity. Therapy and medication are the most common forms of treatment.

**Preadmission Inquiry**

Institutions may not make preadmission inquiry as to whether an applicant for admissions has a disability. Confidential inquires may be made after the candidate is admitted to determine if accommodations are needed.

**Reasonable Accommodation**

Academic adjustments (accommodation) or physical adjustments necessary to make a facility or activity accessible to qualified individuals with disabilities. Once the individual is determined otherwise qualified, the known physical or mental limitation is to be accommodated unless it can be shown that the accommodation would impose an undue hardship.

**Speech Impairments**

Speech impairments refers to disorders that impair an individual's ability to verbally communicate. This could include the ability to speak, the inability to maintain a flow or rhythm of speech (e.g., dysfluency or stuttering), or the inability to pronounce certain sounds. Hearing impairments, neurological disorders, mental retardation, or physical impairments such as cleft palate can cause speech impairments.

**Telecommunications Relay System**

These are services (usually maintained by telephone companies) that will relay information verbally for those individuals whose communication must rely on electronic transmission due to a functional limitation; i.e., speech or hearing limitation.

**Visual Impairment**

A visual impairment is an impairment of sight that cannot be corrected by glasses or contact lenses. This includes individuals with low vision as well as people who are legally blind.
4.020.01 Equal Opportunity Statement.
Mohave Community College does not discriminate on the basis of sex, color, race, religious preference, age, disability, national origin, or any other legally protected class in any of its policies, practices, and procedures, and is an equal opportunity employer. For more information, call the Office of the Dean of Student Services 1971 Jagerson Ave. Kingman, AZ 86409 928.707.0803. Grievance procedures are available in the Student Handbook, on the Mohave Community College website and in the Student Services offices at each campus.

4.020.10 Disability Services
Each campus has a Disability Services Specialist that coordinates assistance to persons with disabilities. These individuals provide disability related accommodations, information and referral services. They serve as a connecting link between students with disabilities and the college.

1. The college shall facilitate, within reason, appropriate resources, services, and auxiliary aids to allow each qualified person with a documented disability equitable access to educational programs, social experiences, and career opportunities.

2. The Americans with Disabilities Act (ADA) of 1990 focuses attention on disability access to facilities, programs and services. The Americans with Disabilities Act, specifically Title II, prohibits discrimination against individuals with disabilities in all services and programs offered by public entities such as Mohave Community College. In addition, Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in programs and activities that receive Federal funding, including Mohave Community College.

3. The Dean of Student Services and the Director of Disability Services will act as ADA coordinators to oversee compliance in the area of student accommodations.

4. The procedure for requesting accommodations: Under Section 504 and the ADA, the college will provide reasonable accommodations and make such modifications to its academic requirements as are necessary to ensure that the requirements do not discriminate on the basis of disability. If a student with a disability needs reasonable accommodation, it is the responsibility of the student
to request such accommodation in writing, as well as to provide the college with documentation of the disability to the local campus disability services office. (Medical reports of records, diagnostic evaluations, a letter(s) from a qualified medical professional or completion of the disability verification form are examples of such documentation). Students needing accommodations should contact a disability services specialist at the campus he or she plans to attend before registering for classes, or as early in the semester as they become aware of the need for accommodation. Whenever possible, Mohave Community College will facilitate accommodations within 2 weeks or less, however, some accommodations may require up to six weeks notice to facilitate.

5. Under the ADA, an individual with a disability is someone with a physical or mental impairment that substantially limits one or more major life activities. An individual is considered to be a person with a disability if he/she has the disability, has a record of the disability or is regarded as having the disability. It is the college's intention and obligation to provide reasonable accommodation to qualified students with disabilities provided the accommodation does not create undue hardship on the financial or structural operation of the college. Reasonable accommodation is the provision of an auxiliary aid, or modification of the facility, service or program, which may allow access by a student with a documented disability.

6. Evaluation and provision of accommodations: It is the responsibility of the student with a documented disability to inform the disability services office of his or her need for accommodation. When the request for accommodation is received, the disability services office will:

1. Request documentation of the disability by a physician or other qualified health professional. (Disability verification forms are available from the Disability Services Office to facilitate this step.)
2. Review the provided documentation to determine if the student is a qualified individual with a disability, on an individual case by case basis.
3. Consult with the qualified student with a documented disability to determine the appropriate reasonable accommodation(s).
4. Research available accommodations and resources.
5. Consult with the disability services director, as necessary, in considering types of reasonable accommodations.
6. Consider the preference of the student with a documented disability. The student’s preference will be given first priority, however, the college may
provide an alternative, equally effective accommodation, giving consideration to price and convenience.

(4.020.15) Grievances and Appeals

ADA Section 504/Title II grievance procedures provide for the prompt and equitable resolution of complaints pursuant to and in accordance with 34 C.F.R § 104.7(b) and 28 C.F.R § 35.107(b).

The Americans with Disabilities Act (ADA) provides that no qualified individual with a disability be denied access to or participation in services, programs, and activities of a public entity. Mohave Community College strives to maintain the highest standards of integrity and fairness in its policy of nondiscrimination on the basis of disability. Mohave Community College has adopted an internal grievance procedure providing for the prompt and equitable resolution of complaints alleging any action prohibited by the ADA and Section 504 of the Rehabilitation Act of 1973. Individuals who believe they have been discriminated against on the basis of disability by Mohave Community College may file complaints pursuant to the following procedures.

Contact Person for Disability Discrimination Complaints: Mohave Community College, ADA Coordinators: Director of Disability Services, 1971 Jagerson Ave. Kingman, AZ 86409, 928.757.0848 or Janice E. Woods, Dean of Student Services, 1971 Jagerson Ave, Kingman, AZ 86409 928.757.0803,

(4.020.20) ADA Grievance Procedure

MCC has established a procedure for filing complaints under the Americans with Disabilities Act (“ADA”) and Section 504 of the Rehabilitation Act (“Section 504”). Under this procedure an individual may file a complaint regarding any alleged violation of the ADA or Section 504. (This may include, but is not limited to, issues related to academic adjustments, different treatment based on disability, disability-related harassment or retaliation, physical accessibility, etc.) Any of the time frames set out below may be extended for good reason, such as (but not limited to) when classes are not in session or upon mutual agreement by the student filing the complaint and the ADA/Section 504 Coordinator.

Definitions:

Day/Business Day - shall refer to a college business day (8:00 am – 5:00 pm, Monday – Friday, Fall through Spring Terms; 7:00 am – 5:00 pm, Monday – Thursday, Summer Term) unless otherwise noted.
Student - all persons enrolled in any College courses, regardless of where courses are taught, whether they are enrolled full-time or part-time, for credit or non-credit or not-for credit or contract education, and whether or not s/he is planning to earn a degree, certificate of achievement or other certification. Persons who are enrolled in online or hybrid courses are also considered 'students'.

Complainant - means any person who submits a complaint alleging a violation of ADA/504 and any person who believes that s/he has been a victim of discrimination based on his/or her disability.

Parties – include the complainant(s) and all others involved in the complaint.

Level 1 - Informal grievance resolution process

The College encourages informal resolution of concerns and complaints. If a qualified individual with a disability has a concern or complaint regarding any of the matters set forth in the first paragraph of 4.020.20 above, the individual may first, voluntarily, attempt to resolve the problem through an informal discussion with the local campus Disability Services Specialist. To be timely, the individual must initiate this informal discussion with the Disability Services Specialist within forty-five (45) business days of the alleged act that gave rise to the complaint. If the grievance is satisfactorily resolved at the conclusion of the conference, the matter will be considered closed with no need for advancement to formal grievance process. If the conference is unsuccessful, the aggrieved party has the right to proceed with the formal grievance process. Failure of the aggrieved party to initiate a formal grievance within the time allowed by the Level 2 procedures may constitute waiver.

Disability Services specialists will document all informal grievance conferences by memorializing the date, time, persons present, issues in dispute, and agreements reached. Copies will be submitted to Director of Disability Services and the Dean of Student Services within five (5) business days of the conclusion of any conference.

If the individual does not wish to voluntarily attempt to resolve the grievance with an informal process, that individual may file a formal grievance.

Level 2 - Formal grievance resolution process—Director of Disability Services.

In the event an individual is dissatisfied with the informal grievance resolution, or does not wish to voluntarily attempt to resolve the grievance with an informal
process, the individual may file a formal complaint by contacting and filing a written complaint with the, the Director of Disability Services. To be timely, the written complaint must be filed within thirty (30) days after the Disability Services Specialist has submitted the results of the Level 1 process; or if the individual does not choose to pursue the Level 1 process, within forty-five (45) business days of the alleged discriminatory action. The written complaint must be completed using the ADA/504 Grievance Resolution Form (SS0021), which is available in the office of the campus Director of Student Services and in the student forms repository on the MCC website. Untimely filing and/or not using the appropriate form may constitute a waiver of the claim.

If an accommodation and/or assistance in filling out the grievance form are needed, please contact Disability Services at your home campus for assistance.

The form must be completed and must be returned to the campus Director of Student Services. If another type of communication is used to notify the college of a possible grievance, the individual filing the grievance will be given an opportunity to complete the ADA/504 Grievance Resolution Form and instructed on how to do this. The campus Director of Student Services will forward a copy of the ADA/504 Student Grievance Resolution form to the Director of Disability Services at the district office. The student must keep a copy of his/her completed complaint form. Within twenty (20) business days of the receipt of the written complaint, the director will work with all parties involved to resolve the grievance and notify the individual and all interested parties in writing of the decision. Any or all of the parties involved may have a person accompany them during any discussions.

An investigation, as may be appropriate, shall follow the filing of a complaint. The Director of Disability Services or his/her designee will conduct the investigation. These rules contemplate non-adversarial, but thorough, investigations, affording all interested persons an opportunity to submit evidence relevant to the complaint. Notification will be sent to the aggrieved party and all parties named in the complaint that the formal grievance process has been initiated. By the same notification, the parties will be advised that an investigation of the allegations will be conducted, the nature of the investigation and the expected time of completion.

The investigative process will include, but not be limited to, interviews of all interested parties and witnesses and the collection and indexing of pertinent documents, written statements and other evidence. The notes or transcriptions of the interviews and the evidence collected will be compiled in a record to which the investigator’s findings and conclusions will be attached. The record will remain confidential (to the extent allowable by law).
A written determination as to the validity of the complaint and a description of the resolution if any, shall be issued by the Director of Disability Services or his/her designee and a copy forwarded to the complainant and all other interested parties no later than 20 business days after filing.

The Director of Disability Services shall maintain the files and records for Mohave Community College relating to the complaints filed. The complainant may request an appeal of the case if s/he is dissatisfied with the resolution. The request for an appeal should be made within 10 business days to the Dean of Student Services, pursuant to the Level 3 procedures below.

If the college determines that discrimination occurred, it will take steps to prevent recurrence, and to correct the effects of the discrimination on the complainant or others, if appropriate. Mohave Community College will initiate any agreed upon resolutions in a timely and equitable manner.

OTHER REMEDIES: The right of a person to a prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies, such as the filing of an ADA Complaint with the responsible Federal department or agency. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies.

RULE CONSTRUCTION: These rules shall be constructed so as to protect the substantive rights of interested persons, to meet appropriate due process standards, and to assure that Mohave Community College complies with the ADA and the implementing regulations.

OTHER PROCEDURES: The procedures provided herein are in addition to, and not in lieu of, any other procedures or remedies available under the law or otherwise.

**Level 3 — Appeal to College ADA Coordinator—Dean of Student Services**

In the event that the individual is dissatisfied with the written decision of the Director of Disability Services or his/her designee, he or she has the right to file a Level Three Grievance with the Dean of Student Services. Within ten (10) business days after the Director of Disability Services has issued the written notice concluding the Level 2 resolution process, an individual wishing further action on the incident must submit a copy of his/her completed grievance resolution form, and any additional information to the Dean of Student Services. The Dean of Student Services reserves the right to refuse to investigate Grievance Appeals filed more
than (10) business days after the date of the written decision of the Director of Disability Services.

Upon receipt of a Level Three Grievance, the Dean of Student Services or his/her designee shall investigate the matter and inform - in writing - the student, all parties named in the complaint, and the Disability Services Director of the outcome of the investigation. Investigation will ordinarily involve interviewing relevant individuals and reviewing reasonably available documents. Upon completion of the investigation, the Dean of Student Services will issue the aggrieved individual, and all other interested parties, a written determination which will specify findings and, if appropriate, the resolution of the matter. Such written determination shall ordinarily be issued within twenty (20) business days of the date of the request for review. Circumstances which may prolong the response of the Dean of Student Services include the intervention of a semester break and such other circumstances which may render unavailable persons necessary to an appropriate resolution of the complaint.

The Dean of Student Services shall maintain files and records relating to all Level Two and Level Three Grievances. The right of the individual to an equitable and timely resolution of a complaint filed hereunder shall not be impaired by the person’s pursuit of other remedies* such as the filing of a complaint with the responsible federal or state department agency.

All records regarding decisions and actions taken regarding the grievance will be housed in the District Administration Office.

NOTE: Any time limit herein may be extended by five (5) business days by the ADA coordinator with notice to the filing individual. Timelines may be further modified by mutual agreement.

RETALIATION: The College prohibits retaliation against any individual for filing a grievance under this process or against any other individual participating in the investigation of a grievance. Any such retaliation is against state and federal laws and Mohave Community College Policy. Retaliation may be subject to disciplinary action. Students or any individual who has participated in the grievance process in any capacity (for example, a neutral witness not associated with either party) are protected from retaliation and may file a grievance under these procedures with the Dean of Student Services Office if they feel they have been retaliated against.

RULE CONSTRUCTION: These rules shall be constructed so as to protect the substantive rights of interested persons, to meet appropriate due process
standards, and to assure that Mohave Community College complies with the ADA and the implementing regulations.

**OTHER PROCEDURES:** The procedures provided herein are in addition to, and not in lieu of, any other procedures or remedies available under the law or otherwise.

*OTHER REMEDIES:* The right of a person to a prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies, such as the filing of an ADA Complaint with the responsible Federal department or agency. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies. Although students are encouraged to attempt to resolve complaints pertaining to disabilities by using this grievance procedure, they have the right to file a complaint directly with the U.S. Department of Education, Office for Civil Rights (OCR):

**Arizona, Colorado, New Mexico, Utah, Wyoming**
Office for Civil Rights,

**Denver Office**
U.S. Department of Education
Cesar E. Chavez Memorial Building
1244 Speer Boulevard, Suite 310
Denver, CO 80204-3582
Telephone: (303) 844-5695
Facsimile: (303) 844-4303
Email: OCR.Denver@ed.gov

**Confidentiality**
The student’s confidentiality shall be maintained by each person involved in the informal or formal investigation or resolution of a student grievance under this policy. Any disclosures regarding the student or the investigation shall be limited to the minimum necessary to accomplish the investigation or address the student’s grievance.
# Major Differences Between High School and Postsecondary Disability Services

<table>
<thead>
<tr>
<th>High School</th>
<th>Post Secondary</th>
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</table>
| **Applicable Laws** | **A.D.A.**  
Section 504,  
Rehabilitation Act |
<p>| <strong>Required Documentation</strong> | <strong>Varies depending on the disability, and must include testing documentation. Student provides evaluation at own expense.</strong> |
| I.E.P. | <strong>Student provides retesting.</strong> |
| School provides evaluation at no cost to student. | Student sets up accommodations. |
| School retests over time. | |
| <strong>Student Role</strong> | <strong>Student self-identifies to Disability Services Office.</strong> |
| Student is identified by school. | Student is responsible for securing accommodations. |
| School sets up accommodations. | |
| <strong>Parental Role</strong> | <strong>No access to student records without the student’s written consent.</strong> |
| Access to student records. | Student requests accommodations. |
| Participation in accommodations. | Student is self advocate. |
| Mandatory involvement. | |
| <strong>Instructors</strong> | <strong>Not required to modify</strong> |
| Modification of curriculum. | Not required. Lecture is predominant. |
| Use of multi-sensory approach. | |
| Weekly testing, mid-term, final, and graded assignments | May test once or twice with few assignments. |
| Attendance taken and reported. | Attendance often not taken but student can be dropped. |</p>
<table>
<thead>
<tr>
<th>Grades</th>
<th>Conduct</th>
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<tbody>
<tr>
<td>Grades modified based on curriculum</td>
<td>Disruptive conduct may be accepted.</td>
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<tr>
<td>after missing 10% (1 class)</td>
<td>Students who are disruptive and unable to abide by the Institution’s code of conduct are deemed “not qualified” and can be dismissed</td>
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</table>

**Most Important Differences in Summary**

I.D.E.A. is about **Success**.

A.D.A. is about **Access**.

High School is mandatory and free.

Postsecondary is voluntary and costs
Mohave Community College Service Animal Guidelines

Mohave Community College is committed to providing reasonable accommodation pursuant to the American’s with Disabilities Act and other relevant laws. These guidelines provide information regarding the accommodation process for individuals using service animals.

Definitions:
Service animal means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the handler’s disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition. In certain situations, a service animal may include a housebroken miniature horse.

Disability means a physical or mental impairment that substantially limits one or more of the major life activities of a person. Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.
**Process:**

*Short term visitors and members of the public:*
In the event that a member of the community is attending an event or using the library will not be asked to document a disability to bring a service animal onto campus. Questions or concerns regarding the appropriateness of a service animal being on campus are to be brought to the attention of MCC Disability Services.

*Students:*
As with any other accommodation, Mohave Community College students who use a service animal on campus are required to register with Disability Services and engage in an interactive accommodation process, which may require certain documentation.

*Employees:*
As with any other accommodation, Mohave Community College employees who use a service animal on campus are required to speak with MCC Human Resources and engage in an interactive accommodation process, which may require certain documentation.

**General Requirements for Individuals Using Service Animals on Mohave Community College Campus:**

These are the general requirements for the use of service animals on MCC property.
Except for licensing and vaccination requirements, MCC will make reasonable accommodation for individuals who are not able to comply with these requirements due to disability.

1. A service animal will be permitted to accompany a person with a disability unless:
   a. The animal poses a direct threat to the health or safety of others
   b. The animal fundamentally alters the nature of the place, services or activities.
   c. The environment poses a threat to the health or safety of the service animal.
   d. The animal poses an undue burden.
   e. The animal is unruly or disruptive.
   f. Except in an immediate safety situation, Disability Services should be contacted prior to excluding a service animal.

2. The animal must be immunized in accordance with the county and/or city requirements where the animal is being brought on to MCC property.
3. The animal must be licensed in accordance with the county and/or city requirements where the animal is being used, and must display the license as required by that county or city.

4. The user must be in control of the animal at all times while on MCC property.

5. The care and control of the animal is solely the responsibility of its user.

6. The user must clean up the animal’s waste.

7. The user is responsible for damage caused by the animal.