

A.R.C. Accommodations Handbook

Introduction

The Accessibility Resource Center (A.R.C.) at Grossmont College authorizes academic accommodations and provides disability related support services for qualifying students with disabilities, who submit an A.R.C. application and verification of disability documentation, complete the intake/welcome process, and follow procedures for accessing services. These services are mandated through the California Community Colleges Board of Governors – Title 5 Regulations for Disabled Student Programs and Services (DSPS) and align with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA).

This handbook provides students and faculty information about A.R.C. policies and academic accommodations. It may act as a guide for students to understand, use, access and for faculty to support the implementation of authorized academic accommodations. This handbook does not provide an exhaustive list as academic accommodations are intended to be individualized and therefore may be customized or unique to meet the impact of disability and needs of the student.

Policies and Procedures

Confidentiality

The A.R.C. handles protected student information including education records, disability documents and files (including medical records), and other materials. The office makes every effort to implement conscientious and responsible practices in confidentiality by ensuring protected student information remains secure. No student information is released (verbally, digitally, physically, or otherwise) unless the student signs a Release of Information Form, files documentation with the office for Power of Attorney over education or Conservatorship, or otherwise follows proper procedures for the release of information.

The A.R.C., in line with the College, strictly follows the [Family Educational Rights and Privacy Act \(FERPA\)](#).

Assigning Accommodations

Academic accommodations are individualized and established through an interactive process as required by Title 5 Regulations for Disabled Student Programs and Services (DSPS). They are determined based on impact of disability as well as functional and educational limitations.

Academic accommodations are authorized by A.R.C. counselors/specialists, who are certificated DSPS faculty.

Students with a disability who are enrolled or intending to enroll (within the coming term) in one or more classes at Grossmont College are eligible to apply to the A.R.C. for academic accommodations and disability support services. A.R.C. services may be established permanently or temporarily depending on the impact of their disability and the verification of disability documentation provided at the time of application. To onboard with the A.R.C., students must:

1. Submit an A.R.C. Application for Services, Verification of Disability, and Service Agreement. New students may [apply to the A.R.C.](#) online.
2. Complete an intake/welcome appointment with an A.R.C. counselor/specialist.
3. Follow the department's procedures for accessing and activating (if necessary) authorized academic accommodations.

Students Rights and Responsibilities

Students with disabilities have the **right** to:

- Participate voluntarily with the A.R.C
- Be evaluated based on ability and not disability
- Confidentiality
- Protection against discrimination

Students with disabilities have the **responsibility** to:

- Provide formal verification of disability documentation to the college (A.R.C)
- Request, access, and activate accommodations in a timely manner
- Follow A.R.C. policy and procedure for obtaining and using accommodations
- Work cooperatively with A.R.C and faculty to determine and implement accommodations
- Adhere to academic policies and conduct standards of the College

Faculty Rights and Responsibilities

Faculty have the **right** to:

- Set and post academic standards for all students
- Evaluate all students based on the standards of the course
- Academic freedom of subject matter and educational content

Faculty have the **responsibility** to:

- Use the A.R.C. as a resource to assist in the provision of accommodations in a timely and effective manner
- Contact the A.R.C. should an authorized accommodation impose a fundamental alteration to course curriculum or otherwise interfere with established student learning outcomes
- Provide and present course materials in accessible formats (i.e. all videos should be captioned)
- Select textbooks in a timely manner so that accessible formats can be developed or acquired
- Maintain a student's confidentiality and privacy about disability services
 - Do not discuss a student's disability or services in public settings (to other students or staff)

Filing a Complaint

Students who wish to report a complaint against an instructor denying an authorized accommodation must schedule an appointment with an A.R.C. counselor/specialist immediately in order to address the concern. Timely reporting of the concern is necessary. The A.R.C. counselor/specialist will gather information from both the student and the instructor and may work with both parties to reach a reasonable and appropriate resolution. This process may include a meeting involving the student and instructor with the A.R.C. counselor/specialist mediating. Unresolved issues may be escalated to the A.R.C. Coordinator and if necessary to the Associate Dean of Student Services & Special Programs.

Students who wish to report a complaint against the A.R.C. regarding the provision of academic accommodations/disability services and/or services provided by the A.R.C. (faculty or staff) must schedule an appointment with the A.R.C. Coordinator immediately to address the concern. Timely reporting of the concern is necessary. The Coordinator will gather information from both the student and the reported party and may work with both parties (if applicable) to reach a reasonable and appropriate resolution. This process may include a meeting involving the student and reported party with the Coordinator mediating. Unresolved issues may be escalated to the Associate Dean of Student Services & Special Programs and if necessary to the Vice President of Student Services.

Students who wish to file a formal complaint against an instructor, staff, and/or the A.R.C. for disability discrimination or an otherwise reportable offense, may [submit an online formal complaint form to Grossmont College](#).

Disability discrimination complaints may also be formally filed with the [U.S. Department of Education - Office of Civil Rights](#).

Academic Accommodations

Students

This handbook provides students with information on how to use and access academic accommodations and services, found on the Authorized Academic Accommodations (AAA) letter. A student's AAA letter is issued following the completion of their intake/welcome appointment. To opt into services, at the start of the term or in a timely manner, the student must inform their instructors of their accommodations by communicating about their services and showing or sharing a copy of the AAA letter.

At any time, students may request an appointment with an A.R.C. counselor/specialist to review their AAA, discuss/explore changes to their impact of disability/accommodations, and/or request a copy of their AAA letter. Students may contact the A.R.C. to schedule an appointment using one of the methods below:

- Online: [Book an A.R.C. Appointment](#) or go to www.grossmont.edu/arc
- Location: Grossmont College, Building 60-120
- Phone: 619-644-7112
- E-mail: grossmont.arc@gcccd.edu

Instructors

This handbook provides instructors with information to support the implementation of authorized academic accommodations and disability related services in effort to facilitate equitable student access to the educational environment in alignment with California Community Colleges Board of Governors – Title 5 Regulations for Disabled Student Programs and Services (DSPS), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA).

All questions may be directed to the Accessibility Resource Center (A.R.C.) at Grossmont College.

Class Accommodations

Accessible Furniture may include an accessible table, chair, or table and chair combined. This is typically approved for students with physical disabilities or medical diagnoses that impose on the student's physical condition and that impact access or use of traditional classroom furniture. Accessible furniture is subject to availability.

- Student Responsibility: There is typically at least one piece of furniture, which includes an accessible table and chair, set up in each classroom on campus. The student should make every effort to attend class early to secure accessible seating.

- How to Request: If accessible classroom furniture does not exist or if the student is unable to secure the existing accessible furniture, the student should contact the A.R.C. immediately to submit a request. The student will provide the specific furniture request, class name/section number, and classroom location to the A.R.C. front desk. The student should seek support from the instructor if another student inadvertently uses or takes the accessible furniture arranged by the A.R.C.
- Instructor Responsibility: Support student access to the accessible furniture should another student inadvertently use or take the accessible furniture.
- A.R.C. Responsibility: Upon receiving a student's request, the A.R.C. front desk will coordinate with Facilities to place accessible furniture in the classroom.

Assistive Listening Devices (ALD) or hearing listening devices provide students with access to auditory content through assistive technology. The ALD is wireless and consists of a receiver for the student and a microphone lapel clip for the instructor (speaker). This is typically approved for students who are hard-of-hearing or have limitations to hearing; those using a hearing aid may use an ALD to enhance functioning of their device. ALDs are subject to availability.

- Student Responsibility: Meet with the A.R.C. Deaf & Hard-of-Hearing (DHH) Services Supervisor to determine whether an ALD is necessary. Then visit the ATC and check out an ALD. Meet with the instructor to discuss use of the ALD in the classroom. Provide the instructor with the microphone lapel clip to use during class. Wear the receiver to access amplified audio. Collect the microphone lapel clip from the instructor at the end of each class so that it may be used in other courses.
 - How to Request: Visit the ATC (Building 70-135) and check out an ALD, which may be used for the duration of the term. Return the ALD to the ATC at the end of the term. Unreturned equipment may result in a Hold on your Student Account, which may prevent future class registration.
- Instructor Responsibility: Wear the microphone lapel clip during lecture and return to the student at the end of class so that they may use it for other courses.
- A.R.C. Responsibility: Upon receiving student request, the ATC will check out the ALD for the student to use for the duration of the term. ALD's are subject to availability.

Audio Recording Lectures provides students with access to an audio recording, and depending on the equipment, a transcript of lecture material for personal study use. Students are NOT permitted to share/post/publish their recordings or transcripts. This accommodation is typically

approved for students who encounter limitations with focus/attention, processing delays, and physical limitations that impact writing or typing speed. Physical and digital (mobile app) equipment for audio recording is subject to availability.

- **Student Responsibility:** Students may use their own audio recording equipment (such as a mobile phone, physical recorder, etc.) to capture audio recordings of lectures. Students may borrow physical or digital (mobile app) equipment for audio recording from the Assistive Technology Center (ATC).
 - **How to Request:** Visit the ATC (Building 70-135) and ask for audio recording equipment, such as a physical recorder or a mobile app subscription, which may be used for the duration of the term. Get training from the ATC on how to use the physical recorder or mobile app. Return the physical recorder to the ATC at the end of the term. Unreturned equipment may result in a Hold on your Student Account, which may prevent future class registration. Mobile app subscriptions expire at the end of each term and must be renewed at the start of each new term by contacting the ATC.
- **Instructor Responsibility:** Allow the student to use audio recording equipment in the class. Should issues of misuse arise or to address any limitations of use (such as when personal or sensitive discussions occur in the classroom), have a private conversation with the student. Consult with an A.R.C. counselor/specialist regarding concerns about the implementation of this accommodation.
- **A.R.C. Responsibility:** Upon receiving student request, the ATC will check out a physical recorder or a mobile app subscription to the student to use for the duration of the term. Physical recorders and mobile app subscriptions are subject to availability.

Note Taking Assistance provides students with a set of lecture notes. Students may choose to take their own notes and use the extra set to supplement OR students may choose to focus on listening and use notetaking assistance for their primary set of notes. A copy of lecture notes may be provided by a volunteer peer note-taker, who is another student enrolled in the class. The student may take a photo of the volunteer's notes or ask the volunteer to share/send a copy in the case the notes are taken on a digital device. For handwritten notes, the volunteer may use a duplicate paper notebook provided by the A.R.C. student. Free duplicate paper notebooks are available at the A.R.C.

- **Student Responsibility:** Ask the instructor to confidentially recruit a volunteer peer note-taker. Provide the instructor with a duplicate paper notebook to be used by the volunteer. Explain how the notebook works. Collect the duplicate note pages from the volunteer or the instructor at the end of each class. Provide an additional notebook to the volunteer if needed throughout the term. The student with a disability who uses this accommodation must attend the class.

- How to Request: Visit the A.R.C. (Building 60-120) and ask for a duplicate paper notebook for notetaking assistance. Additional notebooks are provided upon request. Volunteers do not share notes in the student's absence.
- Instructor Responsibility: Upon student request, confidentially recruit a volunteer peer note-taker in the class. Some instructors choose to offer extra credit to volunteers; this is not required but can provide an incentive for volunteers to step forward. For handwritten notes, provide the volunteer with the duplicate paper notebook (delivered by the A.R.C. student) and explain how it works.
- A.R.C. Responsibility: Upon receiving student request, the A.R.C. will provide a duplicate paper notebook to the student. Should the student and the instructor encounter challenges recruiting a volunteer, the A.R.C. will explore options for securing a note-taker.

Personal Attendants provide students with support such as performing physical tasks, grooming/toileting, behavioral redirection, among other relevant functions - in the classroom environment, during instructional activities, and while on campus. Personal attendants are trained professionals, typically affiliated with a community agency such as the Regional Center. Family members cannot be personal attendants. This is typically approved for students with physical limitations requiring assistance, intellectual disabilities, Autism Spectrum Disorder, and other significant conditions.

- Student Responsibility: Personal attendants are arranged by the student and are not provided by the A.R.C. Personal attendants are specifically trained and employed in their role. The student and personal attendant must abide by all terms of the Personal Attendant Agreement. The Personal Attendant Agreement must be initiated by the student and completed every term with an A.R.C. counselor/specialist.
 - How to Request: Schedule an appointment with an A.R.C. counselor/specialist every term you plan to have a personal attendant join you in the classroom environment. With the attendant present, review and complete the Personal Attendant Agreement with an A.R.C. counselor/specialist. Discuss with your instructors your use of the personal attendant accommodation and provide them with a copy of the Personal Attendant Agreement. Should your attendant change during the course of the term, meet with an A.R.C. counselor/specialist to complete a new Agreement and follow the steps to request.
- Instructor Responsibility: Upon receipt of a copy of the Personal Attendant Agreement, allow the attendant to accompany the student in the classroom to provide duties as outlined in the Agreement. Should issues arise with the student and/or attendant, have

a private conversation with the student and the attendant (the student must be present for any conversations). Should issues persist, report the issues to the A.R.C.

- A.R.C. Responsibility: Upon receiving student request, the A.R.C. will complete with the student and their personal attendant a Personal Attendant Agreement, which requires a copy of the attendant's employee badge or photo identification AND employment confirmation (i.e. business card, supervisor email). The A.R.C. will provide copies of the Agreement to the student and the attendant.

Personal Technology for Access provides students with a method to capture lecture material including notes. It also allows students who use assistive technology to access course materials - that may otherwise be provided on paper - in the classroom. This is typically approved for students who have physical challenges with writing (i.e. limited use of their hands or other physical limitations that impact writing), processing issues, or students who use assistive technology to access course materials.

- Student Responsibility: Use a personal laptop or digital device for taking lecture notes and/or accessing course materials in the classroom. You may not use your technology to access functions, websites, etc. unrelated to daily class activity.
 - How to Request: Discuss with your instructor your plan to use your personal laptop/digital device to take lecture notes and/or access course materials in the classroom.
- Instructor Responsibility: Allow the student use of their personal laptop or digital device for taking lecture notes and/or accessing coursework/content in the classroom. Should issues of misuse arise, have a private conversation with the student. Should issues persist, report the issues to the A.R.C.
- A.R.C. Responsibility: Should the instructor report an issue regarding a student's misuse of the accommodation, the A.R.C. will address the issue with the student and the instructor.

Personal Magnification Equipment provides students with access to course materials including handouts and other visuals. This is typically approved for students with vision impairment. Personal magnification equipment is subject to availability.

- Student Responsibility: Use personal magnification equipment to access course materials as needed.
 - How to Request: You may use your own personal magnification equipment, or you may visit the ATC (Building 70-135) to check out personal magnification

equipment, which would be deployed to the classroom and retrieved at the end of the class.

- **Instructor Responsibility:** Allow the student to use a portable desktop magnifier deployed by the ATC or personal magnification equipment in the classroom.
- **A.R.C. Responsibility:** Upon receiving student request, the ATC will deploy personal magnification equipment to the classroom and retrieve it at the end of the class.

Preferential Seating provides students will seating appropriate to support focus, processing, and learning. Students may be approved for preferential seating as determined by the student. This is typically approved for students who encounter concerns related to focus/attention, delayed processing, vision impairment, and physical needs that are impacted by the environment. Students who have access to an ASL interpreter or Real-Time Captioning may also benefit from preferential seating.

- **Student Responsibility:** Attend class early to secure an appropriate seat.
 - **How to Request:** If you are unable to secure an appropriate seat in the classroom, you may visit the A.R.C. (Building 60-120) to request that a seat is reserved for you. You may be asked to visit the classroom with an A.R.C. representative to select a seat OR indicate to the A.R.C. representative where you would prefer your seat. A simple “Reserved” sign will be placed on your seat; your name will not appear for your privacy.
- **Instructor Responsibility:** Support student access to the preferential seat should another student inadvertently use or take the reserved seat.
- **A.R.C. Responsibility:** Upon receiving student request, the A.R.C. will work with the student and the instructor to identify preferred seating and will place a simple “Reserved” sign on the seat; no name will appear to maintain student privacy.

Real-Time Captioning (RTC) or Computer Assisted Real-time Translation provides students with livestream, captioned-text of all spoken communication as the class lecture occurs. A service provider or Captioner/Transcriber generates speech-to-text, live captioning service, through specialized, real-time software. The Captioner/Transcriber, who is arranged by the A.R.C. Deaf & Hard-of-Hearing (DHH) Services Supervisor, attends/joins the student’s classes (in-person or remotely) providing services in real-time. Within 48 hours of class, a confidential, electronic transcript will be sent to the student to use for personal study. Students are NOT permitted to share/post/publish transcripts.

- **Student Responsibility:** The student must abide by all terms of the *Real-time Captioning Services Agreement*, which the student should initiate, review, and sign with the A.R.C. DHH Services Supervisor every academic year.
 - **How to Request:** The student is responsible for activating this accommodation by completing an online activation form at the start of every term and/or when enrolled in new classes. This process allows the student to submit their class schedule so that services can be arranged for each class. The student is responsible for communicating by email with the A.R.C. DHH Services Supervisor should changes occur to their class schedule.
 - To activate an accommodation visit www.grossmont.edu/arc, click “Use Accommodations,” and follow the link to the “ASL Interpreter & Real Time Captioning” activation form. Note, there are two form options: (1) for classroom requests and (2) requesting support for on-campus activities - such as instructor office hours, counseling appointments, tutoring sessions, and campus events.
- **Instructor Responsibility:** Allow service delivery to occur in the classroom. Support the Captioner/Transcriber and the student with appropriate seating in the classroom for proper implementation of the accommodation. Wear a lapel microphone when needed to provide a clear audio connection when remote technologies/services are in use; A.R.C. will provide the microphone. Provide access to class materials (via Canvas or handouts) in advance so the Captioners/Transcribers may prepare ahead of time.
- **A.R.C. Responsibility:** Upon student activation of this accommodation, the A.R.C. DHH Services Supervisor will arrange for a Captioner/Transcriber to attend/join the student’s classes and provide real-time captioning services. The DHH Services Supervisor will notify the instructor by email about these services.

Sign Language Interpreters provide communication access to students who use sign language to communicate. A sign language interpreter attends class and class-related activities to interpret by translating spoken language into sign language and vice versa. Interpreters are a language and cultural bridge between people who can hear (hearing) and the Deaf Community (DHH), by ensuring equal access to information and interactions for everyone.

- **Student Responsibility:** The student must abide by all terms of the *ASL Interpreting Services Agreement*, which the student should initiate, review, and sign with the A.R.C. Deaf & Hard-of-Hearing (DHH) Services Supervisor every academic year.
 - **How to Request:** The student is responsible for activating this accommodation by completing an online activation form at the start of every term and/or when enrolled in new classes. This process allows the student to submit their class schedule so that services can be arranged for each class. The student is

responsible for communicating by email with the A.R.C. DHH Services Supervisor should changes occur to their class schedule.

- To activate an accommodation visit www.grossmont.edu/arc, click “Use Accommodations,” and follow the link to the “ASL Interpreter & Real-Time Captioning” activation form. Note, there are two form options: (1) for classroom requests and (2) requesting support for on-campus activities - such as instructor office hours, counseling appointments, tutoring sessions, and campus events.
- **Instructor Responsibility:** Allow service delivery to occur in the classroom. Support the sign interpreter and student with appropriate seating in the classroom for proper implementation of the accommodation. Provide access to class materials (via Canvas or handouts) so the interpreters may prepare in advance.
- **A.R.C. Responsibility:** Upon student activation of this accommodation, the A.R.C. DHH Services Supervisor will arrange for a sign language interpreter to attend the student’s classes and class-related activities to provide interpreting services.

Short Breaks provides students with access to short breaks (typically no more than 5 minutes) during class. The student is responsible for any missed content and may consider capturing missed content through audio recording lectures and/or notetaking assistance (if authorized).

- **Student Responsibility:** Take short breaks without disruption to the class or course instruction. Manage short breaks to ensure there is minimal impact on your learning and progress in the course.
 - **How to Request:** Discuss with your instructor your plan to take short breaks as needed throughout the course of the term.
- **Instructor Responsibility:** Allow for short breaks as needed. Should short breaks become too frequent and interfere with their learning or progress in the course, have a private conversation with the student. Should ongoing concerns occur, contact the A.R.C. for consultation and possible A.R.C. counselor/specialist intervention.
- **A.R.C. Responsibility:** Should the instructor report an issue regarding a student’s misuse of the accommodation, the A.R.C. will address the issue with the student and the instructor.

Other Class Accommodations may be approved based on the student’s impact of disability as well as functional and educational limitations. These accommodations shall be clearly identified and detailed in the student’s Authorized Academic Accommodations (AAA) letter.

Testing Accommodations

Testing Accommodations provide students with access to test proctoring so that authorized accommodations may be implemented. Testing accommodations are authorized by A.R.C. counselors/specialists, who are certificated DSPS faculty. These accommodations are individualized, established through an interactive process as required by the California Community Colleges Board of Governors – Title 5 Regulations for Disabled Student Programs and Services (DSPS), and are determined based on impact of disability as well as functional and educational limitations. Test proctoring and the implementation of testing accommodations are arranged by the [A.R.C. Testing Center](#).

Testing accommodations may include, but are not limited to the following: extended testing time, distraction-reduced setting, short breaks, use of a computer/word processor with or without spell checker, exam reader, exam scribe, assistive technology, enlarged print materials, braille text, sign language interpreter, single testing room, and other accommodations based on impact of disability.

Testing accommodations are intended to support an impact of disability and cannot pose a fundamental alteration to course curriculum nor interfere with student learning outcomes. For example, a student would not be able to use a spell checker for an exam even when the accommodation was previously approved, if the exam is designed to assess a student's spelling of specific terminology.

Testing accommodations apply to all exams (formal assessments of knowledge) including quizzes, tests, midterms, finals, etc.

- **Student Responsibility:** The student must abide by all terms of the *Student Guidelines for Testing Accommodations*, which the student will review and sign upon initial service contact with the A.R.C. Testing Center. The student may request to review the *Student Guidelines for Testing Accommodations* at any time.
 - **How to Request:** The student is responsible for activating this accommodation by completing an online activation form at the start of every term and/or when enrolled in new classes. The activation form can be completed at any time when the term has started but might result in a delay in implementing testing accommodations.

The student is responsible for scheduling test proctoring and accommodations with the Testing Center.

- For test proctoring (in-person exams), schedule with the Testing Center a minimum ONE week in advance for exams and starting ONE month in advance for finals.

- For online testing, it is recommended to contact online instructors with a friendly reminder about testing accommodations a week prior to each exam. Students may also take their online exams in the Testing Center.
- For pop quizzes, students should work with instructors to determine the best method to access testing accommodations. *Instructors have the following options:*
 - 1. Provide the student with the quiz date in advance so that the student can follow procedures for test proctoring as outlined by the Testing Center and found in this section.
 - 2. Arrange with the Testing Center to send students to the Testing Center on pop quiz day for proctoring. This will require the instructor to submit the pop quiz to the Testing Center 24 or more hours in advance.
 - 3. Arrange with the student to take the pop quiz in the classroom with the instructor implementing testing accommodation(s).
- For Lab testing (science and other courses), students should work with the lab instructor to arrange for completing lab testing with accommodations. In most cases, lab environments cannot be recreated in the A.R.C. Testing Center; therefore, students should expect to complete lab testing in the classroom.
- To activate an accommodation visit www.grossmont.edu/arc, click “Use Accommodations,” and follow the link to the “Activate Testing Accommodations” activation form.
- Instructor Responsibility: Review, sign, and timely return testing accommodations paperwork emailed to you by the A.R.C. Testing Center typically toward the beginning of the term or when the student activates their testing accommodation.

Submit paper exams (including quizzes, tests, midterms, finals, etc.) to the Testing Center 24 or more hours in advance of the testing date. *Late submissions may result in postponing the test proctoring date without penalty to the student.* All exams are stored in a secure location and administered with authorized accommodations to the student on the scheduled test proctoring date/time.

- Exams may be submitted to:

Grossmont.ARC.Testing@gcccd.edu

A.R.C. Testing Center, Building 60 – 120

If the exam is administered via an online platform, provide the Testing Center with the log-in information/instructions 24 or more hours in advance of the testing date.

For online classes, instructors should adjust the student's online profile to reflect extended time - testing accommodation upon receipt of their testing accommodations paperwork.

For pop quizzes, instructors have the following options:

1. Provide the student with the quiz date in advance so that the student can follow procedures for test proctoring as outlined by the Testing Center and found in this section.
2. Arrange with the Testing Center to send students to the Testing Center on pop quiz day for proctoring. This will require the instructor to submit the pop quiz to the Testing Center 24 or more hours in advance.
3. Arrange with the student to take the pop quiz in the classroom with the instructor implementing testing accommodations.

For Lab courses, the student and instructor should make arrangements to complete lab testing in the classroom with authorized academic accommodations.

- A.R.C. Responsibility: Upon student activation of this accommodation, the A.R.C. Testing Center will send testing accommodation paperwork by email to each instructor for each class requested and will subsequently collect this paperwork for filing upon instructor completion. The Testing Center will send a confirmation e-mail to the student once the paperwork process is complete, indicating the student may begin scheduling with the Testing Center.

Testing Center Staff Processes and Procedures:

- Schedule students for test proctoring upon request from the student. Exams are scheduled as close as possible to the regular scheduled testing time with implementing authorized accommodations in mind. Scheduled testing dates can be changed only if the Testing Center is notified by the instructor.
- Coordinate receipt of exams from the instructor in advance of the scheduled test proctoring date. Exams are stored in a secured location at the Testing Center and are only handled by Testing Center staff (student workers do not have access to exams).

- Check in students for testing proctoring. Prior to testing, students are required to place personal belongings, including mobile phones, in lockers provided at the Testing Center. Students cannot access personal belongings in their locker during their testing appointment.
- Administer exams to students with authorized accommodations (as established in the student's Academic Accommodations Plan (AAP) and Authorized Academic Accommodations (AAA) letter). Provide test proctoring. Auxiliary materials or aides are only provided if indicated or arranged by the instructor; these materials must be submitted along with the exam by the instructor. Auxiliary materials or aids provided by the student will not be permitted.
- Return completed student exams to the instructor for grading. Completed exams are placed in a sealed envelope in preparation for return and are returned using the instructor-selected method.

Technology Accommodations

Alternate Media provides students with alternate format course materials accessible to the student based on their impact of disability. Alternate media includes audiobooks, Braille texts, tactile graphics, and other accessible formats. Proof of possession is required to produce alternate media.

- **Student Responsibility:** Early activation is strongly recommended to provide alternate materials in a timely manner.
 - **How to Request:** The student is responsible for activating this accommodation by completing an online activation form prior to or at the start of every term, when enrolled in new classes, and/or new course materials including textbooks are identified.
 - To activate an accommodation visit www.grossmont.edu/arc, click "Use Accommodations," and follow the link to complete the "Activate Alternate Media Books (Audio Books)" activation form.
- **Instructor Responsibility:** Select course materials and textbooks in a timely manner so that accessible formats can be developed or acquired prior to or on the first day of classes.
- **A.R.C. Responsibility:** Upon student activation of this accommodation, the Alternate Media team will develop and/or acquire alternate format course materials at the student's request. The Alternate Media team will work with the student to determine alternate media needs in efforts to provide appropriate formats.

Assistive Technology provides students with technological tools to support the impact of disability on learning. Assistive technology may support mobility, dexterity, hearing, vision, reading, and writing. For an assistive technology training, contact the [Assistive Technology Center](#) (ATC).

- **Student Responsibility:** Students seeking an assistive technology consultation should request an appointment with the Assistive Technology Coordinator to determine appropriate assistive technology to meet their learning needs. Students using assistive technology must be properly trained to use the technology.
 - **How to Request:** Contact the ATC (Building 70-135) to schedule assistive technology training. Get trained and gain access to use the assistive technology. If borrowing assistive technology, return it to the ATC and the end of each term.
- **Instructor Responsibility:** Allow the use of assistive technology in the class as needed based on impact of disability.
- **A.R.C. Responsibility:** Upon receiving student request, the ATC will schedule and provide assistive technology training to support student learning and access to specific assistive technology tools.
 - The A.R.C. counselor/specialist may recommend an AT consultation with the AT Coordinator for students who are or may become heavy AT users, such as students with certain physical disabilities, blind or low vision.

Negotiated Accommodations

Due to the nature of some disabilities and the degree of impact, certain accommodations may become necessary on a case-by-case basis and may be negotiated among the A.R.C. counselor/specialist, the student, and the instructor. Negotiated accommodations will not appear on the student's Authorized Academic Accommodations (AAA) letter.

For all negotiated accommodations, students will first be required to meet with a counselor/specialist to discuss disability-related impacts and the need for the requested accommodation. Students are encouraged to meet with a counselor/specialist near the start of the term or course should disability impact necessitate one or more of these accommodations at a given time during the term. If the counselor/specialist deems the accommodation reasonable and appropriate, a follow-up conversation will have to occur between the student and instructor(s). Meeting with a counselor/specialist early in the term will allow for effective communication with instructor(s) and improve access to the accommodation when it is needed throughout the duration of the course.

Assignment Deadline Extensions

Generally, students are expected to follow established assignment deadline policies. However, some disabilities are episodic in nature or present other functional limitations and as a result, a student may miss a deadline. Instructors are not required to alter any essential functions of the course in the implementation of this accommodation and should contact the A.R.C. to discuss any concerns with this accommodation.

This does not apply to assignment deadline extensions unrelated to a student's disability (i.e. common illness, car trouble, etc.). The student is responsible for following the instructor's syllabus regarding missed assignment deadlines for non-disability related matters.

- **Student Responsibility:** Meet with an A.R.C. counselor/specialist to discuss your impact of disability and need for assignment deadline extensions. Work with the A.R.C. counselor/specialist on how to navigate appropriate use and access of this accommodation.

Initiate conversation early with instructor. A conversation must occur between the student and instructor; it is encouraged that the conversation occurs in a confidential setting such as during the instructor's office hours, a Zoom meeting, email, or phone call. If the instructor does not respond within 5 business days to the student's request for an initial meeting, contact the A.R.C. for support and guidance.

- Topics the student should discuss with the instructor during this meeting include:
 - The way in which the student will communicate a missed assignment deadline due to a disability. (e.g. phone, Canvas messaging, e-mail, etc.)
 - The plan for completion of the missed assignment and the instructor-identified deadline extension

The student is still required to complete all coursework. When a student recognizes they will not be able to meet the regular scheduled deadline due to a disability, the student should notify their instructor as soon as they are able to do so. The student should complete and submit the assignments to the instructor according to the instructor-identified deadline extension.

- **Instructor Responsibility:**

Be available to discuss the accommodation request with the student in a confidential setting in person, via phone, or via Zoom. It would be preferred that instructors respond to the student within 5 business days for the initial meeting.

Determine how essential the assignment deadline(s) is to the course. If it is believed that the deadline established in the course outline/syllabus is an essential requirement that can't be modified, contact the A.R.C. right away. If the assignment deadline is not essential to the course, consider these parameters for the implementation of this accommodation:

- How should the student contact the instructor once a deadline extension is identified as necessary due to disability?
- How much additional time would the student have to submit the assignment?
- How should the student submit the assignment to the instructor?

Contact the A.R.C. if support is needed for the implementation of this accommodation.

- A.R.C. Responsibility: Provide the student with guidance and information about their rights and responsibilities. Aid instructors in determining how to implement this accommodation in the class, upon request. Provide support to students and instructors when questions or difficulties arise due to the accommodation, upon request.

Disability-Related Absences

Generally, students are expected to follow established classroom attendance policies. However, some disabilities are episodic in nature or present other functional limitations and as a result, a student may miss a class. Instructors are not required to alter any essential functions of the course in the implementation of this accommodation and should contact the A.R.C. to discuss any concerns with this accommodation.

This does not apply to absences unrelated to a student's disability (e.g. common illness, car trouble, etc.). The student is responsible for following the instructor's syllabus regarding missed attendance for non-disability related matters.

- Student Responsibility: Meet with an A.R.C. counselor/specialist to discuss your impact of disability and need for disability-related absences. Work with the A.R.C. counselor/specialist on how to navigate appropriate use and access of this accommodation.

Initiate conversation early with instructor. A conversation must occur between the student and instructor; it is encouraged that the conversation occurs in a confidential setting such as during the instructor's office hours, a Zoom meeting, email, or phone

call. If the instructor does not respond within 5 business days to the student's request for an initial meeting, contact the A.R.C. for support and guidance.

- Topics the student should discuss with the instructor during this meeting include:
 - The way in which the student will communicate an absence due to a disability. (e.g. phone, Canvas messaging, e-mail, etc.)
 - With the student's permission, a family member or trusted individual may contact the instructor on their behalf regarding a disability-related absence.
 - The plan for completion of any missed quiz, class work, or exam during a disability-related absence.
 - Allowance for early access to discussion boards or completion of assignments early.

The student is still required to complete all coursework. When a student misses class due to a disability, the student should notify their instructor as soon as they are able to do so.

- If the student misses coursework or testing because of a disability-related absence, it will be their responsibility to contact the instructor to discuss making up the work/test.
- The student should negotiate with their instructor the date by which the make-up work/test should be submitted/completed.

- **Instructor Responsibility:**

Be available to discuss the accommodation request with the student in a confidential setting in person, via phone, or via Zoom. It would be preferred that instructors respond to the student within 5 business days for the initial meeting.

Determine how essential attendance is to the course. If class attendance is an essential requirement, the instructor should communicate this to the student. If attendance is not essential to the course, consider parameters for the implementation of this accommodation:

- How should the student contact the instructor when they are absent from class due to disability?
- What is the plan for missed coursework and testing?

- Is early access to discussion boards and/or early submission of assignments acceptable?

Contact the A.R.C. if absences become excessive or there are other concerns. The instructor should contact the A.R.C. to explore options if absences become overly frequent and impacts the student's ability to successfully complete the class.

- A.R.C. Responsibility: Provide the student with guidance and information about their rights and responsibilities. Aid instructors in determining how to implement this accommodation in the class, upon request. Provide support to students and instructors when questions or difficulties arise due to the accommodation, upon request.

Memory Aid

A memory aid is a testing accommodation used to support students who have documented challenges with memory. It is a tool used to trigger information that a student has studied but may have difficulty recalling due to a disability's impact on memory and recall. A memory aid allows the student to demonstrate knowledge of course material by helping prompt the student's memory, not by providing the answer. This accommodation is not intended to reduce academic requirements or alter the standards by which academic performance is assessed.

A proper memory aid will not be useful to the student unless the student knows and understands how to use the information to which it refers. If the student does not understand the course material, a proper memory aid will not help.

Styles of memory aids may vary. Generally, memory aids can be hand-written or typed on a large index card, be up to one side of a letter-size page (8 1/2 x 11") or be another tool such as a handout provided or created by the instructor. A memory aid may or may not include the use of acronyms, short phrases, pictures, schematic diagrams, formulas, names, definitions, tables, sample questions, and key term/word charts.

- Student Responsibility: Meet with an A.R.C. counselor/specialist to discuss the impact of your disability and the need for a memory aid testing accommodation. Work with the A.R.C. counselor/specialist on how to navigate appropriate use and access of this accommodation.

Initiate conversation early with instructor (at least ten (10) days prior to testing). A conversation must occur between the student and instructor; it is encouraged that the conversation occurs in a confidential setting such as during the instructor's office hours, a Zoom meeting, email, or phone call. If the instructor does not respond within 3

business days to the student's request for an initial meeting, contact the A.R.C. for support and guidance.

- Topics the student should discuss with the instructor during this meeting include:
 - Format and style of memory aid permissible for an upcoming exam
 - Content and topics permissible to include in the memory aid
 - The process to review and submit the memory aid

To use an approved memory aid accommodation, the student should contact the instructor to review the memory aid at least five (5) business days prior to each testing date. However, the sooner the student contacts the instructor the more beneficial this process will be for all parties.

- Review and discuss memory aid content: The student and instructor should meet to review the content the student has listed on the memory aid.
 - Finalize memory aid content: During this meeting the instructor (1) will approve the content as is; (2) approves some of the content and removes some; OR (3) disapproves ALL the content. If time permits, it is recommended to allow the student to edit the memory aid according to the instructor's direction.
 - Instructor to submit the memory aid to A.R.C. Testing Center with the exam: After the instructor approves the memory aid and its conditions, it is the instructor's responsibility to submit the approved memory aid to the A.R.C. Testing Center along with the exam.
 - Student contacts A.R.C. with any concerns: If the instructor communicates that they cannot approve ANY or SOME of the content on the memory aid or that they do not approve use of any form of memory aid, contact the A.R.C. for guidance and support.
- Instructor Responsibility:

Be available to discuss the accommodation request with the student in a confidential setting in person, via phone, or via Zoom. It would be preferred that instructors respond to the student within 3 business days for the initial meeting.

Discuss with the student proper use of a memory aid as outlined in the "Student Responsibility" section above. Determine if the information on the memory aid is deemed to be an essential learning objective or outcome of the course. For example, if the learning objective or outcome of the course is to know the formula, having a formula on the aid may not be allowed. However, if the learning objective or outcome of the course is to demonstrate the ability to apply the formula, then a formula could be

allowed on the memory aid. Please contact the A.R.C. right away to discuss any concerns about this accommodation.

Prior to the testing date, the instructor reviews the student's memory aid with the student and chooses one of the following options:

- **Option 1 - Approve as is:** Approve the memory aid "as is"
- **Option 2 - Approve partial content:** Remove (i.e. delete, scratch out, black out with a marker, etc.) information you deem to interfere with the essential learning criteria you are seeking. Retain a copy of the original memory aid so that the student can identify the changes made. It is recommended to allow the student to revise and resubmit the memory aid for reconsideration, if time permits.
- **Option 3 - Disapprove ALL content:** If you feel you can't approve a memory aid because the content triggers on the memory aid are deemed to be essential criteria or learning objectives for the course or for another reason, you may disapprove all the content. It is recommended to allow the student to revise and resubmit the memory aid for reconsideration, if time permits.
- The student and instructor may contact the A.R.C. should they have any concerns about this process.

Submit the memory aid to the A.R.C. Testing Center. Once the memory aid is approved by the instructor, the instructor will sign the memory aid and submit it along with the student's exam directly to the A.R.C. Testing Center.

- **A.R.C. Responsibility:** A student who requests a memory aid must present documentation from a qualified professional that supports the need for the aid to the A.R.C. The A.R.C. counselor/specialist will review the documentation and discuss the request for a memory aid in depth with the student during an interactive process. Students are responsible for learning course material, for discerning which material may require cues or triggers, for developing the cues that will appear on the aid, and for securing the instructor's review, input, and approval of the content.

On the scheduled testing date, the A.R.C. Testing Center will administer exams and memory aids when included with instructor exam submissions.

Important Information

- Only the finalized memory aid submitted by the instructor to the A.R.C. Testing Center will be allowed.

- If the student arrives at the A.R.C. Testing Center with a memory aid, the memory aid will not be allowed. Testing Center staff will not contact the instructor on behalf of the student to request approval for a memory aid. This is the responsibility of the student.
- Once the student completes the exam at A.R.C.'s Testing Center, the test and memory aid will be returned to the instructor per the instructor's requested method of return.

Other Accommodations

Priority Registration

Early registration appointments are provided as an accommodation to active students with the A.R.C. Students must remain in good standing with the College to maintain priority registration. Priority registration dates are typically the first and second days of the registration cycle. Students are encouraged to register for classes on their assigned priority registration appointment in order to benefit from early registration, which offers a greater selection of course sections and instructors.

Cart Service

On-campus transportation is offered to students approved for a cart service accommodation. Students accessing cart services must review, sign, and abide by the terms outlined on the *Student Guidelines for On-Campus Transportation/Cart Services* form. The form provides students with instructions on how to access this accommodation. This accommodation is typically approved for students with physical disabilities that limit mobility or impact their ability to ambulate on campus.

Locker Loan

On-campus lockers are offered to students with an approved accommodation. Lockers are assigned by the A.R.C. front desk. The student can use the locker for the length of the term. This accommodation is typically approved for students with a documented physical disability, which limits the ability to lift and carry weight.

Service Animals

Below are the Grossmont-Cuyamaca Community College District's Administrative Procedure (AP) and Board Policy (BP) regarding services animals.

[AP 3440 Service Animals and Other Animals on District Property](#)

The District is closed to all animals, with the exception service animals and animals involved in the instructional process.

The District will allow an individual with a disability to use a service animal in District facilities and on District campuses in compliance with state and federal law.

The District will allow an individual with a disability to use a dog or miniature horse as a service animal in District facilities and on District campuses if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability and the District has determined, based on the assessment factors provided in this procedure, that a reasonable accommodation can be made.

The District will allow an individual with a disability to be accompanied by his/her service animal in all areas of the District's facilities where members of the public, invitees, clients, customers, patrons, or participants in services, programs or activities, as relevant, are allowed to go.

These procedures shall also be applicable to an individual who is training a service animal.

Service Animal Defined

A "service animal" for purposes of this procedure means any dog (or miniature horse, as provided herein) that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.

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. 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.

Exceptions

The District may ask an individual with a disability to remove a service animal from the premises if:

- The animal is out of control and the animal's handler does not take effective action to control it; or
- The animal is not housebroken.

If a service animal is excluded under one of these exceptions, the District will give the individual with a disability the opportunity to obtain goods, services, and accommodations or to participate in the service, program, or activity without having the service animal on the premises.

Assessment Factors for Miniature Horses

The District shall consider the following factors:

- The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- Whether the handler has sufficient control of the miniature horse;
- Whether the miniature horse is housebroken; and
- Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

Control

The service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

Care or Supervision

The District is not responsible for the care or supervision of the animal.

Inquiries by the District

The District may make two inquiries to determine whether an animal qualifies as a service animal:

- Whether the animal is required because of a disability; and
- What work or task the animal has been trained to perform.

The District will not make either of these inquiries when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

An individual may choose to produce a county service dog license or identification tag as proof that the animal is a service animal. Licensure or certification is not required in order to meet

the definition of service animal under this procedure. There are no licensing or certification requirements for miniature horses.

No Surcharge

The District will not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If the District normally charges individuals for damage caused by pets, an individual with a disability may be charged for damaged caused by his or her service animal.

Grossmont-Cuyamaca Community College District's Board Policy regarding services animals is as follows:

[BP 3440 Service Animals and Other Animals on District Property](#)

In order to prevent discrimination on the basis of disability, the District will allow an individual with a disability to use a service dog or miniature horse in District facilities and on District campuses in compliance with state and federal law.

The Board shall designate that District property be closed to all other animals, unless the animals are involved in the instructional process.