

The Disability Programs & Services FACULTY HANDBOOK Abridged Edition

WHAT IS DPS?

Disability Programs & Services (DPS) at Chaffey College is a program designed to provide the accommodations necessary for students with disabilities to compete on an equal level with those without disabilities.

LEGISLATION

There are four key laws that require colleges to make special accommodations for students with disabilities. The first is a California state law, and the other three are federal laws.

AB 77 (The Lanterman Act B 1976)

For several years community colleges had provided services for students with physical disabilities, but there was no mechanism for providing services for students with learning disabilities or those with below average intelligence. The Lanterman Act is a California law that provides for the funding of education and protection for adults with less than average intelligence. This law allows community colleges to offer education to these persons. While the primary thrust of the law was for those of less than average intelligence, it also provided a mechanism for educating adults with learning disabilities in community colleges.

SECTION 504 OF THE REHABILITATION ACT (1973)

Section 504 outlines the responsibilities of colleges and universities. The spirit and intent of Section 504 is that reasonable effort must be made to accommodate the needs of the “handicapped” student. According to this law a handicapped person is a person who has “physical or mental impairment which substantially limits one or more major life activities”. This law covers learning and emotional disabilities as well as physical disabilities. The person must meet the “academic and technical standards” for admission into the college and/or program.

“No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

Under 504:

1. No student can be excluded from any course, major, or program solely on the basis of a handicap.
2. Certain academic accommodations are mandated, especially in regard to the provision of alternate testing and evaluation methods for measuring student mastery, except where such alteration would result in a modification of course objectives (as stated in the Course Outline of Record). “In its course examinations or other procedures for

evaluation student's academic achievements in its programs, a university shall provide such methods for evaluation the achievement of students who have disabilities as will best ensure that the results of the evaluation represent the student's impaired sensory, manual or speaking skills (except where such skills are the factors that the test purports to measure)."

3. Modification, substitution, or waiver of a course, major, or degree requirement may be necessary to meet the needs of a student with learning disabilities.
4. Changes in time limits to complete a degree may be required.
5. It is discriminatory to restrict the range of career options in counseling students with disabilities as compared to non-disabled students unless such counsel is based on licensing or certification requirements for the profession.

THE AMERICANS WITH DISABILITIES ACT OF 1990 (ADA)

This Act provides civil rights guarantees for persons with disabilities in the United States. While the emphasis in 504 was on governmental behavior (or at least the behavior of groups funded by the federal government), the provisions of the ADA apply to both the public and private sectors.

The Act has many requirements. Among the more important for us:

1. There may be no exclusion of a person based on his/her disability.
2. Persons with disabilities are to be allowed to participate in the most integrated settings possible (this applies the "least restrictive environment" ideas that PL94-142 established for the K-12 system to all settings).
3. Eligibility criteria that screen out individuals with disabilities must be based on actual safety factors, not stereotypes or assumptions.
4. It is discriminatory to fail to make "reasonable" modifications in policies, practices, and procedures.
5. An entity may not discriminate against an individual with a disability in licensing-type examinations.
6. It is illegal for an entity to refuse to serve persons with disabilities or serve them differently because of insurance conditions.
7. It is illegal to discriminate against an individual who has brought a complaint based on the ADA.

SECTION 508 OF THE REHABILITATION ACT (1998)

This section required that all electronic media, computers, web sites, videos, etc., at educational and government agencies must be accessible to persons with disabilities.

This means that all of the videos on campus must have captions to make them accessible to the hearing impaired. Newly purchased videos must also have a descriptive track on them to make them accessible to the visually impaired.

Every web site at the college, official Chaffey College sites and every instructor's site, must have features that make them accessible to students with disabilities. This will be more and more important as we run more and more classes on line. All of these classes

must be fully accessible to all visually impaired, hearing impaired, persons with limited hand movement, etc.

SERVICES DPS CAN PROVIDE

The Disability Programs & Services (DPS) department at Chaffey College provides services for students with disabilities. DPS also has an adapted technology lab that provides adaptive equipment for student use.

The services and equipment utilized by the student will be determined by the DPS resource specialists (counselors) in concert with the student.

SERVICES PROVIDED IN THE CLASSROOM

Which services the student is offered is determined by the DPS resource specialist who analyzes the medical and psychological reports received in order to make the determination. The instructor will be notified of the accommodations needed at the beginning of the term (see Appendix 1).

Test Proctoring

Some students will need special testing arrangements to be able to compete equally in the classroom. If the student is allowed this accommodation, the student will present an accommodation form to the instructor (see Appendix 2).

- DPS will provide services such as extra time for the students, a distraction reduced setting, someone to record answers, and someone to read the test to the student, and ensure complete test security.
- DPS will not provide any answers or assist the student in any way to find the answers.

Procedures the students should follow:

- Any student who is allowed test proctoring accommodation will take the accommodation form to the instructor on which the instructor may indicate what accommodation(s) is being recommended and the procedure used to receive and return the test. It is the student's responsibility to make an appointment for testing with DPS.

Note Taker Services

Some students, because of their disability, are unable to take notes in class. There are several things DPS will do to help these students.

- ***Tape recorder loans:*** Some students find the use of tape recorders very helpful. DPS can loan mini recorders to students for use in class.
- ***Peer note takers:*** DPS will pay a fellow student \$50, for the complete term, to take notes for the DPS student.

- ***What the instructor can do to help:*** The instructor can be very helpful by assisting DPS students select a peer note taker. If there is someone in the class who is a good note taker, the instructor can help the DPS student connect with that student. If there is not a specific student, the instructor could help by making a general announcement to the class to help recruit a note taker. The peer note taker will need to go to the DPS office (CCW-21) to complete some paperwork in order to receive compensation.

Sign Language Interpreter

Some students, but not all, who have hearing losses are able to use American Sign Language. They will be provided sign language interpreters.

- ***What to expect from the interpreter:*** The interpreters will sign what is said by the instructor and questions asked by the students in the class. If the hearing impaired student is asked a question, the interpreter will interpret what the student is replying. Interpreters are not expected to take notes for the student or stay after class to work on homework with the student.
- ***Where should the interpreter and the student be located:*** Generally it is easiest if the interpreter and student are located at the front of the room on one side or the other (if there is a window, it is generally best if the interpreter is located away from the window).
- ***What the instructor can do to help:*** It can help if the instructor provides a list of key vocabulary terms for the interpreter and the student so that they know what to expect and what unusual terms they are going to have to know. Also, it is helpful to try to pace the lecture to the speed the interpreter can sign.

What can we do for hearing impaired students who cannot sign?

Some students who have minimal hearing can get by if they are allowed to sit closer to the lecturer. They should be allowed to sit in the front. Those who are lip readers also will need to sit in the front. If there is a lip reader in class, the instructor should not exaggerate lip movements or “talk to the board.” Students with some hearing may also use an amplifying device. In this case, the instructor can wear a microphone that transmits speech to a device the student has on his/her desk which amplifies the speaker’s voice through headphones the student wears.

Text and Handout Modification

- ***Enlargement:*** Some students with visual impairments need to have their texts and handouts enlarged. DPS can provide this service. DPS also enlarges the tests so that the student can read them.
- ***Braille:*** If the visually impaired student can read Braille, DPS has a computer program that can “read” the text and convert it into Braille. DPS can also Braille handouts and tests.
- ***E-Text:*** Texts and handouts can be “read” aloud by a machine and then recorded onto

CD's so students can listen to the texts.

Room Modification

- ***Special seating for those with back injuries:*** Special chairs can be provided for students who have back injuries that make it difficult for them to sit in typical classroom desks.
- ***Adjustable tables:*** In labs and other settings where students in wheelchairs have difficulty fitting under the tables, tables that have height adjustments to allow the student to fit under it in the various types of wheelchairs should already be available. If not, DPS should be contacted.

Special Equipment

- ***Talking calculators:*** Students with visual impairments may find talking calculators useful and available on loan from DPS.
- ***Brailled equipment:*** Brailled labels to chemicals or pieces of equipment to aid visually impaired students can be provided.

Adapted Technology in the Classroom

There are many types of equipment that can be used in the classroom to assist students.

If it is a *computer lab*, there is extensive equipment that can be installed on the computers to assist the student. This includes specialized keyboards that student with limited hand and arm motion can use, equipment that can read text pages and computer screens aloud, enlargers for texts and computer screens, and many other items.

If it is a *lecture room*, there are things DPS can install that will assist students. There is an amplifier we can provide the instructor that will assist students with limited hearing hear the lecture without disturbing the other students. There are items that can be attached to the board that will transmit the images on the board to a computer screen that students with limited vision can view. A typist can be employed to type the lecture as it is delivered and display the text above the board to assist students with hearing problems.

SERVICES PROVIDED OUTSIDE THE CLASSROOM

Specialized Educational Counseling

- ***Coping with college:*** Many students have difficulties coping with the rather dramatic changes college learning requires. For students with disabilities these difficulties are compounded. Many students with disabilities have difficulty dealing with the realities of college. They may have weak basic skills; weak study skills or study skills that are not appropriate to their limitations, or difficulty dealing with instructors or other students. Some have poor emotional control, and this can create major difficulties in coping with college. The DPS resource specialists try to assist the students cope with their disabilities and college.

- **Course selection:** The DPS resource specialists will help students select classes appropriate to the student's ability level, major, and disability. Many students with disabilities cannot carry a full load of classes. Some disabilities have great time demands/constraints caused by doctor visits, difficulty of getting to class, etc.
- **Scheduling:** Some students with disabilities function better at certain times of the day. This may be caused by medication cycles or simply the difficulty of getting going in the morning when they are dependent on others as attendants. Some students need to go to hospitals every other day for medical treatment; these students can find it very difficult to schedule classes and arrange for completing homework assignments. The DPS resource specialists are specially trained in helping students with special needs select classes that fit their disabilities.
- **Priority registration:** The Education Code provides that students with disabilities can receive priority registration. This can assist students with special scheduling needs get the schedule they require. It also assists students who are dependent on Recordings for the Blind and Dyslexic or some form of e-text to get their recordings before classes begin. It can take weeks for these recordings to arrive, so the earlier the students know what classes they actually have, the better.
- **Provision of academic and other accommodations:** There are many accommodations both inside and outside the classroom that can be provided to the student. Those which the student receives are determined by the DPS resource specialist. The resource specialist must study the medical and psychological reports and test data to decide what services the student requires to be able to compete on an equal footing with other students.

DPS Adapted Technology Center

The DPS department has an adapted technology center that utilizes computers that can assist students read texts by enlarging the print, reading the text aloud, or using speech recognition to type papers. There are also computers with specialized keyboards designed to compensate for various physical limitations. This equipment can help students with many disabilities cope with college assignments.

Adapted Physical Education

DPS has an extensive adapted physical education program. Classes such as wheelchair basketball, bowling, and self-defense are specifically designed for students with physical limitations. They are designed to allow virtually any student improve his/her strength, mobility, and self-concept. The instructor works with the students' physicians to improve the students' physical and mental well-being.

DPS Special Classes

DPS offers classes in study skills, job preparation, computer usage, and many other

subjects designed to improve the DPS students' survival in classes and on the job.

Tram Service

Chaffey is built on the side of a hill, and the steepness can cause great difficulties for students with mobility problems. Students in wheelchairs can have particular difficulties, but many walking students, such as those with strokes, asthma, heart conditions, arthritis, epilepsy, and many other conditions also have great difficulties on the hills. To alleviate this DPS provides tram service between classes for those who need it. Students in or out of wheelchairs can also be transported by trams.

Wheelchair Loan

Electric wheelchairs can be loaned to students with mobility problems to help them navigate the hills of Chaffey.

Parking Assistance

Students with mobility difficulties can also get permits that allow them to use the handicapped parking slots on the campus.

Assessment and Matriculation Testing

Students with severe disabilities can receive assistance taking the college assessment and matriculation testing.

Diagnostic Testing for Possible Learning Disabilities

If a student feels s/he may have a learning disability, he/she can be assessed to see if s/he qualifies under the Chancellor's Office model of learning disabilities. This is a rather complicated process that can take as much as six hours, but students who are concerned with their abilities are willing to put in the time.

DISABILITY COMMUNITIES

It is important to remember that there are many degrees of disability ranging from very mild to extremely severe. Also, while many disabilities are visible to the observer, many disabilities are totally invisible.

PHYSICAL DISABILITIES (PD)

While many physical disabilities are apparent to the observer, it is critical to remember that many, many disabilities are not observable. Never say to a student, "You don't look disabled." Or, "You don't look disabled enough to get this assistance." You may have no idea what the students limitations are.

There are many different types of physical disability on campus:

- ***Cerebral Palsy (CP)***: Students with CP have brain damage at the point where the left side of the brain crosses over to the right side of the body and the right side of the brain crosses over to the left side of the body. This causes the classic un-coordination of the CP student.

- **Spinal:** Many students have had spinal cord injuries. While some of these may cause paralysis, less severe injuries may result in much more minor difficulties.
- **Amputation:** Many students have lost body parts to injuries or disease.
- **Mobility:** Many students with CP, spinal injuries, arthritis, and many other conditions will have difficulty getting from class to class. Many of these students will be in wheelchairs, but many will not be.
- **Blind or low vision:** Many students on campus have one degree or another of visual impairment.
- **ABI:** Acquired Brain Injury students are one of the fastest growing groups of students on college campuses. Students who have had this type of injury can have symptoms ranging from minimal to devastating.
- **Epilepsy:** Some students with brain injuries (others with no known cause) have epilepsy. There are many different types of epilepsy, ranging from grand mal convulsive seizures, to psychomotor epilepsy in which the student continues to do whatever action they are doing, but they are unconscious. There are also types with sudden blackouts and others where the person seems to just “check out” for short periods of times.
- **Diabetes:** Many students on campus have diabetes. Many have suffered the severe side effects of the condition: amputations, blindness, etc.
- **Cancer:** There are many students on campus who have one form or another of cancer.
- **HIV/AIDS:** There are students who have both conditions on campus.
- **Hearing:** There are students with mild hearing loss to severe loss or total deafness.
- **Other:** There are many, many other types of physical disabilities on campus.

LEARNING DISABILITIES (LD)

Learning disabilities are invisible disabilities. The student is of normal intelligence.

- **Dyslexia:** This is a reading impairment in which the student reverses letters and whole words, inverts letters, and/or scramble letter orders. This may impact spelling and math as well as reading.
- **Dysgraphia:** A writing disorder in which the students lose complete control of all grammar and word order when they attempt to write.

- *Dyscalculia*: A math disorder.
- *System overload*: Some students are unable to filter out extraneous stimulus.

DEVELOPMENTAL DISABILITIES (DD)

A student with a developmental disability has less than normal IQ. This is frequently an invisible disability. Since community colleges have open enrollment, many students may have low IQ's. DPS has programs located at off campus sites that are designed for these students. The DPS resource specialists will try to direct the students with developmental disabilities to these special sites, but they may choose not to go and instead enroll in regular classes and face extreme difficulties in class.

PSYCHOLOGICAL DISABILITIES (PSYCH D)

Psychological disabilities are invisible disabilities. There are many, many types of psychological disabilities on campus. Students with schizophrenia, depression, and substance abuse, Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD); disassociate disorder, and many others are taking classes on the campus.

STANDARDS OF STUDENT BEHAVIOR

Instructors often ask what inappropriate behaviors are they required to tolerate from students with disabilities. The basic answer is no more than from any student. Students with disabilities are required to follow the same standards of behavior as any other student. They are required to sign a statement agreeing to abide by all college rules and regulations as a part of the DPS intake procedure. If the student is behaving inappropriately, the student may be removed by following the Chaffey College "Standards of Student Conduct and Student Discipline Procedures" as would any other student.

For more information and a series of "Frequently Asked Questions," there is a more in-depth version of this handbook available.

If you would like a copy, please contact DPS at x2379.

Revised 12/5/03 sj

APPENDIX 1

*CHAFFEY COLLEGE
DISABILITY PROGRAMS & SERVICES
ACCOMMODATIONS REQUIRED*

Instructor: _____ Course: _____ Term/Year: _____

All Instructors

**CHAFFEY COLLEGE
DISABILITY PROGRAMS & SERVICES**

Accommodations Required

This information regarding the academic adjustments the student requires is **confidential** and is being released to you with the permission of the student.

STUDENT'S NAME: _____ ID#: _____

EDUCATIONAL LIMITATION: _____

DPS expects all courses to adhere to academically rigorous standards; however, this student's educational limitation affects his/her ability to complete tasks and therefore requires certain accommodations. These accommodations are determined to be reasonable by a DPS Resource Specialist and are mandated by federal and state law.

Accommodations
IN CLASS ASSIGNMENTS: <input type="checkbox"/> DPS note taker <input type="checkbox"/> calculator <input type="checkbox"/> peer note taker (i.e. NCR paper) <input type="checkbox"/> talking calculator <input type="checkbox"/> tape recorder <input type="checkbox"/> multiplication tables <input type="checkbox"/> other _____
WRITTEN ASSIGNMENTS: <input type="checkbox"/> transcribed by DPS staff <input type="checkbox"/> computer/adaptive equipment <input type="checkbox"/> other _____
MOBILITY: <input type="checkbox"/> manual wheelchair <input type="checkbox"/> non-DPS attendants <input type="checkbox"/> walker <input type="checkbox"/> trams <input type="checkbox"/> electric wheelchair <input type="checkbox"/> ADA approved companion (i.e. Canine) <input type="checkbox"/> other _____
PRINTED MATERIALS: <input type="checkbox"/> taped books <input type="checkbox"/> personal screen reader <input type="checkbox"/> DPS reader <input type="checkbox"/> CCTV <input type="checkbox"/> enlarged print <input type="checkbox"/> adaptive computer <input type="checkbox"/> other _____
TEST TAKING FACILITATION: <input type="checkbox"/> needed (form will be provided) <input type="checkbox"/> extended time: _____times regular test time <input type="checkbox"/> DPS reader <input type="checkbox"/> DPS scribe <input type="checkbox"/> calculator <input type="checkbox"/> alternate to scant Ron format <input type="checkbox"/> spell checker or word processor <input type="checkbox"/> breaks during exam <input type="checkbox"/> distraction reduced environment <input type="checkbox"/> alternate test formats: _____Braille _____enlarged print <input type="checkbox"/> computerized <input type="checkbox"/> other _____
CLASSROOM LECTURES/ DISCUSSION: <input type="checkbox"/> sign language interpreter <input type="checkbox"/> special seating; needs seat in front, close to instructor (i.e. lip reading/ vision) <input type="checkbox"/> adaptive listening device <input type="checkbox"/> other _____
ROOM ACCOMMODATION:
OTHER:

If there are any questions, please contact the following Resource Specialist at extension 2379:

Will Carrick Irene Okura Cathy Olivera

I have read and understand the attached policies for the above indicated accommodations.

Student's Signature: _____ Date: _____

Resource Specialist Signature: _____ Date: _____

Please use reverse side if more room is needed.

APPENDIX 2

*REQUEST FOR TEST-TAKING
ACCOMMODATIONS*

REQUEST FOR TEST-TAKING ACCOMMODATIONS

To: _____ Name of Instructor
 _____ Class

From: _____ Name of Student
 _____ Examination

Students who have disabilities may request test-taking accommodations from the course instructor. The Disability Programs & Services personnel will monitor and proctor the test-taking and will maintain the confidentiality and security of materials.

THE TEST WILL BE ADMINISTERED IN ACCORDANCE WITH THE INSTRUCTOR'S GUIDELINES AS INDICATED BELOW:

_____ / ____ / ____
 DPS Resource Specialist Date:

ALLOWED ACCOMMODATIONS

INFORMATION BELOW TO BE COMPLETED BY THE COURSE INSTRUCTOR. PLEASE INITIAL THE APPROPRIATE BOXES.

YES	NO		YES	NO	
		Dictionary permitted			Student may dictate test into tape recorder
		Calculator permitted			Student may dictate test to a staff member
		Notes permitted			Test may be read to student
		Open book permitted			Other: _____

How much time is the class going to be allowed to spend on this test? _____

HANDLING OF TEST (**PLEASE DO NOT USE CAMPUS MAIL**)

DPS WILL **RECEIVE THE TEST** IN THE FOLLOWING MANNER (check one):

- DPS staff member may pick up the test: _____ (location / date / time)
- I will deliver the test to the DPS office in an envelope directed to the DPS Program Assistant (accommodations designee).
- I will give the test to the student in a sealed envelope to bring to the DPS Program Assistant (accommodations coordinator) for the testing appointment.
- Other _____

DPS WILL **RETURN THE TEST** IN THE FOLLOWING MANNER (check one):

- DPS staff may return the test: _____ (location / date / time)
- I will pick up the test from the DPS office.
- The student may return the test in a sealed envelope with an accompanying DPS staff member.
- Other: _____

Will this one form be sufficient for the entire semester's tests? YES NO

Request approved with the above guidelines: _____
 Course Instructor Date

Test was administered per the above guidelines:	Test received in the school / department:
DPS Proctor	Person Receiving Test

