

# The Disability Programs & Services FACULTY HANDBOOK

## WHAT IS DPS?

Disability Programs & Services (DPS) at Chaffey College are designed to provide the accommodations necessary for students with disabilities so that they can study and learn on an equal basis with those who do not have 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 (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 one 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. The key passage of the law is clear:

"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 evaluating student's academic achievement, a recipient to which this subpart applies shall provide such methods for evaluating the achievement of students who have a handicap that impairs sensory, manual, or speaking skills as will best ensure that the results of the evaluation represents the student's achievement in the course, rather than reflecting 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).

The Disability Programs & Services office will provide test accommodation to eligible students. (NOTE: Not all students with disabilities are eligible for this service. If the student has not provided the instructor with a form identifying him/her as having been determined eligible for test accommodation, they should be referred to DPS).

Most teachers prefer to administer their own tests for security reasons, and it is always desirable to test in the most integrated setting possible. However, it may sometimes be impossible for you to respond to a student's need for an alternative testing format, locations, or extended time. When it is not possible to accommodate the student's special needs in the classroom setting and the faculty's department cannot assist, the office of Disability Programs & Services can provide a proctored alternative site for testing. If necessary the test can be reproduced in another format such as electronic text or Braille.

If the student will need special testing arrangements to be able to compete equally in the classroom, the student will present a test accommodation form to the instructor (see Appendix 2).

DPS will provide services appropriate for the student's disabilities such as extra time for the student, a distraction reduced setting, someone to record answers, someone to read the test to the student, etc. The program will 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. The instructor indicating 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.

### **What the instructor can do to help**

Taking a test under standard conditions requires certain skills and abilities which are not a part of what is being measured by the test instrument. For some students with disabilities, the format of the test itself or the physical location in which the test is to be administered will constitute a discriminatory barrier to performance. The suggestions below (listed by disability categories) provide guidelines for adapting examinations to eliminate discrimination against students with disabilities. A discussion of changes appropriate for many students (adaptations in the test environment, extra time, proctors, etc.) is also included.

### **Test Taking**

#### ***Timing:***

Some adaptations to conventional test formats require that the examinee be granted additional time to complete the exam. The act of reading Braille or large print takes longer than reading a standard typed page, as does use of print enlargers. Similarly, listening to a tape or dictating an answer takes longer than writing answers in longhand. Extended time is frequently necessary, but there are no rigid rules for determining how much additional time should be given; extended time should flexibly permit reasonable progress without dawdling. Many instructors find that allowing the student with a disability twice as long as other students to complete a test will fix most situations.

Factors to be considered in determining a reasonable time extension include:

1. type of accommodation (device? personal aide? other?)
2. exam format (short answer? multiple choice? open book? essay? paper?)
3. purpose of the course (personal development? career preparation? prerequisite for future classes?)

#### ***Test Environment:***

Ideally, students should be allowed to take an adapted test in the same classroom at the same time with the other students. However, if adaptation requires the exam to be administered in a place other than the regular exam site, efforts should be made to provide a setting which is equally conducive to concentration.

Considerations include:

1. freedom from interruptions and distractions.
2. adequate privacy for working with a reader, writer or such devices as a typewriter, talking calculator, or Braille.
3. sensible and sensitive proctoring.

A student should not be expected to cope with taking the exam in the hallway, library main reading room, or department office if phone, visits, or other distractions will be allowed.

#### ***Proctors:***

Objective test administration may best be assured by arranging for a proctor other than the student's instructor, reader, or interpreter. Having one's instructor administer the exam individually can be an intimidating experience for some students and could put the student at a disadvantage as compared

to the relative anonymity of group administration of a test in large classes.

Proctors who will administer exams adapted for various functional limitations may need:

1. Orientation in ways to read aloud.
2. Practice in writing exactly what is dictated.
3. Discussion of methods of maintaining integrity and ethics of the test situation.

### **Note Taker Services**

Some students, because of their disability, are unable to take notes in class. Students with hearing impairments, learning disabilities and severely physically disabilities all may need note taking assistance. 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 is helpful 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**

***Enlarging:***

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:***

Adjustable tables can be provided 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 in CCW 21 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 (APE)**

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 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**

The official DMV placard is honored in all Chaffey parking lots. Students with mobility difficulties can also get college-issued permits that allow them to use the handicapped parking slots on the campus.

### **Campus Orientation**

DPS provides special orientation for students with disabilities. General DPS orientation is provided on the DPS portion of the Chaffey web site. Specialized campus orientation is provided for visually impaired students who have extraordinary needs.



### **Assessment and Matriculation Testing**

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

### **Diagnostic Testing for Possible Learning Disabilities**

Students who feel they may have learning disabilities can be assessed to see if they qualify 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.

### **Department of Rehabilitation Liaison**

The Department of Rehabilitation (DR) can provide significant assistance to students with disabilities. DPS can assist them in connecting with DR. A DR counselor is on campus on a regular basis to assist member students and connect with students who are interested in becoming members.

### **Job Placement**

DPS has a job placement specialist working under a special Department of Rehabilitation WorkAbility III grant. The specialist's job includes assisting students receive the training they need to get and maintain a job, working with local businesses to create such jobs, placing students with disabilities in the jobs, and supporting the students on the job.

### **Tutoring**

DPS does not provide tutoring directly, but supports the tutoring efforts of the various Success Centers through funding assistance and specialized training. DPS also assists our students in getting appropriate tutorial assistance in the Centers.

### **Transportation**

The college is not allowed to provide off campus transportation if adapted transportation is available from the community transportation agencies. DPS will assist the students in connecting with the Access public transportation system in this region.

### **Course Accommodations and Substitutions**

The DPS program is required to have a procedure in place that allows a student to appeal an instructor's denial of an accommodation the student feels s/he needs.

Occasionally a disability may make it impossible for a student to pass some required class. DPS needs to provide a procedure by which a student can have a course substituted.

There is a process at Chaffey that allows for both of these possibilities. In each a committee is set up consisting of the ADA coordinator, a DPS representative, a representative of the department for which an accommodation or substitution is sought, and a faculty person chosen by the Faculty Senate from outside DPS and the department concerned. There are occasions when some other faculty members may be required.

This committee will meet with the student and try to come up with some accommodation or course substitution that allows the student to complete the essential parts of his/her education in a way that provided the type of knowledge needed in a manner permitted by the disability. Appendix 3 includes the complete accommodation/substitution procedure.

## **SERVICES PROVIDED BY DISABILITY**

### **Hearing Impairment**

A hearing impairment may be caused by a physical diminution or loss of hearing ability or by a perceptual problem that causes the brain to process incorrectly what is heard. Such impairment may cause the student not to hear or to comprehend rapidly spoken information such as procedural instructions, descriptive background, or questions posed by other students and answers given before the actual test begins.

#### *Adaptation:*

Student may be given written instructions or information read aloud by examiner.  
Oral or sign language interpreter may translate oral instruction and information.

### **Visual Impairment**

A visual impairment may represent a physical diminution or complete loss of vision or the inability of a person to perceive what is viewed through the eye. Such impairment may cause a student not to see or comprehend written material which may include announcement of test dates, procedural information, and content of the examination itself. In addition, visual perceptual problems (which may include inability to discriminate figure or ground, sequencing and letter reversals, and similar shaped letters) may preclude a comprehension of printed test materials and/or completion of a standard answer sheet or essay exam in the usual manner.

#### *Adaptation:*

Arrange for a special edition of the exam, i.e. on tape, individually read, larger print, or Braille.

Student may use electronic optical aids, such as a Visual-tek, which enlarge the print, or non-optical aids, such as Opticon or a Kurzweil Reading Machine, which change the form of the print to be usable for people with visual impairments.

Student may record answers by typing or taping.

Student may dictate answers to a proctor who marks the answer sheet or writes the essay. Where spelling and punctuation are related to course objectives, student and instructor may determine a way for grammar to be evaluated within the parameters of the adaptation.

### **Motor Impairment**

Motor impairments are limitations of the movement of any limb or reduction of fine motor ability. It may involve limitations in performing certain acts such as reaching and entering the exam site or sitting for long periods of time. Motor impairment broadly describes any disability which limits functional manipulation of test materials (i.e. scratch paper, pencils, calculators, etc.), and transcribing responses.

*Adaptation:*

Arrange for exam to be given in accessible building and classroom; arrange for a lab assistant, etc.

Arrange for a proctor to assist manipulation of test materials, marking exams, and writing numbers and/or symbols as directed by student.

Arrange for alternative methods of recording answers such as typing or taping.

**Speech Impairment**

A speech impairment may cause a student to be unable to speak, to mispronounce certain words, to speak slowly or in a manner hard to understand. Such impairment rarely restricts a student in a written examination; however, depending upon the extent of the impairment, it may have a great influence on oral recitation types of examinations.

*Adaptation:*

Written examinations might be substituted for oral recitation exams.

Student may write his/her response for an oral recitation and have that presentation read by an interpreter.

Student may use an auxiliary aid such as a word board or interpreter for classroom participation.

**Hidden Disabilities**

Among the vast range of disabling conditions which are not usually visible or readily detectable to the casual onlooker are seizure disorders and other problems related to brain injury or neurological dysfunction; cardiovascular disease; muscular-skeletal problems (from arthritis to back injury); respiratory disease or dysfunction (such as asthma and chemical or environmental allergies); systemic diseases or dysfunctions (such as lupus, diabetes, cancer, etc.) and learning disabilities. Some students with hidden disabilities must cope daily with constant severe pain, a high level of fatigue, or medications which may affect classroom performance. Because needs will differ widely, adaptations should be made in close consultation with the student. Specific information follows on the most common hidden handicap, a learning disability.

**Learning Disabilities**

A learning disability is a documented perceptual handicap which affects the ability to process information in people of average to above average intelligence. Different individuals may have difficulties in one or more areas of receiving or sending information. These may include spelling, reading, handwriting, short-term memory, attending, organizing, following directions, spatial relations, math, and/or translating aural cues.

*Adaptation:*

Arrange for alternate methods of recording answer such as taping, typing, or dictating answer to a proctor who marks the answer sheet or writes the essay.

Arrange for special edition of the exam, i.e. on tape, individually read, in large print, in essay form as opposed to short-answer or in short-answer form as opposed to essay.

Where spelling and punctuation are related to course objectives, student and instructor may determine a way for grammar to be evaluated within the parameter of the adaptation.

Allow student to use a dictionary and provide additional time.

Allow use of a word processor spell-check/grammar-check capability, etc.

Permit test to be given individually in a quiet room without distractions.

### **Dyslexia**

Dyslexia is one specific example of a learning disability. Any dyslexic student can be assisted by the instructor typing the letter options in multiple choice tests in upper case (B and D are much less easily confused than b and d). Some very severe dyslexics may not be able to do multiple choice at all. With very severe dyslexics, the options become so confused and jumbled that they cannot do them.

#### *Adaptation:*

Type the letter options in upper case in multiple choice tests. Consider giving the severe dyslexics an essay exam in place of multiple choice.

## **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. Please 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 student's 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.

#### *Educational Implications:*

A student with CP may have some degree of difficulty when speaking. If you are not sure what a student has said; repeat it back to the student for confirmation.

Sensory, perceptual and motor deficits may sometime affect CP individuals and add to learning problems.

Some students with CP may write slowly and lack precision in movements. They will need to tape record lectures or use note takers and require assistance in taking exams.

### **Spinal**

Many students have had spinal cord injuries.

Spinal cord injuries may result from traumatic incidents such as auto accidents, sports injuries, falls and birth injuries. Fracture or dislocation of the vertebrae may cause irreparable damage to the cord which relays messages from the brain to all parts of the body. While some of these may cause paralysis, less severe injuries may result in much more minor difficulties.

#### *Educational Implications:*

The student may have paralysis and loss of sensation below the point of injury.

Absence from school may result from urinary tract infections, respiratory problems and tissue breakdown ("bed sores") caused by constant pressure and poor circulation.

The physical abilities of a person with a spinal cord injury depend on the location and extent of the injury to the spinal cord.

### **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.

### **Rheumatoid Arthritis**

This inflammation of the joints is now believed to be caused by an immunological attack against normal body materials. When there is pain in moving a limb because of joint inflammation, the arthritic will keep this involved joint in a fixed position. The student may lose his/her range of motion and eventually be unable to straighten the joint.

#### *Educational Implications:*

Some students must endure periodic pain, stiffness, fever and tend to be depressed, introverted and/or moody.

Students who take large dosages of aspirin for pain relief may have a high tone hearing loss. This hearing loss disappears when the aspirin treatment is reduced. Students may be bedridden for short periods as a result of arthritic "flare-up".

## **Multiple Sclerosis**

Little is known about the cause of this disorder. The disease attacks the myelin sheath surrounding the nerve fibers of the spinal cord and brain tissues. While MS is a progressive disease, it will often be characterized by periods of recovery. The symptoms include tremors of the limbs, particularly when the person tries to control his movements, slow and deliberate speech, and ocular abnormalities (nystagmus or involuntary eye movements).

### *Educational Implications:*

The student's physical condition may vary greatly.

The student may require the services of note takers, readers and/or examination assistance.

Vision may be impaired

The student should avoid overwork and fatigue.

## **Muscular Dystrophy**

There are several different types of muscular dystrophy. However, all are characterized by a gradual degeneration of muscles. In the later stages, there is a replacement of muscle tissue with fatty tissue. The most common form of MD (Duchene) is caused by a sex-linked recessive trait. Death usually occurs in late teens or early twenties as a result of heart or respiratory failure.

### *Educational Implications:*

The student will have difficulty in grasping heavy objects. Writing will probably be slow and laborious.

The student may require the services of note takers and/or examination assistance.

Motivation is quite often a problem with older MD students.

## **Post-polio**

Polio is an acute viral disease of the nervous system. The virus causes inflammation of the central nervous system. The primary area of attack is the spinal cord, nerve bundles attached to the cord and areas of the brain surrounding the cord's upper end. The individual is left essentially paraplegic, but without the sensory involvements that occur in most cases of spinal cord injury.

### *Educational Implications:*

The students may have paralysis or non-functional use of his/her limbs.

Absence from school may result from respiratory or urinary tract infections.

Physical capabilities of the student will depend upon the extent of the damage caused by the virus.

## **Disabilities Requiring Use of a Wheelchair**

It is difficult to make generalizations about the classroom needs of students who use wheelchairs because some students may be able to stand for short periods of time while others will not be able to stand at all. Some will have full use of their hands and arms while others will have minimal or no use of them. There are, however, some general considerations that will apply to most, if not all, students who use wheelchairs.

Students use wheelchairs as a result of a variety of disabilities including spinal cord injury, cerebral palsy, post-polio, multiple sclerosis, severe arthritis, quadriplegia, paraplegia, amputation, muscular dystrophy, and so on. Wheelchairs come in a variety of styles and sizes, with many types of optional attachments available. Wheelchairs are either manual or powered (electric). Most students who are unable to manually propel the chair themselves will use an electric powered wheelchair. Some students are assisted by an aide who pushes the chair, but this creates a dependency on another person that most students prefer to avoid.

### *Educational Implications:*

If breaks between classes are short (ten minutes or less), the student who uses a wheelchair may frequently be a few minutes late. Usually, the student must wait for an elevator, take a circuitous (but accessible) route, wait for assistance in opening doors (unless electric doors are available) and maneuver along crowded paths and corridors. If a student who uses a wheelchair is frequently late, it is, of course appropriate to discuss the situation with the student and seek solutions. Most students will be aware of time restrictions and will schedule their classes accordingly. However, it is not always possible to leave enough time between classes. Early classes and attendants' schedules can pose particular difficulties.

If a class involves field work or field trips, ask the student to participate in the selection of sites and modes of transportation. If the college provides transportation for field trips, it is required to provide accessible transportation for students who use wheelchairs.

Classes in physical education and recreation can always be modified so that the student in a wheelchair can participate. Classmates are usually more than willing to assist, if necessary. Most students who use wheelchairs do not get enough physical exercise in daily activity, so it is particularly important that they be encouraged, as well as provided the opportunity to participate.

Classes taught in laboratory settings (science, home economics, language labs, art studios, etc.) will usually require some modification of the work station. Considerations include under-counter knee clearance, working counter top height, horizontal working reach and aisle widths. Working directly with the student may be the best way to provide modifications to the work station. However, if a station is modified in accordance with established accessibility standards, the station will be usable by most students in wheelchairs.

For those students who may not be able to participate in a laboratory class without the assistance of an aide, the student should be allowed to benefit from the actual lab work to the fullest extent possible. The student can give all instructions to an aide--from what chemical to add to what type of test tube to use to where to dispose of used chemicals. The student will learn everything

except the physical manipulation of the chemicals.

Students who are not “confined” to wheelchairs often transfer to automobiles and to furniture. Some who use wheelchairs can walk with the aid of canes, braces, crutches or walkers. Using a wheelchair some of the time does not mean an individual is “faking” a disability. It may be a means to conserve energy or move about more quickly. Most students who use wheelchairs will ask for assistance if they need it. Don’t assume automatically that assistance is required. Offer assistance if you wish, but do not insist.

When talking to a student in a wheelchair, if the conversation continues for more than a few minutes, sit down, kneel or squat if convenient.

A wheelchair is part of the person’s body space. Don’t automatically hang or lean on the chair--it’s similar to hanging or leaning on the person. Its fine, if you are friends, but inappropriate otherwise.

Because a student sitting in a wheelchair is about as tall as most children, and because a pat on the head is often used to express affection toward children, many people are inclined to reach out and pat the person in a wheelchair on the head. Such a gesture is very demeaning and patronizing.

Students who have a physical disability may miss classes due to medical problems. It is important for instructors to be aware of this possibility and work with the students to accommodate these situations.

Some students who use a wheelchair are now using dogs to help them with their daily living skills. These dogs are specifically trained to perform tasks such as carrying books, fetching and delivering items, and opening and closing doors. These dogs also accompany their owners to and from classes.

### **Blind or Low Vision**

Many students on campus have one degree or another of visual impairment. A person is legally blind if their visual acuity is 20/200 or worse in the better eye with the best possible correction or if s/he has a field of vision no larger than an arc of twenty degrees. A student may be classified as legally blind and still have considerable residual vision. Visual impairments may result from both pre and post-natal causes. Poisonings, heredity, tumors, infections, disease, and injuries are just a few of the major causes. The student’s vision may fluctuate dramatically on an individual basis. It should also be pointed out that a few legally blind individuals are totally incapable of vision. Most “blind” people have light/dark discrimination and some residual vision.

#### *Educational Implications:*

Preferential seating and adequate illumination are definitely of assistance to the visually impaired.

The student will probably use a tape recorder or slate and stylus during class.



Students may, in some cases have their textbooks and other written course materials recorded by DPS.

The stability of the physical layout of the classroom is essential for the blind student. It is important that he/she become familiar with the classroom environment, the location of his/her seat and any materials he/she may need.

Some students may use a guide dog as a mobility aid on campus. The dog will only not guide the student to his/her destination, but will assist him/her in avoiding immediate obstacles or dangers. When in the classroom, the dog will sit on the floor adjacent to the student. It is recommended that individuals do not pet the dog without prior permission from the owner.

Do not hesitate to ask a student about the degree of his/her vision loss.

*Special Test Taking Considerations:*

Many blind students need a sighted person to read and record test items for them. Readers are paid employees of the college and conduct reading sessions in a professional, businesslike manner. Some faculty members prefer to appoint a person of their choice to administer exams or serve as a proctor during the administration of an exam by a reader.

**Acquired Brain Injury (ABI)**

The fastest growing disability of this decade is acquired brain injury (ABI), which is also called traumatic brain injury (TBI). People who, in the past died from car and motorcycle accidents, falls, blows to the head, gunshot wounds, strokes and brain tumors are now being saved by advanced medical technology. Students who have had this type of injury can have symptoms ranging from minimal to devastating.

*Educational Implications:*

Paralysis or weakness may be present on one or both sides of the body. Fine and/or gross motor functioning may also be involved.

Perception, memory, thinking and reasoning may become confused.

Speech may be faltering, slow and deliberate.

Irritability, emotional liability (rapid mood shifts) or a decrease in inhibitory controls may be present.

The long-term, residual effects of traumatic brain injury may affect any combination of body systems. Some of these effects are short attention spans, comprehension and memory difficulties, trouble with abstract reasoning and inability to generalize concepts from one situation to the next. In academic areas, students with brain injuries may demonstrate significant delays in reading, math and language. Students may also acquire new information at a very slow pace. In the social domain, these individuals typically have less flexible socialization patterns and frequently exhibit inappropriate behavior.

Instructors should employ a number of strategies in order to help students maximize their potential. Some of these can include:

1. Present information in a concrete and straightforward manner.

2. Use direct statements.
  3. Be specific.
  4. Have the person repeat the information.
  5. Provide directions in a consistent manner.
  6. Have the students demonstrate their understanding of the directions.
  7. Print information instead of using cursive.
  8. Have exams proctored through the office of Disability Programs & Services.
- These students need to have immediate feedback when learning new concepts and whether or not they are doing the task correctly.

## **Epilepsy**

This is not a specific disease. Rather, it is symptomatic of some abnormality of the brain. Seizures are characterized by convulsions of the body's muscles, partial or total loss of consciousness, mental confusion or disturbances of bodily functions which would usually be controlled automatically by the brain and nervous system.

### Types of Seizures

*Grand Mal:* This type of seizure is usually preceded by an "aura" such as an odor, nausea or a non-directed fear. This may serve as a warning to the epileptic that a seizure is about to occur. He/she will lose consciousness and usually fall to the ground with general convulsive movements of most or all of the body. Regular respirations decrease and the epileptic may become cyanotic (a blue-blush discoloration of the skin). Normal respiration will resume at the end of the seizure which may last several minutes. Afterwards he/she will be generally confused or drowsy and may sleep for several hours.

*Petit Mal:* This type of seizure usually lasts from five to twenty seconds and may occur many times an hour. It may be accompanied by staring or twitching of the eyelids and a momentary lapse of consciousness. The individual is seldom aware he/she has had a seizure.

*Psychomotor:* These seizures have the most complex patterns of behavior, including such activities as: chewing and lip-smacking, staring and confusion, abdominal pains and headaches, changes in color perception, spots before the eyes, a buzzing and ringing in the ears, dizziness, fear, rage, anger, and following the seizure's sleep. The seizure may last from a minute to several hours.

### *Educational Implications:*

Remain calm. The other students in the class will assume the same emotional reaction as that shown by the instructor.

Call Health Services x2178 for assistance.

Be sure the person having a convulsion is in a safe place. Move furniture if necessary.

Loosen tight clothing and, if possible, turn him/her on his/her side.

**Do not** force objects between his/her teeth or give him/her anything to drink.

Stay with the person experiencing the seizure until he/she has fully recovered from the confusion that sometimes follows a convulsion

Epileptics subject to grand mal seizures usually take medications. Drowsiness or lack of concentration is often a side effect.

### **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/Deaf**

There are students with mild hearing loss to severe loss or total deafness. A hard-of-hearing individual is one who, with amplification, can understand most spoken communication. The causes include the onset of old age or those named above with less extreme damage. A deaf person is one who, even with a hearing aid, cannot understand the spoken language. Deafness can occur before or after birth by malformation or severe damage to the auditory nerve, Rubella, high fevers or industrial accidents.

### **Hearing Aids**

Most hard-of-hearing and many deaf students use hearing aids. These are usually set either behind the ear and/or are connected to an ear mold that fits directly in the ear. These devices can add up to 25db to a person's hearing, thereby contributing substantially to voice reception, but unfortunately, also amplifying distortions. It is, therefore, beneficial to use a normal tone of voice when communicating with a hearing impaired student. Keep in mind that there will still be spoken sounds which are not heard.

### **Lip Reading**

Most deaf/hearing impaired people lip-read to some extent. However, due to the structure of articulated speech, approximately fifty percent of the sounds either don't show at all on the lips or are identical to other sounds. For example, words such as "bat" and "mad" look the same. It is, therefore, important to articulate clearly without distraction and at a normal pace. Any exaggeration distorts the patterns the deaf/hearing impaired person has learned. It is also helpful to check and see if you are understood by asking the person to repeat an instruction back

or asking the student if he/she understands. Deaf/hearing impaired people read facial and body expressions very clearly.

*Educational Implications:*

A hearing impairment is a major communication disorder. A hearing impaired person's language is frequently substantially below that of a hearing person of the same age and experience.

Certain speech sounds (such as the "s") are very difficult to make for the hearing impaired. The rhythm of a deaf person's speech may not be "natural". Because the student has spent a great deal of his/her life learning how to speak, he/she is most appreciative of those who will take the time to listen.

Each faculty member has made a commitment to the individuals he/she encounters in the classroom. It is his/her aim to communicate clearly and to encourage mutual growth through professor-student interaction. However, with the deaf student who is isolated, for the most part, from the world of sound and must depend primarily on visual clues, effective communication becomes difficult. To aid the instructor in his/her endeavor to provide the best learning situation for the deaf student, DPS has organized the following suggestions.

*Classroom Tips:*

Because an interpreter is unable to interpret more than one speaker, it may be necessary during group discussions to request that only one person speak at a time.

The interpreter is not permitted to discuss a student's progress, attendance, or classroom behavior with the instructor. These concerns may be directed to the student through the instructor with the interpreter facilitating the communication or to an advisor in DPS.

It is important to have the student's attention before speaking. The deaf student cannot hear the usual call to attention. He may need a tap on the shoulder, or wave, or other signals to catch his eye.

Speak slowly and clearly, enunciating each word, but without exaggerating or over pronouncing. Although it is necessary to speak slowly and clearly, exaggeration and overemphasis distorts lip movements, making lip-reading more difficult. Try to enunciate each word, but without force or tension. Short sentences are easier to understand than long sentences.

Look directly at the student while speaking. Even a slight turn of the head can obscure the student's vision, making lip-reading more difficult. Avoid holding hands and books where they hide your face.

Try to maintain eye contact with the student. Deaf students, like most students, prefer the feeling of direct communication. Eye contact establishes this feeling. Even in the presence of an interpreter, try to communicate directly to the student. The student can then turn to the interpreter as he/she feels the need.

Try to rephrase a thought rather than repeating the same words. Sometimes particular combinations of lip movements are very difficult for a student to lip read. If he/she does not understand you, try to rephrase the sentence.

The student should be seated to his/her best advantage. Generally this is up to the student. It is very helpful if the instructor will assist the student to select an appropriate seat if he/she fails to do so.

Try to avoid standing with you back to a window or other light sources. Looking at someone standing in front of a light source practically blinds the deaf student. Lip reading is difficult, if not impossible, since the speaker's face is left in shadow.

Notify the interpreter in advance when you plan to use materials that require special lighting. Since it is impossible to lip-read in the dark, the interpreter must have advance notice so necessary lighting can be provided.

A brief outline would aid the interpreter and the student to follow the lecture. It is very helpful to a deaf student to know in advance what will be studied next. He/she will then have a chance to read ahead and study vocabulary. After the lecture, he/she can better organize his/her notes.

Try to present new vocabulary in advance. If this is impossible, try to write new vocabulary on the board or overhead projector since it is difficult, if not impossible, to lip read or fingerspell the unfamiliar.

Visual aids are a tremendous help to deaf students. Since vision is a deaf person's primary channel to receive information, a teaching aid that he/she can see may help him/her assimilate this information. Make full use of boards, overhead projectors, films, diagrams, charts, etc.

Try to avoid unnecessary pacing and speaking while writing on the board. It is difficult to lip read a person in motion and impossible to read from behind. It is preferable to write or draw on the board, then face the class and explain the work. The overhead projector adapts readily to this type of situation.

Slowing the pace of communication often helps to facilitate comprehension. Speakers tend to quicken their pace when familiar with the material. In addition, there is an unavoidable time lag in the presentation when an interpreter is involved. Try to allow a little extra time for the student to ask or answer questions since he/she has less time to assimilate the material and to respond.

When vital information is presented, try to make sure the deaf student isn't left out. Write on the board any changes in class time, examination dates, special assignments, additional instructions, etc. In lab or studio situations, allow extra time when pointing out the location of materials, referring to manuals or texts, etc., since the deaf student must look, then return his/her attention for further instruction.

In the absence of an interpreter, questions or statements from the back of the room should be repeated. Deaf students are cut off from whatever happens that is not in their visual area. Since it is often necessary to know the questions in order to fully understand the answer, questions or statements from the back of the room should be repeated. If the student is clearly having difficulty in following the class and you feel an interpreter is necessary, contact DPS at 941-2379.

## **Other Physical Disabilities**

Students may have other types of disabilities which require special services or accommodations, most of these disabilities are referred to as “hidden” because they are not obvious. The types of problems that these individuals may have relate primarily to their physical limitations. Some examples are heart conditions, digestive disorders, cancer, and lupus, renal disease requiring dialysis, asthma, sickle cell anemia, hemophilia, epilepsy, allergies, leukemia, and diabetes.

## **LEARNING DISABILITIES (LD)**

Learning disabilities are invisible disabilities.  
The student is of normal or higher intelligence.  
There are several types of learning disabilities:

### **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.

### **Organizational**

Some students are unable to organize any aspect of their lives.

The California Community Colleges system has developed a procedure for determining if a student is eligible for academic accommodation based upon a learning disability. It is a step-by-step procedure describing the assessment components, procedures and criteria from the initial referral to the final eligibility decision. Increased consistency in eligibility procedures and a more equitable delivery of learning disabilities program services are the outcomes which result from standardizing the minimum eligibility criteria.

A learning disability as defined by Title V in California Community College is a persistent

condition of presumed neurological dysfunction which may also exist with other disabling conditions. The dysfunction continues despite instruction in standard classroom situations. Adults with learning disabilities, a heterogeneous group, have these common attributes:

Average to above average intellectual ability.

Severe processing deficit: (subtest cluster analysis of the intelligence test) reveals extreme highs and lows which “average out.” This is essentially what makes an LD student of average intelligence different from a non-LD student of average intelligence.

Severe aptitude-achievement discrepancy (one of the basic skills is below the student’s own intelligence level).

Measured achievement in an instructional or employment setting (one of the basic skills is at least average).

### **Learning Disabilities Eligibility Process**

To apply this definition to a particular community college student, the following six assessment components must be considered in determining a learning disability. Each component relates to a facet of the learning disabilities definition. The following chart describes each eligibility component and illustrates the successive steps to be followed in the LD identification process. The process begins with the initial referral and intake screening, progresses through the LD eligibility components and illustrates the successive steps to be followed in the LD identification process, and culminates with a determination of eligibility for LD programs and services and recommendations for educational intervention.

INTAKE SCREENING
MEASURED ACHIEVEMENT
ABILITY LEVEL
PROCESSING DEFICIT
APTITUDE- ACHIEVEMENT DISCREPANCY
ELIGIBILITY RECOMMENDATION

## Common Misconceptions about Learning Disabilities

Learning disabilities are the result of:

Mental retardation or low IQ	No. People with learning disabilities can range in intelligence from low average to above average. A learning disability is <u>not</u> mental retardation.
Emotional problems	No. Emotional problems can affect anyone at some time in life, but they have nothing to do with learning disabilities.
Laziness or lack of initiative	No. Actually, a student with a learning disability has to be more motivated and to work harder, especially in postsecondary education.
Poor educational backgrounds	No. Educational backgrounds may vary, but they are not the cause of learning disabilities.

Therefore, learning disabilities are not:

Immediately obvious	People with learning disabilities look like everyone else. It is a hidden disability.
All the same	Learning disabilities affect different people in different ways. Students with these disabilities may have reading problems, math problems, writing problems, filtering difficulties and/or organizational difficulties.
Curable	A learning disability is a lifelong condition. It cannot be cured, but the students can be taught to cope with the condition.

## Learning Disabilities Services

Assessment

Priority registration

Disability related counseling

Support services

Use of NCR paper for note taking

Readers for special test administration and taping textbooks

Help with applying for Recording for the Blind and Dyslexic and Braille Institute equipment

Check out of tape recorders and 4-track players for RFB tapes

Liaison with students' instructors

Special test administration for regular classes (extended time, distraction free)



Adaptive computer equipment, scanners, Naturally Speaking (dictation software)  
Referral, with introduction on referral sheet, to other campus services: Counseling, Financial Aid, Peer Tutoring, Job Placement, Career Center, Re-Entry Club, Workshops, etc.  
Community referrals: Dept. of Rehabilitation, literacy programs, disability support group

## **DEVELOPMENTAL DISABILITIES (DD)**

A student with a developmental disability has less than average 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.

### *Functional Limitations:*

Students with developmental disabilities will frequently have difficulties with all basic skills areas - reading, writing, and math. They will have difficulties with note taking and test taking. They will also have memory deficits.

### *Educational Implications:*

These students will need extensive assistance if they are to succeed, and even with much assistance they may not be able to pass many classes.

DPS has specialized programs and classes designed for these students. These programs are designed for students with the particular educational difficulties faced by DD students. These programs are all located in facilities other than the main Alta Loma campus. While we can suggest that these students attend these programs, we cannot require them to do so.

## **PSYCHOLOGICAL DISABILITIES (PsychD)**

A psychological disability is an invisible disability. The experience is unique to each person. Limitations are not usually intellectual in nature, although age of onset often results in disrupted learning and forgotten academic and vocational goals. Research indicates that the presence of symptoms doesn't necessarily interfere with learning.

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

People who have experienced psychoses or "breakdowns" remember themselves as they were before the "break." Low self-esteem and the fear that another breakdown will occur are common, especially during times of increased external pressure. If supports are not in place, such as the presence of a person who can step in and assist them resolve concrete problems without delay, efforts to solve problems may not be effective, and the fear may increase. This may lead to a downward spiral in the person's ability to perform functions of daily living. The bottom of such a spiral may be loss of home, friends, income, family support, school classes,

career, and so forth.

Many myths about psychological disabilities are founded in superstition, such as the belief that the disability is contagious. Other myths result from misinformation: mental disability or mental illness is the same thing as mental retardation; it is incurable or can be “cured” by pulling oneself up by the bootstraps; one can “tell” if a person is mentally ill; schizophrenics have multiple personalities; people with psychological disabilities are homeless and jobless; lack will power, and use bad judgment when they don’t take prescribed medications. It is equally a myth that most people with psychological disabilities are dangerous.

Myths that may exist on college campuses are that students with psychological disabilities aren’t already on campuses, that students with psychological disabilities always need more services than other students with disabilities that they are especially disruptive, and that serving students with psychological disabilities may lead to lower academic standards.

*Functional Limitations:*

Limitations differ from person to person. They are frequently affected by the environment in which they occur. Some limitations are psycho-social and some interfere with the absorption of information. Limitations that are cognitive, perceptual, or behavioral may convene to distract the student from acquiring and/or applying skills (such as writing, researching, studying, taking notes or exams), or from generalizing skills from one environment to another. Limitations may include:

*Thinking*-judgment, reasoning, extreme self-absorption, deficits in abstract thinking, memory, concentration/focus, belief in delusions, interfering self-talk (about fears of failure or panic, low self-esteem).

*Behavior*-talking, pacing, hyperactivity, laughing, repetitive motion, agitation, listlessness, numbness, impulsiveness, fluctuating energy levels.

*Perception*-auditory and visual perception deficits.

*Psycho-social skill deficits*-(such as those needed to get help from faculty or to making friends with peers) are likely to result from: lack of affect, speech that is rambling, halting, weak or pressured, feelings of fear, anxiety, sadness, often combines with a lack of social skills.

*Educational Implications:*

Due to the age of onset of the disability, academic achievement may not be appropriate to the person’s age group and intellectual ability.

Some limitations may be attributable to the side effects of medications, which may include restlessness, drowsiness, fatigue, blurred vision, memory lapses, thirst, agitation or involuntary movement of hands, feet or facial muscles. Any or all of these may cause the student to leave the classroom for frequent breaks or to need assistance with lecture notes and reading.

The student may have difficulty with taking exams and studying, being flexible or staying

focused on an essay topic.

Attending class regularly and/or on time, making and keeping appointments, and/or meeting deadlines.

The student may have difficulty in planning, asking for help, problem solving in new situations, dealing with social situations (such as crowds or lines), dealing with forms or parking lots, and being aware of and managing stress.

### **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 other 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.

### **EMERGENCY PROCEDURES**

In each classroom there is a posted list of emergency procedures. This is something with which every instructor should become familiar. There are specific suggestions for dealing with students with disabilities in this material.

Virtually all of the procedures in the packet apply to all students, but students with disabilities may pose particular difficulties. There are specific suggestions for dealing with these students scattered throughout the packet.

For example, in the sections on BUILDING EVACUATION, FIRE ALARM, EXPLOSION, AIRCRAFT CRASH . . . , BOMB THREAT, CHEMICAL OR RADIATION SPILL, and AIR RAID OR NUCLEAR ALERT, it suggests that you flash lights on and off to alert deaf and hearing impaired students that there is a problem. This is a very efficient way to get the attention of these students, BUT use this method with extreme care, because flashing lights are one of the key triggers for epileptics. You may find yourself with very alert hearing impaired students but have one or more students having seizures. It would be better to try to keep a record of who the hearing impaired student are so that you can get their individual attentions by tapping them on the shoulder or moving your hand in front of their faces.

In the section on EARTHQUAKE it also suggests flashing lights on and off. We suspect that in an earthquake, you will have the full attention of all students immediately; such light flashing should not be necessary.

Try to always have a pad of paper with you so that you can communicate with hearing impaired students in writing. To assist lip reading, speak directly to the person and try not to exaggerate lip movements.

In building of more than one story, be sure you know the location of all elevators. IN EMERGENCY SITUATIONS THE STUDENTS WITH MOBILITY DISABILITIES SHOULD NOT USE THE ELEVATORS, but they should congregate in the elevator lobby and wait for police personnel to evacuate them. This way the police can locate them and begin evacuation more quickly.

In evacuation emergencies, you may need to get someone to lead visually impaired students to safety. Visually impaired students simply need to be allowed to touch the arm of a seeing person to be led to safety.

The section on SEIZURES the packet discusses the first aid for seizures. There is really nothing you can do for the person during the seizure; DO NOT try to force anything between the person's teeth or restrain their movement in any way. If necessary, move furniture out of the way. CALL STUDENT HEALTH SERVICE x2178 for assistance.

### **A FINAL WORD ABOUT CONFIDENTIALITY**

Information that a student does or does not have a disability for which special accommodation must be made is not a part of public information and must be treated as confidential. Every effort must be made to preserve the privacy of the student who needs special accommodation and to treat the individual with the same dignity and courtesy accorded to all other students in the classroom. Confidentiality requirements are dictated by federal and state law. Questions regarding confidentiality may be directed to the Director of Disability Programs and Services.

# ***GLOSSARY***

## GLOSSARY

**ADAPTIVE PHYSICAL EDUCATION:** Modified physical and sport activities which allow disabled persons to participate in a Physical Education Program.

**APHASIA:** A language disorder that may be receptive, making it difficult for the person to understand spoken language; or productive, making it difficult for the person to produce coherent language.

**BARRIERS:** Architectural features that restrict the access of persons in wheelchairs or with other mobility limitations. Some common standards that eliminate barriers are: **Walks:** 4' minimum width, **Doors:** 32" minimum clear *opening*, **Toilet Stalls:** minimum 3' wide, 5' deep, with a 2'8" out swing door, **Telephones:** dial, handset, and coin slot not over 48" from the floor, **Elevator:** controls no higher than 48" from the floor.

**BRAILLER:** Equipment that produces Braille for visually impaired persons. These may be computerized or key-punch operations. The computerized version scans a page and then produces a page of Brailled text.

**CLOSED CIRCUIT TV MAGNIFIER:** Consists of a television camera which views the printed page or other materials and a television monitor which displays the image in enlarged form.

**COGNITIVE RETRAINING:** Therapeutic intervention aimed at facilitating the recovery of mental skills disrupted as a result of brain injury.

**COMMUNICATION DISABILITY:** A communication disability is a limitation in the process of speech, language or hearing.

**CURB CUT:** Also called a curb ramp, it is a depression built into the curb of a sidewalk to permit passage by a wheelchair. The incline should not exceed a gradient of 1:12 and the flat surface width should be at least 3' wide.

**DEVELOPMENTAL DISABILITY:** Below normal intellectual functioning that has its cause or onset during the developmental period, usually in the first years after birth, and constitutes a substantial handicap for the individual. There is impaired learning, social adjustment, and maturation. The causes may be genetic. Rubella in the first trimester of pregnancy may be associated with developmental disabilities. Intrauterine trauma or infection may also cause this condition. The degree of intellectual impairment is classed on the basis of the Wechsler I.Q. scale as follows: Mild, I.Q. 69-55. Moderate, I.Q. 54-44. Severe, I.Q. 39-25. Profound, I.Q. below 25.

**DRAGON NATURALLY SPEAKING (speech recognition):** Dragon Naturally Speaking is the premier speech recognition software. It enables continuous dictation into many applications including Microsoft Word and Outlook, with the shortest training time of any speech recognition

software. Dragon Naturally Speaking Preferred Version 5 (version 7 now available) also enables listening to a recording of your dictation which is very useful for editing after dictation and there is also text-to-speech playback of most text on the computer, including what you have created. Speech recognition is a great tool for those users who find getting their thoughts on to paper difficult and time consuming. For dyslexic users, the perfect spelling and audio feedback available with Dragon Naturally Speaking make it an ideal tool.

**DUXBURY (Braille translator):** Duxbury Braille Translator (DBT) provides a reading medium for visually impaired students by using “cells” made up of raised dots in various patterns (Braille) instead of the characters used in regular print. DBT provides translation and formatting facilities to automate the process of conversion from regular print to Braille (and vice versa), and also provides word-processing facilities for working directly in the Braille as well as the print. “Fonts” are used for displaying the Braille. This software combined with our Porta-Thiel embosser will help any students interested in working with Braille.

**DYSCALCULA:** Inability to do mathematical calculations or processes.

**DYSGRAPHIA:** Inability to produce written language (not caused by physical impairment).

**DYSLEXIA:** Reading disorder (which may also manifest itself in writing or math) which is characterized by letter reversals (confusing the words *bad* and *dab*) letter inversions (confusing the words *cab* and *cap*), whole word reversals (confusing the words *was* and *saw*), and/or letter scrambles (confusing the words *who* and *how*).

**GUIDE DOG:** Dogs that have undergone extensive specialized training to assist blind persons. There are also dog “guides” that assist a physically disabled person and alert deaf or hearing impaired persons. Dog guides are legally permitted to accompany their owner into all places of public accommodation.

**INTERPRETER:** A qualified person who communicates with the deaf using sign language.

**JAWS (screen reader):** The most popular screen reader worldwide. JAWS® for Windows works with your PC to provide access to today’s software applications and the Internet. With its internal software speech synthesizer and the computer’s sound card, information from the screen is read aloud, providing technology to access a wide variety of information, education and job related applications. JAWS also outputs to refreshable Braille displays, providing unmatched Braille support of any screen reader on the market. A training tutorial is included.

**KURZWEIL 3000 (software that reads scanned text):** Kurzweil 3000 is the premiere reading, writing, and learning software solution for struggling students. It is widely recognized as the most comprehensive and integrated solution for addressing language and literacy difficulties. The software uses a multi-sensory approach-presenting printed or electronic text on the computer screen with added visual and audible accessibility. The product incorporates a host of dynamic features including powerful decoding, study skills, writing and test taking tools designed to adapt to each individual’s learning style and to minimize frustration for both the learner and educator.

**LARGE PRINT BOOKS:** Books for the individual with low vision. Most ordinary print is six to ten “points” in height (about 1/16 to 1/8 of an inch). Large type is 14 to 18 points (about 3/16 to 1/4 of an inch) and sometimes larger.

**LEARNING DISABILITY:** Learning disability in California Community College adults is a persistent condition of presumed neurological dysfunction which may also exist with other disabling conditions. This dysfunction continues despite instruction in standard classroom situation. Learning disabled adults, a heterogeneous group, have these common attributes: a) average to above average intellectual ability; b) severe processing deficits; c) severe aptitude-achievement discrepancies; and d) adequate achievement in an instructional or employment setting.

**MAGic (screen magnifier):** MAGic combines great magnification features with true low vision screen reading when purchased with the speech option. It gives you the ability to choose the information you want read from the screen as you navigate your applications. MAGic is easy to use with its talking large print installation, new color-coded user interface and hot keys that avoid conflicts with Windows® and popular software applications.

**MENTAL RETARDATION:** see Developmental Disability.

**MIMIO (a device that digitally captures what is written to a whiteboard):** Mimio Xi is a portable device that attaches to any whiteboard (up to 4’X8’ in size), connects to your PC/Mac and when used with a projector, allows you to control your desktop applications and documents directly from the board. Without a projector, Mimio enables you to digitally capture notes or drawings that can be saved, shared, and/or integrated into other materials. The Mimio is available in the DPS Technology lab for Professors and teachers only. Arrangements for quick training and check out can be made by contacting the DPS Tech Lab.

**PERSONS WITH A DISABILITY:** This term refers to any person who: (1) has a physical or mental impairment that substantially limits one or more major life activity, e.g., caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, and learning; (2) has a record of physical impairment that substantially limits one or more life activity; or (3) is regarded as having such an impairment.

**PHYSICAL DISABILITY:** A disability attributable to vision, orthopedic or other health impairments.

**RAMP:** A ramp should be at least 4’ in width and have a gradient no greater than 1:12.

**READER:** A volunteer or employee of the blind or partially sighted student who reads printed material.

**STUDENTS WITH A DISABILITY:** Persons with exceptional needs who, because of a professionally verified physical, communication, developmental or learning disability, cannot benefit from the regular education class, activities, and services provided by the college without



specific additional support services and programs.

**TALKING CALCULATORS:** These are hand held or desk type calculators that “speak” and come with an assortment of basic functions from independent memory to accumulating memory.

**TELECOMMUNICATION DEVICES FOR THE DEAF:** TDD’s are telephones equipped with extra features, such as the teletypewriter, that allow persons who are deaf to communicate over the telephone.

## ***Appendix 1***

# ***Chaffey College Disability Programs & Services Accommodations Required***

There are two different versions of the Accommodations Required form that you may receive. The first one is generated by hand and the second one is generated by the computer.

These are accommodations the professional staff in DPS feels the student will need to succeed in college, but the student is not required to use them. Also, the students' needs may vary depending on the nature of the class and your teaching method.

The student may request that you allow these accommodations, but if s/he feels they will not be necessary in your particular class they may not request the accommodations.

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.

<h2 style="margin: 0;">ACCOMMODATIONS</h2>
<b>IN CLASS ASSIGNMENTS:</b> <input type="checkbox"/> DPS notetaker <input type="checkbox"/> calculator <input type="checkbox"/> peer notetaker (i.e. NCR paper) <input type="checkbox"/> talking calculator <input type="checkbox"/> tape recorder <input type="checkbox"/> multiplication tables <input type="checkbox"/> other _____
<b>WRITTEN ASSIGNMENTS:</b> <input type="checkbox"/> transcribed by DPS staff <input type="checkbox"/> computer/adaptive equipment <input type="checkbox"/> other _____
<b>MOBILITY:</b> <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 _____
<b>PRINTED MATERIALS:</b> <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 _____
<b>TEST TAKING FACILITATION:</b> <input type="checkbox"/> needed ( <b>form will be provided</b> ) <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 scantron 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 _____
<b>CLASSROOM LECTURES/ DISCUSSION:</b> <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 _____
<b>ROOM ACCOMMODATION:</b> _____
<b>OTHER:</b> _____

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

From: \_\_\_\_\_  
 Name of Student

\_\_\_\_\_  
 Class

\_\_\_\_\_  
 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

Dictionary permitted

Calculator permitted

Notes permitted

Open book permitted

YES	NO

Student may dictate test into tape recorder

Student may dictate test to a staff member

Test may be read to student

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

## ***Appendix 3***

### ***Academic accommodations procedure***

## CHAFFEY COLLEGE ACADEMIC ACCOMMODATIONS PROCEDURE

### 1. PURPOSES AND DEFINITION

The purpose of this document is to explain and put forth the policy of the Chaffey College District which ensures that students with disabilities receive appropriate accommodation in their instructional activities, as mandated by federal and state law. The fundamental principles of nondiscrimination and accommodation in academic programs were set forth in the implementing regulations for Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act; these regulations provide that:

No qualified individual with a disability may be discriminated against by a department, agency, special purpose district, or other instrumentality of a state or local government. {Title 2 of the Americans with Disabilities Act}.

No qualified handicapped student shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any...post secondary education program or activity...  
{Section 504, 84.43 (a)}

[An institution]...shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student...Modifications may include changes in the length of time permitted for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted. {Section 504, 84.44(a)}

Chaffey College intends for all of its graduates to master the competencies required by Title 5 of the California Education Code and to complete the courses required for graduation. Academic integrity, course standards, degree and certificate standards will be upheld.

The College recognizes that a disability may preclude a student from demonstrating required math, reading, and/or writing competencies or from completing course requirements necessary for an AA or AS degree or certificate in the same manner as non-disabled students.

Chaffey College understands the need to accommodate these students with documented disabilities to the greatest extent possible without compromising their course of study or the integrity of any degree.

The college also recognizes that most disabilities, which prevent a student from completing a course, may be overcome by altering the method of course delivery and/or providing a combination of appropriate accommodations.

Based on Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act, the following provisions are put forth concerning academic accommodations.



## **2. ACADEMIC ACCOMMODATION**

The modifications post-secondary institutions are required to make may be referred to as “academic adjustment” or “reasonable accommodation.” Examples of academic accommodation include: modification to degree requirements (e.g., time to complete the degree, course substitution/waiver; independent study, adaptation in the manner in which a course is conducted), modifications to course examination (e.g., additional time, alternative testing measures), and the use of auxiliary aides (e.g., readers, tape recorders, laptop computers, and calculators).

Students may request a specific accommodation based on their disability. Where there is a difference of opinion between faculty member and student regarding an academic accommodation, there will be a timely review procedure beginning with the informal level. The purpose of the review procedure is to determine if the requested accommodation is reasonable given the student’s disability and the instructor’s course content.

### **2a. ACCOMMODATIONS PROCEDURES**

A student seeking accommodations in completing a course due to a documented disability may request assistance from the DPS Coordinator.

The student shall provide specific test scores and/or medical documentation that include a description of the degree of their educationally related functional limitations.

### **2b. INFORMAL RESOLUTION**

The student shall make a reasonable effort to resolve the matter on an informal basis prior to requesting a hearing by the Academic Accommodations Panel.

If an instructor has questions about an accommodation requested by a student with a verified disability, the instructor should contact the DPS Coordinator. Informal meetings and discussion involving the instructor, student, the DPS Coordinator and/or other appropriate members of the college community are essential at the outset. The informal steps will be completed within five (5) working days following the request for the accommodation.

### **2c. FORMAL RESOLUTIONS**

If no informal resolution can be found within five (5) working days and the accommodation is not allowed, the student may then seek a review by meeting with the ADA Coordinator as soon as possible. The student must then complete a course accommodation petition requesting a specific accommodation. The petition, requesting a review by the Academic Accommodations Panel (the panel is described in section 4 below), will be filed by the student with the DPS Coordinator who will submit it to the ADA Coordinator.

### 3. COURSE SUBSTITUTION OR WAIVER PETITION

If a student with a disability has discovered that receiving extra help with a required course or altering the means of delivery of that course is insufficient to enable him/her to complete it or if the student can show that his/her disability is of such magnitude that any attempt at completing the course would be futile, that student may submit a course substitution or waiver/petition to the Academic Accommodations Panel, which will determine whether a course substitution or, as a last resort, a course waiver is more appropriate.

A course substitution is permissible only if the Panel confirms that, based on the student's disability; he/she has no chance of completing the course, even with all of the accommodations the College may offer.

A waiver will be considered when there is evidence that the student has met the requirement for substitution and that there are no viable alternatives as stated by the Panel. Academic requirements that the district can demonstrate are essential to the program of instruction being pursued by the student, or are directly related to licensing requirements, will not be regarded as discriminatory.

**NOTE: Chaffey students must realize that a substitution or waiver granted by Chaffey College may not be recognized by a subsequent educational institution.**

#### 3a. CRITERIA AND DOCUMENTATION FOR WAIVER OR SUBSTITUTION REQUEST

The following criteria are recommended for evaluating a student's request for graduation requirement change.

Documentation of a disability

- specific test scores and/or specific medical documentation;
- description of degree of educationally related functional limitations in the academic area under consideration.

Evidence of the student's good faith effort to meet the degree/certificate

- requirement shall consist of the following;
- consistent and persistent effort in completing course work;
- regular attendance and completion of all assignments;
- use of all appropriate and available services such as tutorial assistance, instructional support classes, and counseling;
- use of all appropriate and available academic adjustments such as test accommodations, note taking assistance, readers, interpreters, and adaptive technology.

Evidence that the student is otherwise qualified for success in the degree or Certificate:

- informal or formal evaluation of transcripts pertaining to degree and certificate requirements;
- past educational opportunities in the course area;
- successful completion of college course work in other general education and major requirements;
- success in courses that demonstrate equivalent skills;

- grade point average.

If the student with a documented disability can demonstrate to the ADA Coordinator and DPS coordinator that his/her disability is of such magnitude that any attempt at completing the course would be futile, the student need not provide evidence of good faith effort as described in “B” above.

#### **4. ACADEMIC ACCOMMODATIONS PANEL**

The ADA Coordinator will serve as the Panel chair and will be responsible for ensuring that:

- the informal process has been attempted;
- the instructor and student are informed of their rights and responsibility;
- the Panel members are notified;
- all arrangements for the formal process are in place.

The Academic Accommodations Panel will consist of:

- ADA Coordinator;
- Section 504 Compliance Office; (if appropriate)
- Disability Programs and Services Coordinator;
- Subject matter expert;
- Faculty member chosen by the Academic Senate, from outside DPS and the subject matter under consideration;
- Student appointed by Student Activities at the petitioner’s request.
- Representative from that subject area must also be included if the waiver/substitution is for a class in one subject area that is required to the student’s major in another subject area.

The role of the Academic Accommodations Panel is to:

- review the disputed academic accommodation with respect to the ADA and Section 504. Specifically, does the accommodation ensure access for the student with a disability to meet the academic standards of the course, while maintaining the integrity of the course content;
- advise the student and the superintendent/president of the most appropriate accommodations.

#### **5. ACADEMIC ACCOMMODATIONS HEARING**

If the petition is for a course accommodation the ADA Coordinator will convene the Panel within ten (10) working days following receipt of the Petition.

Accommodation will be allowed until such time a resolution is achieved. If the decision of the Panel is that the accommodation is not reasonable, the instructor will have the right to have the student redo any work completed during the accommodation period.

If the petition is for a Course Substitution or Waiver the ADA Coordinator (or designee) will respond to the student within ten (10) working days following receipt of either a Course Accommodation Petition or a Course Substitution or Waiver Petition. The panel will make every effort to convene within 30 academic calendar days.

## **6. HEARING PROCEDURE**

The full Academic Accommodations Panel must be present for the hearing to proceed. The ADA Coordinator will be the chairperson and will inform the participants of the procedures to be followed in the hearing.

- The Academic Accommodations Panel will review all evidence presented by the student.
- Both the instructor and student may call witnesses and introduce oral and/or written testimony relevant to the issue of the accommodation.
- The ADA Coordinator will assist both parties in the securing of witnesses.
- Formal rules of evidence will not apply, any relevant evidence which reasonable people are accustomed to consider in dealing with a serious matter will be admitted.
- Parties may represent themselves and will also have the right to be accompanied by a person of their choice, other than legal counsel, who may act as their advisor. Parties will notify the ADA Coordinator of their choice of representation, no later than three (3) working days prior to the hearing.
- The ADA Coordinator will ensure the hearings will be closed and confidential.
- In closed a hearing, witnesses will present only when testifying unless both parties and the Academic Accommodations panel agree to the contrary.

## **7. ACADEMIC ACCOMMODATIONS PANEL DECISION**

The Academic Accommodations Panel decision will be based only upon the evidence presented at the hearing in conjunction with the relevant sections of state and federal law. The Panel's decisions will be determined by consensus.

If the Panel recommends a course substitution, it will use a logical and sequential methodology to analyze other courses that have similar skills and suggest this alternative course. If the Panel finds that in order to get a degree the course is necessary or that it is mandated by an outside agency and can demonstrate this through the process, the substitution may be denied. If no appropriate substitute course can be found, or in extreme cases, if the Panel concludes that a substitute course is inappropriate due to the severity of the disability, a waiver may be recommended by the Panel.

Within five (5) working days of the hearing, the Academic Accommodations Panel will render a decision. The ADA Coordinator will prepare a written decision for the student and Superintendent/President. The document will include the accommodation(s), the substitution, and/or the waiver. A copy of this decision will be placed in the DPS student file and also forwarded in the appropriate department.

In the event the student is not satisfied with the decision of the Panel he/she may make an appeal within ten (10) working days of receipt of the decision to the Superintendent/President who may confirm the committee decision or inform the student of his/her right to appeal to the Chaffey College Governing Board.

If the student is not satisfied with the appeal decision, he/she will be informed by the ADA Coordinator of his/her right to file a complaint with:

Coordination and Review Section  
Civil Rights Division  
U.S. Department of Justice  
P.O. Box 66118  
Washington, DC 20035-6118

## 8. RESPONSIBILITIES

The district is required to assure that all programs and services are accessible to individuals with disabilities. It acknowledges that the office of Disability Programs and Services has been delegated authority by the California Community College Chancellor's Office to prescribe academic accommodations for all students who have been certified as having a disability. *The district must institute procedures to make modifications in academic requirements to ensure that such requirements not discriminate on the basis of a disabling condition.*

Faculty are responsible for conducting classes and administering examinations. They should be mindful, in developing tests or other procedures for evaluating students' academic achievement, that federal regulations require that *methods should be provided for evaluating the achievement of students who have a handicap that impairs sensory, manual or speaking skills as will best ensure that the results of the evaluation represents the student's achievement in the course, rather than reflecting the student's impaired sensory, manual or speaking skills (except where such skills are the factors that the test purports to measure).* {Section 504}

The Disability Programs and Services (DPS) has been delegated the authority to certify disabilities. The certification of a disability by DPS is binding upon the district. **It should also be mentioned that use by the student of the services offered by the DPS office is voluntary.**

The DPS Coordinator is responsible for verifying a student's disability, estimating the effect of the disability on the student's participation in academic activities, and advising the student concerning appropriate learning strategies. The coordinator may also determine the nature of accommodations in instruction and testing that might be required for a student in order to demonstrate mastery of the subject matter. He/she shall be available to faculty for consultation.

The ADA Coordinator is responsible for informing the students of their rights, under the ADA and Section 504, to file through the Office of Civil Rights if their accommodation is not allowed. An updated file of all district decisions will be maintained by the ADA Coordinator.

## 9. FORMS

- a. Petition for Course Accommodation, substitution or waiver.

## ***Appendix 4***

### ***Frequently asked questions about students with disabilities***

## WHAT IS DPS?

The **Disability Programs & Services (DPS)** is a program designed to assist students with disabilities succeed in college. It is also here to assist the instructors with students with disabilities in their class, better serve those students.

### ***AM I REQUIRED TO MAKE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES IN MY CLASSES?***

Yes. There are three key laws that require colleges to make special accommodations for students with disabilities:

#### 1. SECTION 504 OF THE REHABILITATION ACT OF 1973

No student can be excluded from any course, major, or program solely on the basis of a disability.

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 achievement in the course, rather than reflecting the student's impaired sensory, manual or speaking skills (except where such skills are the factors that the test purports to measure)."

Modification, substitution, or waiver of a course, major, or degree requirement may be necessary to meet the needs of a student with learning disabilities.

Changes in time limits to complete a degree may be required.

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.

#### 2. THE AMERICANS WITH DISABILITIES ACT OF 1990 (ADA)

There may be no exclusion of a person based on his/her disability.

Eligibility criteria that screen out individuals with disabilities must be based on actual safety factors, not stereotypes or assumptions.

It is discriminatory to fail to make "reasonable" modifications in policies, practices, and procedures. It is illegal for an entity to refuse to serve persons with disabilities or serve them differently because of insurance conditions.

#### 3. SECTION 508 OF THE REHABILITATION ACT OF 1973

All films, videos, college web sites, and all other electronic media must be fully accessible to persons with disabilities.

All brochures, catalogs, schedules, text, handouts, etc. must be available to students in alternate formats such as Braille and e-text.

***SUPPOSE I DON'T AGREE TO PROVIDE ACCOMMODATION IN THE EXACT WAY THE STUDENT IS REQUESTING IT?***

There are usually several ways that a student's special needs are met. All federal law requires is "reasonable" accommodation. If your way meets that criterion in light of the student's handicapping condition, you have complied with the law. However, if the objection stems from the student's use of an assistive device necessary to compensate for his/her disability (tape recorder, etc.), federal law may require that it be allowed. You may, however, require the student to complete an agreement which covers problems you envision with the device (such as not releasing the tape recording or transcription, allowing you to erase tapes, etc.).

***BY MAKING CERTAIN ACCOMMODATIONS TO STUDENTS WITH DISABILITIES, AM I NOT DISCRIMINATING AGAINST THE OTHER STUDENTS WHO WOULD PROBABLY PREFER SUCH THINGS AS EXTENDED TIME FOR TESTS?***

It may appear that preferential treatment is being given to a student with disabilities; however, the objective of the legal requirement is to help the student compensate for a life function which is not the same as that of other students in the class. Through the accommodation we attempt to provide the student with the same opportunity that other class members have without special measures. The law allows, and in fact requires, that special needs be met.

***I HAVE STUDENTS WITH DISABILITIES IN MY CLASS. WHERE CAN I GO FOR HELP?***

The **Disability Programs & Services (DPS)** department at Chaffey will try to help you. We are located in **CCW-21** (on the west side of the cafeteria, across from Financial Aid), **ex. 2380**.

***WHAT ASSISTANCE CAN DPS PROVIDE?***

The DPS office can provide **test accommodations, enlarged print, recording, or braille** for your handouts. We will also help with any needed **classroom modifications** (lowering lab tables, etc.) and provide **tram transportation** for students between classes.

The DPS program also has **equipment** that can assist vision impaired or dyslexic students with reading materials. We have both print enlargers and software that "read" text aloud. Adapted equipment/ software has been set up in the Library, Student Success Centers, and other places throughout campus. The off campus sites also have adapted equipment/ software.

If you feel a student has some disability that has not been diagnosed, please refer the student to the DPS program. Instructors are a significant source of referrals, especially in the learning



disabilities area. The student cannot be required to register with DPS, but many will.

***MUST I ACCEPT DPS STUDENTS IN MY CLASS WHOSE DISABILITY CLEARLY PLACES THEM OR THE REST OF THE CLASS IN DANGER?***

**No**, but please talk to us about this exclusion before you actually exclude the student. Any exclusion must be handled very carefully to insure its legality and in the best interest of the student and the college.

***WHAT SPECIAL ACCOMMODATIONS DO I NEED TO MAKE IN A LABORATORY CLASSES?***

Discuss any safety concern you have with DPS. We can ensure that labels are included in Braille or large print. We can also try to add visual or auditory warning systems if necessary. We can help you rearrange the lab to **provide more accessibility**. Work with the student and DPS to identify, modify, and provide appropriate lab equipment, such as adjustable tables, talking thermometers and calculators, large print, speech output, and tactile timers.

***WHAT SPECIAL ACCOMMODATIONS DO I HAVE TO MAKE FOR COURSE REQUIRED FIELDWORK OR FIELD TRIPS?***

**Ask the student or DPS for suggestions** on how the student might be able to do some fieldwork or field trips. Attempt to include the student rather than automatically suggesting non-field work or field trip alternatives.

If the college provides transportation to the class, the college must also provide **accessible transportation** for students who use wheelchairs (e.g. a bus or van with a wheelchair lift).

***MUST I LOWER MY STANDARDS BECAUSE I HAVE STUDENTS WITH DISABILITIES IN MY CLASSES?***

No. We may (for example) ask you to modify the way you test the student, but we cannot ask you to lower your standards. The accommodation is not intended to alter the academic rigor of your course, assignments, or examinations. It is intended to allow the student to access the course materials and to accurately demonstrate what he or she has learned.

***I SEEM TO HAVE STUDENTS WITH LESS THAN AVERAGE IQ'S IN MY CLASS. WHAT AM I OBLIGED TO DO FOR THESE STUDENTS?***

These students may be developmentally delayed learners (DDL). Developmentally delayed learners are students who have an ability level that is significantly below average. Individuals with developmental delays learn more slowly and have more difficulty with abstract concepts than those with average or above average intelligence. We do have an entire program for these students, but they do not have to attend. You should treat them the same way you would treat other students with disabilities. If they are currently DPS students, we should notify you that they will need accommodations, and we will try to work with you. If they are not yet DPS students, you might refer them to the program, and we will work to give them more realistic expectations.

***MUST I ELIMINATE THE TIMED TESTS I GIVE THE STUDENTS?***

**Possibly**. If the time limits are a part of the nature of the class and if this fact is clearly outlined in

the Course Outline of Record in the Curriculum Office, then you can continue with time limits. However, we may ask you to consider whether they are really necessary, and we may ask for extended time limits for a student with a disability that slows him/her down.

***SOME STUDENTS WHO DON'T APPEAR TO HAVE A DISABILITY ARE DEMANDING ACCOMMODATIONS. HOW DO I KNOW THEY REALLY NEED THEM?***

Remember that many disabilities are invisible. If a student needs some sort of accommodation, DPS will notify you. If you do not receive such a notification, please contact us, and we will try to help you determine if the student really needs accommodations.

Because of privacy issues, we may not be able to reveal the exact nature of the student's disability, but we can confirm if the student really needs the accommodations requested.

***I FEEL I NEED TO KNOW EXACTLY WHAT THE STUDENT'S DISABILITY IS SO I CAN DECIDE WHAT ACCOMMODATIONS ARE NEEDED. WILL DPS TELL ME?***

By law, much of the information the student gives us is confidential. Occasionally a student actually wants us to tell you, and we will, if the student has signed a release form allowing us to do so.

***I HAVE TWO STUDENTS WHO SEEM TO HAVE THE SAME DISABILITY. ONE IS DEMANDING ACCOMMODATIONS BUT THE OTHER IS NOT. WHAT IS GOING ON HERE?***

Remember that there are degrees of disability. One student may have little difficulty with an assignment that another student with the same disability may find overwhelming. Also, some students simply deal better with their disability than others do. This will vary a lot with the general psychological state of the student and the recency of the disability. Additionally, one student may have some additional, invisible, disability that the other student does not share.

***I HAVE A STUDENT WHO CLEARLY HAS A DISABILITY BUT WHO HAS NOT ASKED FOR ANY ACCOMMODATIONS. WHAT SHOULD I DO IN THIS SITUATION?***

In post-secondary settings it is the student's responsibility to request special accommodations, but faculty members can make a student comfortable by inquiring about special needs. One easy way this can be done is to include in the syllabus a statement inviting students to discuss their special needs with you (this also makes it a general statement, not neglecting students with invisible disabilities or singling out the one student who appears to have a disability).

*For example: "If you have a disability documented by a physician or other appropriate professional and wish to discuss academic accommodations, please contact the DPS office (941-2379) ASAP. Please be sure to allow adequate time to arrange an appropriate accommodation."*

It might also be helpful if you add a statement about the accessibility of texts, electronic media, etc.

*For example: "DPS makes available to qualified students alternate formats of texts, handouts, and videos. These alternate formats are: Braille, Electronic Text (E-Mail), and Closed Captioning. DPS*

also has a Adaptive Technology Computer lab with a large variety of assistive technologies and some are available for checkout. Please contact the DPS (941-2379) for more information.”

### **WHAT ARE SOME “REASONABLE ACCOMMODATIONS” I CAN MAKE FOR STUDENTS WITH SPECIFIC DISABILITIES?**

What the individual student will actually need will vary with the nature of the class, the degree of disability, and the personality of the student. Here are examples of a few of the disabilities encountered at Chaffey and suggestions for accommodations:

#### LEARNING DISABILITIES

A learning disability is a hidden disability. It is critical to remember that a student with a learning disability has average to above average intelligence. Also, this disability is not the result of some character defect (laziness, etc.) or lack of educational opportunities.

##### **Dyslexia** (Reading Difficulty)

When typing a multiple-guess test, capitalize the A, B, C, and D, etc. choices.

Don’t grade on spelling unless that is the point of the class.

Allow taping of lectures.

Allow extended time on tests.

Allow DPS personnel to read tests to students.

##### **Dysgraphia** (Writing Difficulty)

Allow taping of lectures.

Allow students to record essays. At least allow them to think on the recorder and then transfer what they have recorded to paper.

Allow DPS to provide note-takers or help the student recruit note-takers from among the other students in class.

Allow students to use computers for in-class essays.

Allow DPS personnel to actually write out the essay answers the student dictates.

##### **Dyscalculia** (Math Difficulty)

Allow calculator use in all math classes or classes such as economics that may have a major math component.

Allow extended time on any tests containing math (in classes such as economics, etc.)

##### **Organizational Weaknesses**

Allow taping of lectures

Allow extra time on tests

Provide detailed syllabus

Provide outlines and studying suggestions appropriate for the subject matter and your approach

##### **Sensory Overload**

Reduce unnecessary distractions- visual, auditory, etc. When selecting texts try to pick one that is less visually cluttered.

Allow extended time on tests.

Allow the student to take the tests in distraction-reduced settings such as the DPS Center.

## PHYSICAL DISABILITIES

### **Acquired Brain Injury**

Allow taping of lectures.

Allow extended time on tests.

Allow the student to take the tests in distraction-reduced settings such as the DPS Center.

### **Epilepsy**

Allow taping of lectures.

Allow extended time on tests.

Do not place the student in a situation where there are strobe lights or any other type of flashing lights. Many epileptics have seizures that are triggered by flashing lights (in this situation a reasonable accommodation would be to excuse the student from this activity).

### **Blind & Visually Impaired**

Allow taping of lectures.

Tests can be Brailled, taped or dictated by DPS staff (please remember that not all visually impaired students know Braille).

Explain in as much detail as possible remember s/he may not be able to see what is on the board. "Talk through" what you are writing on the board.

Allow those with limited vision to sit at the front of the classroom.

Allow DPS to provide note-takers or help the student recruit note-takers from among the other students in class.

Get handouts, tests, etc. to the DPS office ASAP and they will arrange for enlarging the type, recording, brailling, or whatever the particular student needs.

Don't rearrange the room. Once a blind student has the paths in mind it is very disconcerting to have everything move.

### **Deaf & Hearing Impaired**

Do not face the board while lecturing.

Allow student to sit in the front row.

If a sign language interpreter is being used, be sure to put the interpreter at the front. Try to pace your lecture with the interpreter. Also, try to provide the interpreter and the student with a list of key technical terms in advance to help them both keep up.

Put as much as possible on the board or in handouts (a student who is lip reading tends to get only part of the information).

When dealing with a deaf student, remember that English may be their second language (American Sign Language being the first), and these students often have ESL-like problems in writing.

Speak naturally - do not exaggerate the lip movements.

Avoid speaking with windows behind you - this adds glare problems and may throw shadows on your face.

### **Speech Impaired**

Be patient. If you cannot understand what the student is saying, ask them to please repeat it.

Most students understand your problem and they will try to help.

### **Wheelchair Users**

If speaking for an extended time with a person in a wheelchair, sit in a chair. This will make it much easier for that person to see you.

Please be understanding if the student is sometimes late. It is very difficult to negotiate the Chaffey campus in a wheelchair. If the student is being transported by the DPS program it may be our fault that s/he is late.

Remember that labs may need modification for the use by students in wheelchairs -- call the DPS program for assistance.

Field trips can be a special problem. The college must provide transportation if it is being provided for all students.

### **Environmental Allergies**

Request all students to avoid all perfumes/ colognes, etc. (remember to do so yourself).

### **Cerebral Palsy**

Allow the student to type tests and papers even multiple choice tests if s/he can.

Allow taping of lectures.

Please understand if the student is occasionally late. Even if the student is not in a wheelchair his/her progress across campus may be rather slow.

### **Other physical disabilities**

Students with many different types of disabilities may need to tape lectures, take tests with extended time limits, and/or require more than ten minutes to get between classes. Examples of these disabilities might include heart conditions, digestive disorders, cancer, lupus, renal disease, asthma, sickle cell anemia, hemophilia, leukemia, diabetes, and AIDS.

## PSYCHOLOGICAL DISABILITIES

### **ADD and ADDHD**

Allow taping of lectures.

Reduce outside distractions as much as possible.

Remember the student will "check out" frequently it's not that s/he is not trying.

### **Other psychological disabilities**

Avoid overly dramatic or very loud presentations. These can be seen as threatening.

Surprises can be very intimidating for these students.