



Fresno City College

Disabled Students Programs and Services

Faculty Resource Guide

DSP&S is committed to the inclusion and accessibility of all students. Fresno City faculty has a key role in assuring that their classes are fully accessible to all populations. Depending on the student's disability related barriers, faculty might be asked to allow for a wide range of reasonable accommodations as mandated by state and federal law.

This guide, which describes the educational implications of the various disabilities and provides a listing of the support services available through the office of Disabled Student Programs & Services, is just one way in which we assist in your efforts to assure reasonable accommodations to students with disabilities.

**If we can be of assistance, please do not
hesitate to contact us!**

Disabled Students Programs and Services

Building A

(559) 442-8237

This handbook is available in alternate format upon request

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DSP&S Staff Contact Information

DSP&S is located in Building A. Please contact us at (559) 442-8237 for current hours or to schedule an appointment. All DSP&S staff can be reached by calling (559) 442-8237; individual phone extensions are provided below. You may also find us on the Fresno City College website at: <https://www.fresnocitycollege.edu/student-services/disabled-students-program-and-services/index.html>

DSP&S Staff	Position	Contact information
Arriola, Susan	DSP&S Director Student Success Team: Allied Health, Physical Education, and Athletics Division	Susan.arriola@fresnocitycollege.edu X8563; FC-BldgA-105A
Alvarado, Sam	Counselor Student Success Team: Applied Technology/CTC/Workforce Development	sam.alvarado@fresnocitycollege.edu x8708; FC-BldgA-102A
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Silva, Leslie	Counselor Student Success Team: Social Sciences Division	Leslie.silva@fresnocitycollege.edu x8709; FC-BldgA-103B
Tackett, Patrick	Learning Disability Specialist/Counselor	Patrick.tackett@fresnocitycollege.edu x8157; FC - LA124
Talbot, Sage	Adjunct Counselor Student Success Team: Mathematics, Science, and Engineering Division	
Tibbet, Pam	Senior Student Services Specialist Student Success Team: Allied Health, Physical Education, and Athletics Division	Pam.tibbet@fresnocitycollege.edu x8783; FC-BldgA-103C
Wells, Bobbie	Faculty	bobbie.wells@fresnocitycollege.edu FC-OAB-227; (559) 489-2235
Wiget, Maria	Instructional Assistant (PT)	maria.wiget@fresnocitycollege.edu x8391; FC-BldgA-101

Student Rights and Responsibilities

Student Confidentiality

Under the Right to Privacy Act and related laws affecting higher education, students have the right to confidentiality. Students with disabilities often mention having a disability revealed as the situation they fear the most at school. If that information is revealed to classmates or others without the student's permission, it is a violation of confidentiality laws and the trust that the student has in the instructor and the college. It is not legal, for example, to announce by name that a student needs a notetaker, or to discuss the student's disability in class or in the presence of other students.

When you are shown a Notification of Authorized Services (NOAS) form that states a student has a disability and needs accommodations, that information must be kept confidential. Instructors and staff should treat all information regarding the identity of the student with a disability, the nature of the disability, and the disability-related accommodations the student requires in a professional manner.

DSP&S is bound by laws that protect a student's right to privacy. DSP&S cannot discuss anything pertaining to specific students with any of their instructors, staff, or family members without the student's expressed written permission. DSP&S is allowed to disclose limited information and verify eligibility for specific services under an educational need to know clause in the student's application for services. Other exceptions to confidentiality occur when required by law, such as when a student is determined to be a danger to self or others, or when there is reasonable suspicion of child abuse or the abuse of a dependent adult.

Student Rights

According to Title 5, Section 56008, Student Rights:

- Participation in DSP&S by students with disabilities is voluntary. Not all students with disabilities require accommodations
- Receiving academic adjustments, auxiliary aids, services and/or instruction authorized by DSP&S does not preclude a student from participating in any other course, program or activity offered by the college
- All records maintained by DSP&S personnel pertaining to students with disabilities shall be protected from disclosure and shall be subject to all other requirements for handling of student records as provided in Subchapter 6 (commencing with Section 54600) of Title 5, and are also subject to all other requirements for handling of college student records by Fresno City College
- Students have the right to be evaluated on ability, not disability

Student Responsibility

- Complete the DSP&S New Student Intake Process and meet with a DSP&S counselor for an interactive dialog regarding services and accommodations
- Provide professional, documented verification of disability to DSP&S
- The student will request and utilize DSP&S services in a timely and responsible manner and adhere to written service provision procedures adopted by DSP&S
- Students assume responsibility for transportation, service animals, medications, personal needs and/or provide their own personal attendant and/or personal aids per SCCC policy (see current catalog).
- Students are the primary person responsible to notify instructors of all absences. In extreme circumstances when a long-term absence which is disability related occurs and notification by the student is not possible, the DSP&S office will assist the student in notifying instructors
- Students assume personal responsibility for their education and accommodations
- Students are expected to work collaboratively with SCCC staff and instructors to determine and implement accommodations
- Students must meet with a DSP&S counselor to complete an Academic Accommodation Plan (AAP), Notification of Authorized Services (NOAS), and a Student Educational Plan (SEP)
- Students will comply with the Student Code of Conduct adopted by the college

- Students must demonstrate measurable progress toward the goals established in the student's Student Educational Contract (Board Policy No. 5410, Education Code 66300), and meet academic standards established by the college
- Failure to comply with these standards may result in the suspension of DSP&S services

Students seeking to appeal the denial of services should seek remedy through the Director of DSP&S. If, after consulting with the DSP&S Director, students are still not satisfied, they may appeal via the Student Grievance Process. (see current college catalog, Grievance Policy for Students).

Faculty Rights and Responsibilities

Faculty Rights

- Set and post academic standards for all students
- To evaluate all students based on the standards of the class and to grade accordingly
- Academic freedom of subject matter of educational content
- To appeal a decision regarding the provision of an accommodation, when doing so would pose a fundamental alteration to the course or program curriculum

Faculty Responsibilities

- Faculty will cooperate with DSP&S in providing authorized accommodations and/or support services for students in a timely, reasonable, effective and equal manner
- Select and use accessible methods to deliver educational content
- Provide handouts and exams in a timely manner and in accessible formats for alternate media provision
- Select textbooks in a timely manner so that e-text can be ordered from the publisher or converted to e-text by the DSP&S Alternate Media Specialist
- To respect and maintain a student's right to confidentiality by not announcing or discussing the student's disability in the presence of other students or staff
- Faculty will consult with DSP&S immediately if there is any question regarding how to implement authorized academic accommodations
- Faculty will include a statement in their syllabus each semester reminding students with verified disabilities to contact the instructor to arrange accommodations
- Faculty do not have the right to refuse to provide accommodations, to question whether the disability exists when accommodations have been authorized by DSP&S, or to request to examine the student's documentation

DSP&S Rights and Responsibilities

DSP&S Rights

- Request and receive current documentation that supports the needs for accommodations
- Deny a request for accommodations if the documentation demonstrates that the request is not warranted or if the individual fails to provide adequate verification
- Suspend services if a student persistently violates DSP&S Policies and Procedures regarding academic accommodations

DSP&S Responsibilities

- Assist faculty/staff in providing or arranging accommodations and/or auxiliary aids
- Hold student information confidential except where permitted or required by law
- Communicate to students, faculty, and staff the process to request accommodations

- Verify the student's disabilities and authorize accommodations based on functional limitations caused by the disability

Institutional Rights and Responsibilities

The institution has the right to:

- To request and review documentation that supports requests for accommodation
- To hold all students to the Student Code of Conduct

The institution has the responsibility to:

- Establish college policies and procedures to ensure equal access for students with disabilities
- Inform applicants and students with disabilities about the availability and range of accommodations
- Communicate policies and procedures to college employees and students
- Ensure that all of its programs are accessible
- Establish college policies and procedures for access and a process to resolve disputes
- Provide accessible college materials when necessary
- Support an atmosphere of respect and inclusion
- Adjust, substitute, or waive any requirements that has a disproportionately adverse impact on a student with a disability and is not a fundamental to the student's academic program

How do students qualify for DSP&S?

Students who have temporary or permanent disabilities that affect academic functioning may be eligible for a variety of support services. Following are the eligibility requirements to request services and accommodations from DSP&S:

- Students must complete the FCC matriculation process
- All requests for accommodations are the responsibility of the student
- Students wishing to receive services through DSP&S are required to complete an intake interview with DSP&S professional staff and, if necessary, complete additional testing or provide additional documentation to establish eligibility
- All required program paperwork and disability verification forms must be completed prior to participation in programs and/or services offered by DSP&S
- Students must have an eligible, verifiable disability, such as Attention-Deficit Hyperactivity Disorder, deaf and hard of hearing, autism spectrum, blind and low vision, acquired brain injury, mental health, intellectual, and physical, which limit one or more major life activities and impose an educational limitation that precludes them from participating in general instruction without an accommodation (Title 5 Regulations, Section 56032-56044, 56002). For more information regarding eligible disabilities, please see the Disability Categories list in the appendix.
- Disability must be verified with written documentation from an appropriate licensed professional, or by direct observation with a DSP&S professional

Faculty Role in Providing Accommodations

Faculty play a key role in the accommodation process. The level of involvement faculty will have in the accommodation process will vary depending upon the type of accommodation prescribed, the setting for the accommodation, and the functional limitations of the student's disability.

Syllabus Statement

DSP&S recommends that each course syllabus contain a statement reflecting compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973.

Ideally, faculty should provide a detailed syllabus that includes course objectives, weekly topics, classroom activities, required reading and writing assignments, and dates of tests, quizzes, and vacations. This information provides valuable information to all students and allows students with disabilities to identify the accommodations they will need to request for the class as well as arrange for materials in an alternate format, if necessary. Whenever possible, provide syllabi and other course materials in an electronic format to provide direct access.

Following is a sample statement that faculty may use to open the lines of communication regarding necessary accommodations and encourage students with disabilities to seek assistance early in the semester.

- “If you have a documented disability that may require classroom accommodations, please see me immediately after class, or contact the FCC Disabled Students Programs and Services (DSP&S) office in Building A, or call (559) 442-8237 for assistance. If you think that you may have a learning disability but are not sure, DSP&S may still be able to assist you. All information will be kept confidential.

Referring students to DSP&S

There may be several situations that come up when you might want to refer a student to DSP&S. Following are a few examples of ways to do that. Remember, conversations with students should be confidential and in a private location.

Direct Referral to DSP&S staff

If you have concerns about a student in your class but aren't quite sure how to approach them, please feel free to reach out directly to the DSP&S director, a DSP&S counselor, or Senior Program Specialist for assistance and guidance.

General referral

If you notice a student in your class who has an observable disability (e.g., a wheelchair or white cane, limitation in locomotion or motor functions, missing limbs, difficulty concentrating, or lack of impulse control, etc.) who has not already shared a NOAS form with you from DSP&S, you may want to make a general referral. Share information about resources on campus that would benefit the student and include DSP&S, Student Health Services, Tutorial Center, etc. Example: “I want to share some information about some campus services that you might find helpful.”

Early Alert/Starfish

The Early Alert Program in Starfish promotes student success by improving communication between students, instructors, and student support programs. You can raise flags for students who may be struggling academically or expressing personal concerns.

Student has identified to you that they have a disability

If a student comes to you and discloses that they have a “hidden” disability (one that is not immediately apparent) but he/she does not have paperwork from DSP&S, please explain that connecting with DSP&S would be a useful and helpful way to obtain academic support. The student may not feel their disability is “severe” enough to qualify for services. Help the student understand that DSP&S serves all types of disabilities and that he or she might benefit from DSP&S support. Example: “DSP&S is a service on campus which helps students with disabilities. They have many services available and may be able to provide academic accommodations to help support you.”

You suspect that a student may have a learning disability

While most learning disabilities are identified early in a student's education, that is not always the case.

A learning disability is a learning difference or challenge that affects the way a person takes in, remembers, understands, and expresses information. Learning challenges may be found in one or more of the following areas: reading comprehension, spelling, written expression, math computation, and problem solving. This may create difficulties in:

- Oral and/or written expression
- Reading comprehension and basic reading skills
- Following directions and concentrating
- Problem solving
- Unorganized written work
- Mathematical calculation and reasoning

If you have a student whom you suspect may have a learning disability, you can:

- Direct referral to DSP&S staff
- Make a general referral by speaking confidentially with the student
- Send out an Early Alert in Starfish

Once your student is interested in DSP&S services

- You may advise your student to go to the DSP&S office, located in Building A, or to call the DSP&S office to schedule an appointment at (559) 442-8237, or
- You can contact one of the DSP&S staff directly regarding the student, or
- To ensure that the student is connected to someone who can provide what he or she needs, please feel free to accompany your student to the DSP&S office

Accommodations Procedures

- Only students who have completed the DSP&S Intake Process and met with a DSP&S counselor are eligible for services and accommodations
- Reasonable accommodations are approved on a case-by-case basis
- Accommodations are determined by the student’s verified disability, functional limitations, and through an interactive dialog with a DSP&S counselor
- Student must give their instructor(s) a Notification of Authorized Services (NOAS) form prior to receiving any accommodation
- Not every accommodation that DSP&S provides is listed on the NOAS form; only those that require the involvement of the classroom instructor

Following is a brief overview of the most frequently used accommodations on the NOAS form, and the process required for delivery of each service.

Adaptive Equipment

Adaptive equipment may include magnification devices, tape recorder, spell checkers, Smart Pens.

Student Responsibility	Faculty Responsibility	DSP&S Staff Contact
<ul style="list-style-type: none"> •Give NOAS form to instructor •Complete Equipment Loan Contract (if borrowing equipment from DSP&S) 	<ul style="list-style-type: none"> •Coordinate with DSP&S staff for delivery of accommodation, or •Refer student to DSP&S 	<ul style="list-style-type: none"> •Alternate Format Specialist: Michael Gerard; Located in DSP&S office; michael.gerard@fresnocitycollege.edu or (559) 442.8237 •DSP&S counselor

Adaptive Furniture

Most common accommodations include: adaptive chairs, tables, modified computer work station.

Student Responsibility	Faculty Responsibility	DSP&S Staff Contact
<ul style="list-style-type: none"> •Give NOAS form to instructor •Complete Equipment Loan Contract (if borrowing equipment from DSP&S) 	<ul style="list-style-type: none"> •Coordinate with DSP&S staff for delivery of accommodation, or •Refer student to DSP&S office •If adaptive table/chair are not already in the classroom, request through your division office or contact DSP&S immediately •Please make your requests early; it may take time to locate furniture •Give priority for use of adaptive equipment to students with authorized NOAS form 	<ul style="list-style-type: none"> •Alternate Format Specialist: Michael Gerard; located in DSP&S office; michael.gerard@fresnocitycollege.edu or (559) 442.8237 •DSP&S counselor (559) 442-8237

Alternate Media

Federal and state laws require California Community Colleges and faculty to provide access to all programs and activities in a manner that is accessible to persons with disabilities. DSP&S assists faculty by providing access to alternate media formats for students with verified disabilities. Alternate formats may include: Braille; Electronic text; enlarged print; compressed audio (MP3); tactile graphics. Conversion of material to alternate format can take time, so plan accordingly.

Student Responsibility	Faculty Responsibility	DSP&S Staff Contact
<ul style="list-style-type: none"> •Give NOAS form to instructor •Coordinate with DSP&S Alternate Format Specialist for delivery of service •Provide textbook and/or other classroom materials to the DSP&S Alternate Format Specialist for conversion to alternate format •Sign a Security of Electronic Text Agreement with DSP&S Alternate Format Specialist 	<ul style="list-style-type: none"> •Select your textbooks as early as possible •Select textbooks that are already available in alternate formats (when available) •Select videos that are already closed captioned •Provide classroom notes, handouts and other materials in alternate formats •Submit alternate format requests to the DSP&S Alternate Media Specialist as early as possible. •Post all materials in an accessible format on Canvas 	<ul style="list-style-type: none"> •Alternate Format Specialist: Michael Gerard; located in DSP&S office; michael.gerard@fresnocitycollege.edu or 559.442.8237 •DSP&S counselor (559) 442-8237

Audio Recording of Lectures

Recording of lectures may be available to students whose disability impacts their ability to listen or take notes in class.

Student Responsibility	Faculty Responsibility	DSP&S Staff Contact
<ul style="list-style-type: none"> •Give NOAS form to instructor •Complete Equipment Loan Contract (if borrowing equipment from DSP&S) 	<ul style="list-style-type: none"> •Allow use of tape recorder as an accommodation as noted on NOAS •Tape Recoding Agreement contracts are available from DSP&S 	<ul style="list-style-type: none"> •DSP&S counselor (559) 442-8237

Student Responsibility	Faculty Responsibility	DSP&S Staff Contact
<ul style="list-style-type: none"> •If requested by faculty, Sign a recording Tape Recording Agreement 		

Notetaking

Notetaking will only be provided to a student whose disability-related limitations interfere with the student taking his or her own notes.

Student Responsibility	Faculty Responsibility	DSP&S Staff Contact
<ul style="list-style-type: none"> •Give NOAS <u>and</u> Notetaker Forms to instructor •Request carbonless, NCR note taking paper from DSP&S and give to volunteer notetaker, or •Advise notetaker to take notes to DSP&S office to be copied •Ask a fellow student in class to assist them with taking notes, or •Ask the instructor to help them locate another student who is enrolled in the class to take notes •Notify the instructor or DSP&S counselor immediately if there is a concern with their notetaker •Be in class to receive notes (unless absence was disability related) •Coordinate with volunteer note taker re exchange of notes 	<ul style="list-style-type: none"> •Assist DSP&S student in locating a notetaker in a confidential manner •Advise notetaker that they have the option of receiving a certificate of volunteerism, or priority registration for the following semester •Ask volunteer notetaker to sign the Notetaker Agreement form and return it to DSP&S •If an in-class notetaker is not available or is absent, assist the DSP&S student by providing copies of lecture notes or overheads 	<ul style="list-style-type: none"> •DSP&S counselor (559) 442-8237

Seating

Due to a student's verified disability, they may need preferential seating so that they can fully benefit from instruction.

Student Responsibility	Faculty Responsibility	DSP&S Staff Contact
<ul style="list-style-type: none"> •Give NOAS form to instructor 	<ul style="list-style-type: none"> •If request is for furniture, please see Adaptive Furniture section •Assist the student in reserving the seating choice that is indicated on the NOAS (e.g., front row, near an exit or open door) 	<ul style="list-style-type: none"> •DSP&S counselor (559) 442-8237

Sign Language Interpreters

Sign language interpreters are provided when they are considered reasonable and appropriate accommodations. Instructors should refrain from asking the interpreter to participate in class activities, or perform other tasks.

Student Responsibility	Faculty Responsibility	DSP&S Staff Contact
<ul style="list-style-type: none"> •Give instructor NOAS form •Schedule appointment to meet with Interpreter Coordinator: Tabitha.dubois@fresnocitycollege.edu (559) 442-4600 x8781 •Notify Interpreter Coordinator if planning to be absent from class 	<ul style="list-style-type: none"> •Arrange seating so that student has an unobstructed view of interpreter •Face and speak directly to the student, not the interpreter •Provide copies of class material and handouts to interpreter •All required video content must be properly captioned through https://www.3cmediasolutions.org/; see toolbox in Canvas for additional information 	<ul style="list-style-type: none"> •Questions regarding <u>accommodations</u>, please contact the student's counselor at (559) 442-8237 •Questions <u>regarding interpreting services</u>, please contact the Interpreter Coordinator: Tabitha.dubois@fresnocitycollege.edu (559) 442-4600 x8781

Test Taking Accommodations

Test accommodations are any modifications made to tests or testing conditions that allow students with disabilities to demonstrate their knowledge and skills. Common test accommodations include: extended amount of time student is given to complete a test; take the test in an alternate format; use of a scribe or proctor; a less distracting environment; access to assistive technology and adaptive furniture.

Student Responsibility	Faculty Responsibility	DSP&S Staff Contact(s)
<ul style="list-style-type: none"> •Give NOAS form to instructor(s) •Meet privately with instructor to discuss/plan the details of the accommodation •Contact the DSP&S Testing Center to schedule exams at least 24 hours in advance (longer for midterms, finals or if a proctor is needed to read the exam to the student) •Student follows Academic Dishonesty Policy as set forth by SCCC and the DSP&S office 	<ul style="list-style-type: none"> •Meet privately with student, discuss & agree on the best method of providing test taking accommodations (e.g. in the classroom or DSP&S Testing Center), including quizzes and exams •Establish test dates, quizzes and exams early in the semester so that students have adequate time to schedule testing accommodations •Due to staffing needs, walk-in appointments for exams/quizzes are not available •Provide exam to DSP&S Testing Center in a timely manner, allowing time to process the exam and convert to alternate format (if needed) •Complete and attach an Extended Testing Cover Sheet to each exam (available in DSP&S office) 	<ul style="list-style-type: none"> •DSP&S Testing Center staff: Maria Wiget, maria.wiget@fresnocitycollege.edu; •Cindy DeSutter, cindydesutter@fresnocitycollege.edu •DSP&S counselor (559) 442-8237

Student Responsibility	Faculty Responsibility	DSP&S Staff Contact(s)
	<ul style="list-style-type: none"> •Deliver exam to DSP&S via: 1) hard copy to DSP&S box in mailroom, 2) in person to DSP&S office, or 3) Electronically via email •Contact DSP&S Testing staff in advance regarding pop-up quizzes 	

Mobility Assistance

Tram services are only available to students who have completed the DSP&S intake process and have been identified as having a temporary or permanent mobility impairment, and is for on-campus, class use only. Not all mobility impairments are observable. Due to liability issues, only authorized students may ride the tram.

Student Responsibility	Faculty Responsibility	DSP&S Staff Contact(s)
<ul style="list-style-type: none"> •Give NOAS form to instructor •Students approved for mobility service are required to meet with the Mobility staff to determine their tram schedule •Students are expected to arrange their class schedule to allow for adequate travel time between classes 	<ul style="list-style-type: none"> •Flexibility re showing up for class on time. Due to situations beyond the student's control, they may be late for class due to having a short window of time to travel between classes, Mobility pick-up schedule may be running behind, excessive crowds on campus, etc. •If student is habitually late for class, please contact the DSP&S counselor 	<ul style="list-style-type: none"> •DSP&S Mobility drivers can be reached by calling (559) 442.8237 •DSP&S counselors (559) 442-8237

APPENDIX

Laws Supporting Students with Disabilities

Disclaimer: Realizing "the vagueness of Section 504 and the ADA reflect the reality that no two students - and no two colleges- are exactly alike, and no universal rule can govern individual needs and college resources", the DSP&S Faculty handbook herein is a living document subject to fluctuation due to ongoing judicial decisions. Policies may be revised to comply with legal opinions that reflect continuing Office of Civil Rights (OCR) opinions and judicial rulings.

Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act of 1973 is civil rights legislation which ensures students with disabilities have equal access to education. Section 504 states that: "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 academic, research, occupational training, counseling, physical education, or other postsecondary education program or activity". The regulations further state that students must be educated in the most integrated setting appropriate to the individual's needs.

Rehabilitation Act Amendment (Section 508)

Section 508 requires universal access to "electronic information technology," including school and classroom websites. All videos you show must be closed captioned, all written materials need to be accessible. Videos with audio descriptive files should be chosen if available.

Title 5 of the California Code of Regulations (5600 through 56076)

Title 5 of the California Code of Regulations sets regulations for the academic adjustments which community colleges provide to students with disabilities. In addition to protections for students, it adds a provision protecting the instructor's academic program: "adjustments must [...] not include any change to curriculum or course of study that is so significant that it alters the required objectives or content of the curriculum in the approved course outline, thereby causing a fundamental alteration [...]"

These regulations cover all aspects of SCCC services. Therefore, all faculty, staff, and students of SCCC are covered, and the law applies to instruction, non-instruction and employment practices.

Americans with Disabilities Act (ADA) 1990

The Americans with Disabilities Act (ADA) extends the framework of civil rights laws and of Section 504. Mandates reasonable access for people with disabilities with all public and private entities. Provides essentially the same protection as Section 504, except it is broader in context and coverage, and redress is more specifically defined.

In summary:

What the Law Requires: Equal, Not Preferential Treatment

- Equal access to instruction, services, activities, and facilities of the college.
- Students must be evaluated on ability, not disability.
- Accommodations must be provided when students have educational limitations that affect the ability to acquire information or to demonstrate knowledge of the course material in a standard way.

What the Law Does Not Require:

- The law does not require changing standards or grading policies because a student has a disability.
- The law does not require providing accommodations to a student who verbally claims a disability but who has not provided documentation to the college, either through DSP&S or through the ADA/504 coordinator.
- The law does not require providing personal devices such as wheelchairs, hearing aids, or glasses.
- The law does not require providing personal services such as assistance with eating, dressing, or mobility.
- The law does not require providing accommodations that would fundamentally alter the nature of a program, class or course or substantially modify academic or program standards.

Types of Disabilities

The disability categories served by California Community Colleges include:

- Acquired Brain Impairment (ABI) – A deficit in brain functioning which results in a total or partial loss of cognitive, communicative, motor, psycho-social, and/or sensory-perceptual abilities, and which limits the student's ability to access the educational process.
- Attention-Deficit Hyperactivity Disorder (ADHD) - A neurodevelopmental disorder that is a persistent deficit in attention and/or hyperactive and impulsive behavior that limits the student's ability to access the educational process.
- Autism Spectrum Disorder - A neurodevelopmental disorder described as a persistent deficit which limits the student's ability to access the educational process. Symptoms must have been present in the early developmental period and must cause limitation in social, academic, occupational, or other important areas of current functioning.
- Blind and Low Vision - A level of vision that limits the student's ability to access the educational process.
- Deaf and Hard of Hearing - A total or partial loss of hearing function that limits the student's ability to access the educational process.
- Intellectual Disability (ID) – Significant limitations both in intellectual functioning and in adaptive behavior that affect and limit the student's ability to access the educational process. An individual may have an intellectual disability when:
 - The person's functioning level is below average intellectual ability; and
 - The person has significant limitations in adaptive skill areas as expressed in conceptual, social, academic, and practical skills in independent living and employment; and
 - The disability originated before the age of 18.
- Learning Disability (LD) – A persistent condition of a presumed neurological dysfunction which may exist with other disabling conditions. The dysfunction is not explained by lack of educational opportunity, lack of proficiency in the language of instruction, or other non-neurological factors, and the dysfunction limits the student's ability to access the educational process. To be categorized as a student with a learning disability, a student must meet the following criteria through a psycho-educational assessment completed by a qualified specialist certified to assess learning disabilities:
 - Average to above-average intellectual ability; and
 - Statistically significant processing deficit(s); and/or
 - Statistically significant aptitude-achievement discrepancy(ies).
- Mental Health Disability - A persistent psychological or psychiatric disability, or emotional or mental illness, that limits the student's ability to access the educational process.
- Other Health Conditions and Disabilities – Includes all other health conditions and/or disabilities that affect a major life activity which are otherwise not defined but which limit the student's ability to access the educational process. These include, but are not limited to: Cancer, Diabetes, Heart Conditions, Morbid Obesity with Underlying Medical Issues, Epilepsy, Arthritis, Asthma, Fibromyalgia, Narcolepsy, Degenerative Disc Disease, and more.
- Physical Disability - A limitation in locomotion or motor function that limits the student's ability to access the educational process.

Types of Disabilities and Instructional Strategies

Due to confidentiality laws, you may be aware that you have a student with a disability in your classroom, but not know the student's diagnosis. If a student chooses to confidentially disclose their disability diagnosis with you, having some general knowledge about the different disability categories could be helpful in your effort to support the student and their accommodation needs.

Following is a brief description of some of the most common disability categories, including the impact in the academic setting, possible accommodations, and instructional strategies. This list is by no means exhaustive, and is intended only to provide the most basic information.

For additional information about the different disability categories and how you can best support a student with a disability, please contact the DSP&S Director, or a DSP&S counselor at (559) 442-8237.

Acquired Brain Injury (ABI)

Though not always visible and sometimes seemingly minor, brain injury is complex. It can cause physical, social, cognitive, and vocational changes that affect an individual for a short period or permanently. Depending on the extent and location of the injury, symptoms caused by a brain injury vary widely. Some common results or symptoms are seizures, loss of balance or coordination, difficulty with speech, limited concentration or attention deficits, memory loss, behavior problems, anxiety attacks, problems of judgment and loss of organization and reasoning skills.

Acquired brain injury typically results from accidents; however, brain injury may also be caused by insufficient oxygen, stroke, poisoning or infection.

Impact in the Academic Setting

- Difficulty remembering, concentrating, or making decisions
- Slowness in thinking, speaking, acting or reading
- Getting lost and/or easily confused
- Difficulty taking notes/tests
- Difficulty planning and organizing
- Feeling tired, low energy, decreased motivation
- Increased sensitivity to light, sound, and distractions

- Poor coordination, difficulty walking, sitting, standing
- Mood changes

Possible Accommodations

- Test-taking accommodations such as extra time, a distraction-reduced setting, and/or materials in alternate formats
- Note-taking assistance or copy of instructor's course notes
- Ability to record lectures
- Preferential seating
- Ability to take short breaks if necessary
- Text and other printed materials converted to audio files
- Access to elevators and modified seating
- Priority registration

Instructional Strategies

- Provide clear, concise instructions and a detailed syllabus outlining all course expectations, methods of grading, and due dates for homework and exams
- Provide online access to course syllabus and other materials so they are available at any time
- Provide time for the student to process information and respond to questions
- Check for understanding by providing the student an opportunity to repeat instructions

- Encourage use of planners and/or electronic calendar applications to manage appointments, due dates, and exam dates
- Provide clear and consistent feedback regarding the student's performance in-class

Attention-Deficit Hyperactivity Disorder (ADHD)

ADD and ADHD are neurological conditions affecting both learning and behavior. They result from chronic disturbances in the areas of the brain that regulate attention, impulse control, and the executive functions that control cognitive tasks, motor activity and social interactions. Hyperactivity may or may not be present. Students often have difficulty concentrating on and completing tasks, frequently shifting from one uncompleted activity to another. In social situations, inattention may be apparent by frequent shifts in conversation, poor listening comprehension, and not following the details of instructions.

Impact in the Academic Setting

Inattention

- Has difficulty concentrating
- Has unrelated thoughts
- Has problems focusing and sustaining attention
- Appears not to be listening
- Performance depends on task
- May have better attention to enjoyed activities
- Has difficulty planning, organizing, and completing tasks on time
- Has problems learning new things
- Demonstrates poor self-regulation of behavior, that is, he or she has difficulty monitoring and modifying behavior to fit different situations and settings

Hyperactivity

- Seems unable to sit still (e.g., squirming in his/her seat, roaming around the room,

tapping pencil, wiggling feet, and touching everything)

- Appears restless and fidgety
- May move quickly from one activity to the next
- Often tries to do more than one thing at once

Impulsivity

- Difficulty thinking before acting
- Problems waiting for his/her turn, such as when playing a game

Possible Accommodations

- Preferential seating away from potential distractions
- Extended time and distraction-reduced location for testing
- Note-taking assistance
- Use of audio recorder during lectures and directions
- Audio books and text

Instructional Strategies

- Provide clear and simple directions for homework and class assignments (repeating directions, posting homework assignments on board, supplementing verbal instructions with visual/written instructions).
- Give instructions one at a time and repeat as necessary.
- Use visuals: charts, pictures, color coding
- Create outlines for note-taking that organize the information as you deliver it.
- Divide long-term projects into segments and assign a completion goal for each segment.
- List the activities of the lesson on the board.
- Keep instructions simple and structured.
- Consider alternate teaching methods, such as multisensory instruction, use of visual cues and hands on activities, highlighting or underlining important parts of a task, use of cues to identify key points of lesson,

providing guided lecture notes, outlines and study guides.

- Summarize key points.
- Break information into small steps when teaching many new tasks in one lesson (state objectives, review previous lesson, summarize periodically)

Autism Spectrum Disorder

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder, characterized by severe and pervasive impairments in reciprocal social communication and social interaction (verbal and nonverbal), and by restricted, repetitive patterns of behavior, interests, and activities. It is sometimes referred to as “high-functioning autism”. The core feature appears to be the individual’s inability to understand the thoughts, feelings and motivations of other people and to use this understanding to regulate his or her own behaviors.

The student may have sophisticated and impressive vocabulary and excellent rote memory but may have difficulty with high-level thinking and comprehension skills. They can give the impression that they understand, when in reality they may be repeating what they have heard or read.

The following characteristics are commonly seen in students with ASD, but due to the complexity of this disability you will not likely see all of these characteristics in a given student. In fact, ASD affects individuals in very diverse ways. Often behaviors that seem odd or unusual or even rude are in fact unintentional symptoms of ASD.

Impact in the Academic Setting

Impacts of ASD in the academic setting may be most noticeable in the areas of communication, social skills, and in written assignments. Examples include:

- Frequent errors in interpreting others’ body language, intentions or facial expressions

- Difficulty understanding the motives and perceptions of others
- Problems asking for help
- Motor clumsiness, unusual body movements and/ or repetitive behavior
- Difficulty with the big picture, perseverate on the details (can’t see the forest for the trees)
- Difficulties with transitions and changes in schedule
- Wants things “just so”, inflexibility
- Problems with organization (including initiating, planning, carrying out, and finishing tasks)
- Deficits in abstract thinking (may be very concrete, focuses on irrelevant details)
- Unusual sensitivity to touch, sounds, and visual stimuli; may experience sensory overload
- Difficulty in initiating and sustaining connected relationships
- Poor or unusual eye contact
- Problems understanding social rules (such as personal space or eye contact)
- Impairment of two-way interaction (May seem to talk “at you” rather than “with you”)
- Conversation and questions may be tangential or repetitive
- Restricted interests that may be unusual and sometimes become a rigid and repetitive topic for conversation
- Unusual speech intonation, volume, rhythm, and/or rate
- Literal understanding of language (difficulty interpreting words with double meaning, confused by metaphors and sarcasm)

Possible Accommodations

- Test-taking accommodations (extra time, and/or distraction reduced setting)
- Note-taking assistance or copy of instructor’s course notes
- Ability to record lectures

- Preferential seating
- Ability to take short breaks if necessary
- Conversion of text to electronic formats
- Priority registration

Instructional Strategies

- Clearly define course requirements, the dates of exams and when assignments are due and whenever possible provide advance notice of any changes
- Provide instructions using a variety of modalities, such as verbally and in writing
- Keep directions simple and declarative and check for understanding by asking the student to repeat them back to you
- Avoid absolute words such as “always” or “never” unless that is exactly what you mean
- Make sure all expectations are direct and explicit without requiring students to “read between the lines” to glean your intentions
- Provide direct and explicit feedback to the student when you observe areas of academic difficulty or lack of appropriate boundaries
- Encourage use of resources designed to help students with study skills, particularly organizational skills
- Avoid idioms, double meaning, and sarcasm, unless you plan to explain your usage
- Use visual examples such as pictures, graphs and histograms
- Allow use of a keyboarding device if the student has poor penmanship due to deficits in motor skills

Blind and Low Vision

Visual impairments vary greatly. Most people considered legally blind have some vision. A person with 20/200 or lower visual acuity with correction has legal blindness. A visual impairment exists when corrected vision is no better than 20/70. The term blindness can be reserved for those with total

loss of sight, and visually impaired can refer to people with various gradations of vision.

Examples of conditions which result in low-vision or blindness may include, but are not limited to: cataracts, retinitis, pigmentosa, retinal detachment, glaucoma, strabismus nystagmus.

Impact in the Academic Setting

- Compromised ability to see classroom PowerPoint presentations, notes, demonstrations, videos, white boards, etc.
- Compromised ability to independently participate in in-class assignments and/or activities
- Limitations in being able to pick up on social cues;
- Limited access to general information that is learned through informal visual class activities
- Compromised access to necessary text books and supplemental materials
- Compromised ability to access some websites and software programs when sites/software are not compatible with screen reading programs, which is a violation of federal and state laws

Possible Accommodations

- Seating near the front of the class, near demonstration or the front board, etc.
- Testing accommodations, such as extended time, tests in an alternate format (such as Braille or electronic format), and/or use of specially adapted equipment (e.g., talking calculator/spell checker, and/or a computer equipped with a screen reader program)
- Note-taking assistance and/or use of audio recorders during class lectures;
- Early access to class handouts so they may be reviewed prior to needing them In-class
- Early access to any videos to be shown In-class so the student has the opportunity to view the video with a person who can provide video descriptions (Video

descriptions are short verbal descriptions of action or key visual scenes, such as the setting, costumes, and facial expressions, which are provided to add context and allow people who are blind or have low vision to gain more complete access to video content).

Instructional Strategies

- Select textbooks as early as possible, which gives the student time to purchase the book and request DSPS to convert it into an accessible format prior to the beginning of the semester
- Provide early access to classroom materials, including syllabus and course outlines with important dates, so they can be converted into an alternate format by DSPS (i.e., digital recordings, MP3, electronic text, large print or Braille). One way to do this is to post all course materials in Canvas.
- If the NOAS indicates notetaker assistance, assist the student with locating a volunteer note-taker from class.
- Provide electronic copies of lecture notes or post them online (Canvas, faculty web page)
- When speaking, face the class and talk in a normal tone. Read all information that is written on the board, Power Point, or handouts out loud. Verbally describe objects and processes when possible.
- When working with a student who has an in-class aide, please direct all questions or inquiries regarding accommodations to the student, not the aide.
- Feel free to talk directly with the student regarding what additional assistance they might require to complete your course. Students are a wonderful resource and can provide insight on what has worked in their past experiences. DSPS faculty are always available for consultation as well.

- When selecting software programs, request evaluation by Technology Services prior to purchase to ensure that they are universally accessible.
- Avoid last minute assignments whenever possible as this could present a problem due to scheduling and preparation issues, especially when materials will need to be produced in an alternate format.

Deaf and Hard of Hearing

Hearing loss may range from complete deafness to a slight loss in a few frequencies. The earlier the occurrence in life, the greater effect it may have in the development of speech, as well as reading and writing skills.

Impact in the Academic Setting

- Difficulty hearing lectures, group discussions, or student questions in a classroom setting
- Difficulty taking notes while trying to listen, lip-reading, and/or watching an interpreter
- Difficulty hearing media presentations that involve sound
- Problems communicating in one-on-one situations with instructors or other students
- Difficulty with English grammar due to lack of phonetic access to learning the language
- May misunderstand auditory information without realizing the error
- May not speak clearly or at all

Possible Accommodations

- Preferential seating
- Note-taker for class lectures
- American Sign language (ASL) or oral interpreter
- Assistive listening device (ALD)
- Captioned videos
- CART services (e.g., computerized note-taking, Real-Time Captioning)
- Extended test taking time
- Priority registration

- Other accommodations based upon the student’s educational limitations

Instructional Strategies

- Provide access and accommodations to the DHH students
- Provide written material and instructions whenever possible
- Provide early access to course syllabus, class outlines, lecture notes and technical terms.
- Write on the board whenever possible
- Ensure that all materials utilized in the classroom are accessible
- On request from the student, assist with finding an effective note-taker or lab assistant from the class
- Provide context to new topics so that all students have the necessary background knowledge
- Allow the DHH student the same anonymity as other students (i.e., avoid pointing out the student or the alternative arrangements to the rest of the class)
- Circular seating arrangements offer DHH students the advantage of seeing all class participants, especially in a seminar setting
- In a lecture setting, keep front seats available to be utilized by DHH students and their interpreters
- Repeat the comments and questions of other students, especially those from the back rows; acknowledge who has made the comment so the DHH student can focus on the speaker
- If possible, provide transcripts of audio information
- Face the class when speaking; if an interpreter is present, make sure the student can see both you and the interpreter
- Films, overheads, diagrams, and other visual aids are useful instructional tools for visual learners

- Ensure that spoken dialogue and commentary in films, videotapes, DVDs, and online course websites are presented with accurate captions
- Refrain from speaking while a DHH student is reading an overhead or handout. Be sure to have visual contact with the student to assure that they are watching you or the interpreter
- Provide adequate lighting
- Use only videos which have captions

Learning Disability

Learning disabilities affect the manner in which individuals with average or above average intelligence receive, process, retain and/or express information. A learning disability is NOT to be confused with or identified as general low ability. Students with a learning disability cannot be “cured” and are usually “invisible” in comparison to many other types of disabilities. It is generally accepted that a learning disability is a result of some factor intrinsic to the individual due to one or more disturbances in underlying neurological processes, such as perception, memory conceptualizations attention, receptive or expressive language, etc.

Impact in the Academic Setting

Reading

- Confusion of similar words, difficulty using phonics, problems reading multi-syllable words.
- Difficulty finding important points or main ideas
- Slow reading rate and/or difficulty adjusting speed to the nature of the reading task
- Difficulty with comprehension and retention of printed material, but not with materials presented orally

Writing

- Difficulty with sentence structure, poor grammar, omitted words

- Frequent spelling errors, inconsistent spelling, letter reversals
- Difficulty copying from board
- Poorly formed handwriting choosing to print instead of using script
- Compositions lack organization, and development of ideas

Listening

- Difficulty paying attention in various settings
- Difficulty listening to a lecture and taking notes at the same time
- Easily distracted by background noise or visual stimulation
- Inconsistent concentration

Oral Language

- Difficulty expressing ideas orally which the student seems to understand
- Difficulty describing events or stories in proper sequence
- Difficulty with grammar
- Using a similar sounding word in place of the appropriate one

Math

- Difficulty memorizing basic facts
- Confusion or reversal of numbers, number sequences or symbols
- Difficulty copying problems, aligning columns
- Difficulty reading or comprehending word problems
- Problems with reasoning and abstract concepts

Social Skills

- Difficulty “reading” facial expressions, body language
- Problems interpreting subtle messages, such as sarcasm or humor
- Appears disorganized in space: confuses up and down, right and left
- May become easily disoriented when a familiar environment is rearranged

- Seems disoriented in time: is often late to class, appointments or is unable to finish assignments in the standard time period
- May display excessive anxiety, anger, or depression, due to an inability to cope with school or social situations

Possible Accommodations

- Notetaker, tape recorder, laptop
- Alternative testing (extended time, reader, scribe, enlarged text, distraction-reduced setting, word processor, use of assistive technology such as text to voice software)
- Textbooks and other materials provided alternate format, such as MP3
- Calculator, spell-checker or Smart Pen

Instructional Strategies

- Provide a detailed syllabus that includes course objectives, weekly topics, classroom activities, required reading and writing assignments, and due dates for long term assignments or projects
- Emphasize due dates for exams and quizzes
- Clarify rules in advance; explain and document how students will be graded, whether make-up tests or rewrites of papers are allowed
- Practice multi-modality teaching methods for lectures, in-class assignments, exams, and quizzes
- Speak at an even speed, emphasizing important points with pauses, gestures, and body language to assist students with learning disabilities in following lectures and in-class activities
- Check for comprehension by requesting students to repeat instructions
- Provide immediate individual feedback regarding assignments and exams
- Paraphrase abstract concepts using specific terms and illustrate them with clear examples, personal experiences, hands-on models and such visual structures as charts and graphs

- Keep oral instructions concise and reinforce them with brief cue words
- Repeat or re-word complicated directions
- Repeat and summarize segments of each presentation or lecture and review its entirety

Mental Health Disability

Students with mental health disabilities represent a growing population on our campuses. Mental health disabilities affect people of any age, gender, ethnicity, socioeconomic and intellectual level. These disabilities may be hidden with little or no apparent effect on a student's learning. These behaviors persist over time; they are not in response to a particular event. Examples of commonly diagnosed mental health disabilities include: depression, bi-polar disorder, anxiety disorders, and schizophrenia.

Impact in the Academic Setting

Possible impacts of a psychological disability in the academic setting may include, but are not limited to:

- Easily distracted
- Panic in unfamiliar surroundings and situations
- Poor concentration
- Difficulty focusing for extended periods of time
- Difficulty formulating and executing a plan of action
- Difficulty overcoming unexpected obstacles
- Difficulty with time management and study skills
- Memory problems
- Absences related to a flare up of symptoms and/or hospitalization

Possible Accommodations

- Alternative testing (e.g., extended test time, distraction reduced testing environment)
- Note-taking assistance and/or use of audio recorders

- Textbooks in an audio or other electronic format
- Modified seating (e.g., close to open door/exit, or back against corner of room, etc.)
- Water allowed In-class to manage possible medication side effects
- Occasional need for incomplete or late withdrawals (e.g., in the event of prolonged illness or crisis)

Instructional Strategies

- Provide instructions in a clear and concise manner with expectations and due dates clearly delineated
- Provide writing assignments as an alternative to oral presentations
- Encourage use of academic support services on campus and instructor office hours when clarification of instructions is needed
- Offer to meet with students privately to discuss their progress in-class and provide them with clear, straightforward feedback regarding their performance
- Provide information on good study habits, including where students can go to receive time management and study skills assistance as this may be an area of difficulty
- All students are held to the Student Conduct Code (no exceptions)
- If abusive or threatening behavior occurs, contact the Campus Police

Other Health Conditions and Disabilities

Some students may have medical conditions that are not apparent to the casual observer, but can cause serious barriers in the academic setting. Other health conditions and disabilities vary considerably, and may include conditions that affect strength, vitality, alertness, stamina, mobility, cognitive processing, etc. Some examples of other health conditions and disabilities may

include, but are not limited to: heart conditions, sickle cell anemia, hemophilia, leukemia, epilepsy, acquired immune deficiency syndrome (AIDS), HIV, environmental illness, asthma, diabetes, lupus and other autoimmune conditions, arthritis, fibromyalgia, chronic fatigue immune deficiency syndrome, and cancer. Other debilitating conditions that often create intense and continual nerve pain are repetitive stress injuries, post-surgical procedures, and chronic neck and back conditions.

Impact in the Academic Setting

- Physical limitations such as lack of energy, difficulty walking, standing, or sitting a long time
- Cognitive issues such as distractibility, memory and concentration issues, difficulty focusing for extended periods of time, “brain fog”, etc.
- Symptoms which are often unpredictable and fluctuating, resulting in inconsistent performance
- Impacts from side-effects of medications, which may include dry mouth, dizziness, sleepiness, and/ or confusion
- Frequent medical appointments and/or hospitalizations

Possible Accommodations

- Alternative testing accommodations, which may vary widely depending on the educational limitations
- Note-taking assistance and/or ability to record lectures
- Ability to have water in the classroom to manage side-effects of medications and/or the illness
- Ability to have a snack or take a quick break for those who need to regulate their blood sugar, or adhere to a strict medical regimen
- Ability to get up and stretch periodically or stand during lecture

- Preferential seating (e.g., close to the door/exit, in front, back against the wall, etc.)
- Modified seating (e.g., a DSPS table and/or chair, etc.)
- Occasional need for incomplete or late withdrawals (e.g., in the event of prolonged illness or crisis)

Absences are also sometimes unavoidable for students with frequent medical appointments, medical emergencies, and/or chronic disability-related complications such as infections or flare-ups. Providing advance notice of the absence is not always possible. In most situations, students are able to make up the incomplete work, but they will need to be given extended time to complete it.

Instructional Strategies

- In courses that require field trips or internships, discuss the accommodations the student will need early on in the term because those who require specialized transportation, seating, etc. will need to plan for this in advance. Collaboration with the student’s DSP&S counselor may be necessary
- Provide students in advance with a detailed course outline/syllabus that clearly delineates course expectations and due dates
- When possible/appropriate, understand that lateness is sometimes an issue for students with low stamina as it may take longer to get from class to class. However, chronic lateness should be addressed as it would be with any student
- Consider offering incompletes to students who are unexpectedly unable to complete the requirements for your course due to hospitalization and/or significant flare-up of their condition

Physical Disability

A variety of physical disabilities result from congenital conditions, accidents, or progressive neuromuscular diseases and may limit mobility and/or energy. These disabilities may include such musculoskeletal disabilities such as partial or total paralysis, amputation or severe injury, arthritis, spinal cord injury (paraplegia or quadriplegia), spina bifida, cerebral palsy, active sickle cell disease, muscular dystrophy, multiple sclerosis, polio/post-polio, and stroke. Additionally, respiratory and cardiac diseases, which are debilitating, may affect mobility. Any of these disabilities may also impair the strength, speed, endurance, coordination, or dexterity necessary for college life. While the degree of disabilities varies, it is important to recognize that for many reasons, some students may have difficulty getting to and from class, performing in class, taking notes, and managing out-of-class assignments and tests.

Impact in the Academic Setting

- Difficulty writing or performing manual tasks
- Difficulty sitting for long periods of time
- Significant time or effort necessary to produce coursework
- Unpredictable and fluctuating periods of intermittent flare ups and remissions
- Easily distracted
- Memory and concentration issues
- Difficulty focusing for extended periods of time
- Frequent medical appointments, treatments, and/or hospitalizations
- Side effects from treatment and/or medications

Possible Accommodations

- Alternative testing accommodations, which may vary widely depending on the limitations (e.g., extended time, alternate format, access to specially adapted equipment)

- Note-taking assistance and/or ability to record lectures
- Modified seating (e.g., a DSPS table and or chair, etc.) or preferential seating (e.g., in front, close to the door/exit, back against the wall, etc.)
- Ability to stand up temporarily to stretch muscles or leave the classroom to take care of an unavoidable personal need
- Use of an accessible lab station, which may involve working directly with the student to identify any necessary modifications to the work station; possible considerations include under-counter knee clearance, working countertop height, horizontal reach and aisle widths
- Occasional unavoidable lateness or absences for students with low stamina, those who rely on attendant care, mobility assistance, or encounter inaccessible travel routes on and off campus, inclement weather, waiting for assistance in opening doors, maneuvering along crowded paths, and campus elevators that are not operating

Instructional Strategies

- Provide students in advance with detailed course outline/syllabus that clearly delineates course expectations and important dates, preferably in an electronic format
- Be prepared to have your class moved if it is held in an inaccessible location
- Do not move accessible furniture or use for other purposes
- Students who use wheelchairs or have other mobility related disabilities and are frequently late may benefit from discussing the situation with you to identify possible solutions. Most students will schedule their classes with ample time in between but this is not always possible. Students who rely on an attendant for personal care or mobility

assistance may sometimes experience schedule disruptions beyond their control

- Be aware that a wheelchair is part of the person's body space and should not be leaned on. When talking to a student who uses a wheelchair for more than a few minutes, sit down and make eye contact on their level
- Students who rely upon the assistance of a partner or In-class aide for assistance in a lab class should be allowed to participate in lab activities to the fullest extent possible. The student can give all instructions to the assistant, such as which chemical to add to a certain type of test tube, or where to

dispose of used chemicals, etc. The student will learn everything except the physical manipulation of the materials. The student's DSPS counselor can discuss possible strategies, if necessary

- Always consider the accessibility of a field trip and avoid inaccessible locations. However, if this is not possible consult with the student and the DSPS counselor for some creative solutions, such as an alternative assignment for the student. If transportation is being furnished for the class, then special ADA compliant transportation must be made available for students with disabilities.

Disability Etiquette and Language Guide

ASK THE STUDENT – While we encourage students to discuss their needs with their instructors, this is not always done. If you have questions about whether or not a student needs an accommodation, the first person to ask is the student.

ASK BEFORE DOING – Don’t assume people with disabilities need your help. Ask if you can be of assistance.

BE AWARE OF YOUR LANGUAGE – Using terms such as “students with disabilities” rather than “disabled students” puts the emphasis on the person rather than their disability.

RELAX – Don’t be afraid to approach a person with a disability. Don’t worry about using words like “walk” with a person using a wheelchair. As with anyone else, just treat them as you would like to be treated – with the same respect and consideration that you have for everyone else.

SPEAK DIRECTLY TO THE STUDENT – Don’t consider a companion or aide to be a conversation “go-between”. Even if the student has an interpreter present, speak directly to the student, not to the interpreter. Make eye contact.

GIVE YOUR FULL ATTENTION – Be considerate of the extra time it might take for a person with a disability to get things said or done. Don’t talk for the person who has difficulty speaking, but give help when needed. Keep your manner encouraging rather than correcting.

SPEAK SLOWLY AND DISTINCTLY – When talking to a person who is hard of hearing or has other difficulty understanding, speak slowly without exaggerating your lip movement. Stand facing the person and use gestures to aid communication. Many students who are deaf or hard of hearing rely on being able to read your lips. When full understanding is doubtful, write notes.

APPRECIATE ABILITIES – Students with disabilities, like those without disabilities, do some things well and others not as well. By focusing on what they can do, instead of what they can’t, you will help build confidence.

SIMPLE SUPPORTS – Although accommodating some students with disabilities may require forethought and additional effort, more often simple approaches can be applied to ensure that students have access to course content.

WORDS WITH DIGNITY	WORDS TO AVOID
Person with a disability	Handicapped; crippled; the disabled; physically or mentally challenged
Person who has Multiple Sclerosis; Person who has Cerebral Palsy; Person who has Muscular Dystrophy	Affected by MS; victim of CP; stricken by MD
Person with epilepsy or seizure disorder; seizures	Epileptic; epileptic fits
Person who uses a wheelchair	Restricted/confined to a wheelchair; wheelchair bound (i.e., the chair enables mobility. Without the chair the person may be confined to bed.)
Person who is blind	The blind
Person who is deaf or hard of hearing	Suffers a hearing loss; the deaf
Person with a psychological or mental health disability	Crazy; insane; nuts
Person who is unable to speak or uses synthetic speech	Dumb; mute. Inability to speak does NOT indicate lowered intelligence.
Person with an intellectual disability	Slow; retarded
Successful; productive	Has overcome his/her disability
Person without a disability or non-disabled	Normal (referring to non-disabled persons as “normal” implies that people with disabilities are abnormal.)
Says he/she has a disability	Admits he/she has a disability

Universal Design

Why should faculty implement Universal Design (UD)?

In terms of learning, universal design means the design of instructional materials and activities that make learning goals achievable by individuals with wide differences in their ability to see, hear, speak, move, read, and remember. UD is achieved by means of flexible curricular materials and activities that provide alternatives for students with differing abilities. These alternatives are built into the instructional design and operating systems of educational materials— they are not retrofitted into a course. Therefore, the materials are usable by all students, without the need for adaptation or specialized design later in the semester. While nondiscriminatory in intent, accommodations are rarely based on pedagogical decisions by faculty concerning the best way to promote student learning. UD offers a proactive alternative for ensuring access to higher education for all college students, not just students with disabilities.

Some of the immediate benefits for faculty are:

- Time efficiency: Less time needed throughout semester for development of additional teaching tools
- Enhances student engagement in the learning process
- Reduces the need for last-minute modifications to accommodate students with a variety of needs, including but not limited to students with disabilities
- UD is barrier-free, meaning fewer individual accommodations are needed overall

How do instructors apply UD in their classroom?

- UD curriculum reflects an awareness of the unique nature of each learner and the need to address differences and offers these essential qualities:
 - ✓ Multiple means of representation, to give learners various ways of acquiring information and knowledge
 - ✓ Multiple means of expression, to provide learners alternatives for demonstration of what they know
 - ✓ Multiple means of engagement, to tap into learner's interests, offer appropriate challenges, and increase motivation
 - ✓ Employing UD principles in everything we do makes a more accessible world for all of us and minimizes the need to alter it for anyone

Implementation Suggestions:

- Put course content on Canvas, allowing students to “pick up” material missed in lecture.
- Use peer mentoring, group discussion and cooperative learning situations rather than strictly lecturing.
- Use guided notes to enable students to listen for essential concepts without copying notes off of overhead.
- Update course materials based on current events and student demands.
- Provide a comprehensive syllabus with clearly identified course requirements, accommodation statement and due dates.
- Vary instructional methods, provide illustrations, handouts, auditory and visual aids.
- Clarify any feedback or instructions, ask for questions and use multiple examples.
- Relate a new topic to one already learned or a real-life example.
- Allow the student to demonstrate knowledge of the subject through alternative means.

- Permit and encourage the use of adaptive technology.
- Develop study guides.
- Make all handouts and text-based materials readily available in electronic format.
- Instead of giving two (2) long exams in one semester, consider giving frequent, shorter exams.

Additional Resources regarding Universal Design

Consult the following resources for further information on UDI.

Applications of Universal Design

www.uw.edu/doit/resources/popular-resource-collections/applications-universal-design

Burgstahler, S. (2012). Equal access: Universal design of instruction. Seattle: DO-IT, University of Washington.

www.uw.edu/doit/equal-access-universal-design-instruction

The Center for Universal Design

www.ncsu.edu/ncsu/design/cud/

The Center for Universal Design in Education

www.uw.edu/doit/programs/center-universal-design-education/overview

Connell, B. R., Jones, M., Mace, R., Mueller, J., Mullick, A., Ostroff, E., et al. (1997). The principles of universal design. www.ncsu.edu/ncsu/design/cud/about_ud/udprinciplestext.htm

National Center for Accessible Media (NCAM)

ncam.wgbh.org

Orkwis, R., & McLane, K. (1998). A curriculum every student can use: Design principles for student access. eric.ed.gov/?id=ED423654

Accessibility Resources

Accessibility Regulations

- Accessibility Requirements (overall) - [508 compliance requirements](https://www.section508.gov/manage/laws-and-policies); <https://www.section508.gov/manage/laws-and-policies>

Accessibility Requirements

- Accessibility Requirements (web) - [WCAG 2.0 AA & AAA](http://www.w3.org/WAI/WCAG21/quickref/?versions=2.0); <http://www.w3.org/WAI/WCAG21/quickref/?versions=2.0>
- [Accessibility Requirements for documents](https://www2.ed.gov/web-guidance/accessibility-requirements.html); <https://www2.ed.gov/web-guidance/accessibility-requirements.html>

Guides for Creating Accessible Documents

The following guides were created to help you get started on creating PDF documents that meet current accessibility standards. The documents will be updated regularly with best practices, information on how to fix issues, and to keep up with evolving standards:

- [Microsoft Word to PDF Guide \(PDF\)](https://www.scccd.edu/shared-documents/accessibility/scccd-word-to-pdf-guide.pdf) – (last updated on 1/4/2018); <https://www.scccd.edu/shared-documents/accessibility/scccd-word-to-pdf-guide.pdf>
- [Adobe Acrobat Pro Guide \(PDF\)](https://www.lynda.com/Office-tutorials/Creating-Accessible-Documents-Microsoft-Office/614288-2.html); <https://www.lynda.com/Office-tutorials/Creating-Accessible-Documents-Microsoft-Office/614288-2.html>

California Community College Technology Center

The CCC Technology Center has a number of accessibility resources available to California Community Colleges:

- [CCC Accessibility Center](https://cccaccessibility.org/); <https://cccaccessibility.org/>
- [CCC Accessibility Help Center](https://cccaccessibility.org/resources/acc-help-desk); <https://cccaccessibility.org/resources/acc-help-desk>. Available to all CCC employees, provides a community-based forum to search for answers and ask questions about web and IT accessibility topics facing colleges and students.
- [Document Accessibility](https://cccaccessibility.org/index.php?option=com_content&view=article&id=38); https://cccaccessibility.org/index.php?option=com_content&view=article&id=38 This page contains instructions on how to make documents accessible using MS Word, MS PowerPoint, and also contains information on tools and outsourcing options.
- [Video & Media Accessibility](https://cccaccessibility.org/index.php?option=com_content&view=article&id=38); https://cccaccessibility.org/index.php?option=com_content&view=article&id=38. Provides recommended reading and resources for media accessibility.

Faculty Resources

The Vision Resource Center (previously the Professional Learning Network), supported by the Institutional Effectiveness Partnership Initiative (IEPI), provides unlimited access to Lynda.com for all California Community College employees at no cost. For access to Lynda.com through the Vision Resource Center, sign in and go to the Learn tab.

- [Vision Resource Center](https://visionresourcecenter.cccco.edu/); <https://visionresourcecenter.cccco.edu/>

You will need to [register](https://visionresourcecenter.cccco.edu/user/register) (<https://visionresourcecenter.cccco.edu/user/register>) if you do not have an account.

Lynda.com Online Courses

You must be logged into the [Vision Resource Center](https://visionresourcecenter.cccco.edu/user/register) (<https://visionresourcecenter.cccco.edu/user/register>) or have a Lynda.com account for the below links to work. The links provided below are recommended courses for accessibility:

- [Creating Accessible Documents in Microsoft Office](https://www.lynda.com/Office-tutorials/Creating-Accessible-Documents-Microsoft-Office) (<https://www.lynda.com/Office-tutorials/Creating-Accessible-Documents-Microsoft-Office>)
- [Creating Accessible Documents in Microsoft Word](https://www.lynda.com/Office-tutorials/Creating-Accessible-Documents-Microsoft-Office/614288-2.html) (<https://www.lynda.com/Office-tutorials/Creating-Accessible-Documents-Microsoft-Office/614288-2.html>)
- [Adobe Acrobat DC: Creating Accessible PDFs](https://www.lynda.com/Office-tutorials/Creating-Accessible-Documents-Microsoft-Office/614288-2.html) (<https://www.lynda.com/Office-tutorials/Creating-Accessible-Documents-Microsoft-Office/614288-2.html>)

Other Resources

- [PDF Accessibility](https://webaim.org/techniques/acrobat/) (https://webaim.org/techniques/acrobat/)
- [Principles of Accessible Design](https://webaim.org/intro/#principles) (https://webaim.org/intro/#principles)

Frequently Asked Questions

1. Where do I go for assistance in providing accommodations?

Disabled Students Programs and Services (DSP&S) can provide information and assistance with many of the concerns you may have about accommodating students. Please contact our staff at (559) 442-8237.

2. How do I know that the accommodation the student has requested is appropriate?

If the student presents you with a current academic year, FCC Notification of Authorized Services (NOAS) form, you can be assured that the student has: 1) completed the DSP&S intake process, 2) provided appropriate verification of disability, 3) met one-on-one with a DSP&S counselor to develop an Academic Accommodation Plan (AAP) of academic adjustments and auxiliary aids.

3. Am I required to lower the standards of a required assignment because the student has a disability?

No. The standards should be the same for all students; however, some students with disabilities may exhibit their knowledge, production, and other course expectations differently than their peers.

4. Are all students with disabilities registered with DSPS?

No. It is likely that many students with disabilities have chosen not to be registered with DSPS or they may not have met the eligibility criteria for service. In either case, faculty do not need to provide these students with accommodations, but should refer the student to DSP&S.

5. Is the information regarding a student's disability and his/her need for academic accommodations confidential?

Yes. Privacy of student information, including that regarding students' disabilities or accommodation needs, should generally be handled according to guidelines of the Federal Family Education Rights and Privacy Act (FERPA). Personal information of this nature should only be shared with those people within the institution who have an educational need to know.

6. Do I have the right to fail a student with a disability?

Yes. The student with a disability has the same right to fail as anyone else. Their work should be equivalent to that of their peers and grades should be an accurate indication of their work in the class. It may be a good idea to discuss your observations with the student with a disability just as you would with anyone else in your class who is experiencing difficulty.

7. Do I have any recourse if I disagree about requested accommodations?

To clarify any disagreement about a requested accommodation, you should first contact a DSP&S counselor. The DSP&S counselor will be happy to discuss your concerns to determine whether or not the approved accommodation poses a fundamental alteration of your course. If no fundamental alteration exists, then the accommodation stands.

8. When I have a student who is deaf in my class, am I required to have an interpreter or real time captionist in the class?

Yes. You are required by law to have what is essential for the student to have equal access to an education. Required accommodations include sign language interpreters or real time captionists, and captioned video presentations. All videos must be captioned, whether or not there is a student who is deaf or hard of hearing in that particular class.

9. Is providing an accommodation to a student giving them an unfair advantage over other students?

No, the standards should be the same for all students; however, some students with disabilities may exhibit their knowledge, production, or other course expectations differently than their peers. For example, a student with a learning disability in writing may produce an exam by using a computer or scribe rather than writing out an answer without the use of accommodations. The quality of the work should be the same.

10. What does DSP&S do to ensure that a student does not cheat on a proctored exam?

All tests are monitored and proctored by DSP&S staff. Only students who are approved for accommodations are allowed in the room. Students are not allowed to take backpacks, purses or other such items into the testing room. We administer the exam expressly as you indicate on the DSP&S Extended Testing Cover sheet and allow students to have only the materials you identify as acceptable. All students must read, acknowledge and follow the campus Academic Dishonesty Policy as outlined in the current college catalog.

11. What if the NOAS form indicates that the student be allowed to audio tape my class?

If recording lectures is a reasonable and appropriate accommodation that has been approved by a DSP&S counselor, you must allow the student to audio tape record the class. Many times, faculty is concerned that the use of an audio tape recorder in their classroom may infringe on their freedom of speech or potential copyrighted material. For those instructors, DSP&S has a Student Agreement for Tape Recording Lectures form that they may ask the student to sign.

12. I have quizzes almost every day in my class. If a student's NOAS form indicates that they be allowed testing accommodations, must all of the quizzes be administered in the DSP&S Testing Center?

It depends on the student and the type of disability. Many students can complete a simple 5-minute quiz in the classroom setting, but some cannot and will need to arrange to take their quiz in the DSP&S office. If you have concerns regarding a student, please contact at DSP&S counselor immediately for guidance.

13. My syllabus clearly states the course requires participation and attendance, and that both are part of a student's grade. What do I do if a student with an approved NOAS form is absent a significant amount of time?

If classroom attendance and participation are deemed essential components of your class and it is written as such in your syllabus, then all students have to be held to the same standard. It is the hope of DSP&S that faculty will work with students who must miss occasional classes for reasons related to their disability.

14. I have a student who is blind in my classroom. How is she/he going to participate and be graded in his/her lab work?

If possible, assist the student in getting a lab partner or assign a student assistant to work with the student with a disability. In either situation, the student who is blind should direct the assistant to carry out the functions of the lab assignment. If a volunteer lab partner is not available, suggest to the student that he/she needs to make an appointment to meet with their DSP&S counselor immediately for assistance in getting an in-class aid.

15. What if a student has an aide come to class with him/her? What should I expect?

If a personal attendant or class aide is considered an accommodation, that will be noted on the NOAS form. If the student does not have a NOAS form, refer them to DSP&S. Approved personal attendants and classroom aides are guests in the classroom and are expected to adhere to the Student Code of Conduct.

16. What if I am asked to change classrooms because of access issues?

Access to programs and services is a civil right. Generally, a classroom move will be minimal, for example, in the same building from one floor or room to another. The law does not require the college to provide every section of every course in an accessible location. However, if the course is unique or no other course section is available in an accessible location, then FCC is required to move the class to ensure that the student with a disability is not denied access, as long as it does not fundamentally alter the nature of a program, class or course, or substantially modify academic or program standards.

17. What if a student asks for a test accommodation the day before the exam?

DSPS students are informed that test accommodations must be arranged at least 24-hours in advance and by deadline for final exams. In some cases, when a student has just been found eligible for this accommodation or when a test/quiz was not scheduled in advance, every effort will be made to provide the test accommodation without a 24-hour notice, but there are no guarantees. However, it is the student's responsibility to schedule the testing accommodation in advance. One way to aid timely arrangements is to provide a notice on your syllabus alerting students with disabilities who are requesting accommodations to give you and the DSPS office reasonable advance notice of their needs.

18. May I require that a student take an exam at the same time as the class? How can I know that the questions will not be shared?

Ideally proctored exams are scheduled close to the time when your class is being tested if not at the same time. Sometimes a student must take the exam at a different time or date. You will be asked to provide the date and time the class is scheduled to take the exam on the Extended Testing Cover Sheet. There is also space to indicate if the instructor agrees to an alternate time. The test will only be scheduled at a different time when there is insufficient space or proctoring staff or if the student has a scheduled class right before or after. Unfortunately, we cannot prevent students from asking others in the class about the test, but such conduct is a violation of the Student Code of Conduct. Some instructors use alternate forms of the test to reduce security problems. Alternate forms of the test are useful, as long as they are comparable in difficulty.

19. I'm an "evening/weekend" instructor. How can I get an exam proctored?

Contact the DSP&S Testing Center for availability and additional information.

20. What if I give the entire class extra time for a test? Do I still need to give the accommodation of additional extra time to the student with a disability?

Yes. The laws specify that the instructor provide the approved extended time as indicated on the NOAS form, beyond that the class is provided.

21. If a student has just presented me with a NOAS form near the end of the term, must I let him/her re-take tests on which he/she did poorly earlier?

No. Our obligation to a student with a disability commences when the student self-identifies with appropriate documentation. Accommodations are not retroactive.

22. I have an online class, in which I give timed quizzes and exams. How do I meet a student's accommodation request?

Campus accessibility requirements must be addressed when developing learning materials for electronic distribution to students. Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is

the same for students with or without disabilities. If the course has timed quizzes/exams, the assigned class duration must be adjusted to meet the student's accommodation needs.

Service Animal Use on Campus

The use of Service Animals and Emotional Support/Comfort Animals on District Property is governed by [Board Policy 3440](#), and [Administrative Regulation 3440](#) and [3442](#). Other animals on district property is governed by [Board Policy 3442 – Animals on District Property](#).

Following are some general guidelines regarding the use of a service animal on campus.

What constitutes a service animal?

Service animals are specifically trained to do work for or perform tasks for individuals with disabilities that are directly related to the individual's disability. The need of the individual with a disability and the specific function the service animal is trained to perform legitimizes the use of such an animal under federal and state laws. The task the animal performs must be active, not passive. Legally, only dogs and miniature horses are recognized as service animals. Documentation of an animal's training is required under the law. Students may go through DSPS to have the use of a service animal included on their NOAS Form; however, it is not required.

Emotional support animals (ESAs) are also referred to as "comfort", "companion", or "therapy" animals. ESAs do not meet definitions of a service animal and, therefore, do not have the same ADA protections.

What task do service animals perform?

The work or tasks of the service animal must be directly related to the individual's disability. The work of the service animal must be active, not passive. The provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks. Examples of work or tasks performed include, but are not limited to:

- Guiding individuals who are blind
- Alerting individuals who are deaf
- Reminding an individual to take medication
- Alerting and protecting an individual who is having a seizure

What questions may I ask students regarding service animals?

It is illegal to ask an individual to disclose their disability or the reason they have a service animal.

When it is not obvious what service an animal provides, college faculty/staff may ask only two questions:

1. Is the service animal required due to a disability?
2. What work or task does the animal provide?

Under what circumstances may use of a service animal be restricted?

Individuals using service animals may be asked by college faculty/staff to remove their service animal (not themselves) from the classroom and/or campus in the following circumstances:

- The animal is behaving in a disruptive manner; or
- The animal is behaving in a directly threatening or aggressive manner; or
- The animal is not housebroken or clean; or
- The presence of the animal poses a direct threat to the health or safety of others that cannot be eliminated by modification of policies, practices, or procedures, or by the provision of auxiliary aids or services

Allergies or fear of animals are not valid reasons for denying access or refusing service to individuals using service animals. If another student in the classroom has concerns about exposure to the animal, they may be required to provide DSP&S with medical documentation that identifies their conflicting disability and need for accommodation(s). Please refer any students with concerns to the DSP&S office, Building A, (559) 442-8237.

How should faculty/staff behave with service animals?

All college faculty/staff should behave with service animals in the following manner:

- Allow the animal to accompany the student at all times and in public areas on district property.
- Do not attempt to pet the animal.
- Do not attempt to feed the animal.
- Do not deliberately startle or distract the animal.
- Do not attempt to separate the animal from its partner or training handler.

DSP&S Forms Examples

Notification of Authorized Services (NOAS)



State Center Community College District
 Disabled Students Programs & Services (DSP&S)

NOTIFICATION OF AUTHORIZED SERVICES

Terms: _____
 Course: _____
 Instructor: _____

Campus: FCC RC CCC Madera Center Oakhurst Center

The following student has a verified disability resulting in educational limitations. The student is authorized by Disabled Students Programs and Services (DSP&S) for the following marked academic accommodations. Please contact the DSP&S office if there are any questions and/or additional explanations needed.

Student Name: _____ **Academic Year:** _____ **Date:** _____

Student ID #: _____ **DSP&S Counselor:** _____

EDUCATIONAL LIMITATIONS

- | | | |
|--|---|---|
| <input type="checkbox"/> Manage disability issues | <input type="checkbox"/> Hear/Process oral instruction | <input type="checkbox"/> Traverse campus (timely) |
| <input type="checkbox"/> Complete coursework in a traditional manner | <input type="checkbox"/> See/Process visual material | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Complete tests in a traditional manner | <input type="checkbox"/> Produce written/typed material | |

AUTHORIZED ACADEMIC ACCOMMODATIONS

General Accommodations

- priority registration
- note taker
- interpreter
- table/chair
- preferential seating

Assistive Technology

- video magnifier
- tape recorder
- spell checker
- adaptive computer device
- adaptive software
- 4-function calculator

Other Accommodations

- | | |
|--------------------------------|--------------------------------|
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

Testing Services

- proctor outside of classroom
 - in room w/reduced distraction
 - Extended testing time
 - 1.5x
 - _____
 - scan and read
 - speech-to-text support
 - writing support
- Counseling**
- personal/disability counseling
 - specialized academic counseling
 - specialized vocational counseling

Alternate Format

- E-Text
- enlarged print-font size: _____
- Braille

Mobility Services (Tram)

- permanent
- temporary: _____

Specialized Instruction

- Developmental Services classes
- Adaptive P.E. Classes

ADDITIONAL COMMENTS: _____

I, the student, have reviewed the authorized academic accommodations with a DSP&S counselor and I agree with the above. I understand that it is my responsibility to meet with my DSP&S counselor each academic year to review academic accommodations and complete a Student Education Contract. I understand that it is my responsibility to provide documentation of the authorized academic accommodations to my instructors. If at a later date I do not agree with these authorized accommodations I have the right to appeal through the campus appeals process.

Student Signature: _____ **Date:** _____

Counselor Signature: _____ **Date:** _____

Extended Testing Cover Sheet

---DSP&S Extended Testing Coversheet---

Date: _____
Instructor Name (Please print clearly): _____ Extension: _____
Class Name: _____ Exam or Quiz # _____
Exam Date: _____ Last day exam may be taken: _____

The following student will be making arrangements to take an exam in the DSP&S office:

STUDENT NAME: _____

Other students in this class are allowed _____ minutes to take this exam.

Student is allowed:

- | | |
|--|--|
| <input type="checkbox"/> Books | <input type="checkbox"/> Notes |
| <input type="checkbox"/> Dictionary or Franklin Speller | <input type="checkbox"/> Word Processor with Spell Checker |
| <input type="checkbox"/> Calculator -- (Please specify:
Standard, Scientific, Graphing) | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Type of Scantron Needed _____ | _____ |

****INSTRUCTORS****
UNLESS YOU INDICATE OTHERWISE, ALL COMPLETED EXAMS WILL BE DELIVERED TO YOUR DIVISION OFFICE.

- Return to my box in the FCC mailroom
- Hold to be picked up by myself or my aide: _____
- Return to Division mailroom: _____
- Call instructor when finished, at the following phone# or extension: _____
- Other: _____

You may deliver or e-mail the exam and coversheet. dspstesting@fresnocitycollege.edu

****DSP&S Office Use Only****

CNSL _____ ST. ID _____ Accommodations: Ext. time (TH/DBL) Other _____

Time Allowed for Exam per accommodations: _____

Proctor/Monitor's Name (Please circle one): _____

Start Time/Date Exam Started/Staff Initials: _____ / _____ / _____

Location: _____

End Time/Date Exam Completed/Staff Initials: _____ / _____ / _____

- Datatel
- Log
- Academic Dishonesty & Testing Guidelines
- No Show
- Same day
- ASTE (Kurzweil or Enlarge) Date: _____ Time: _____

N:\EXTENDED TESTING\Testing Forms (DO NOT DELETE)\testing coversheet_updated.doc