

COLLEGE OF THE DESERT
***Disabled Students Programs &
Services***

DSPS
FACULTY HANDBOOK

This handbook is available in alternative formats upon request.

July 2002

Students are:

The most important people on our campus.
Without students, there would be
no need for us.

Students are not individuals to be tolerated
as we go about our business...
They are our business.

Not totally dependent on us –
but our jobs are
totally dependent on them.

Not an interruption of our work,
but rather, the purpose of it.

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INTRODUCTION

Disabled Students Programs and Services (DSPS) is committed to assisting students with disabilities in achieving their educational goals by providing the services and programs needed to participate in the regular college classroom.

In addition to providing services and programs to students with disabilities, DSPS recognizes its responsibility to the faculty and staff to provide information, support and assistance.

This handbook describes various disabilities and the related educational implications, as well as programs and services offered. It is just one way in which DSPS can assist the faculty to provide reasonable accommodations for students with disabilities.

Disabled Students Programs and Services offers all faculty and staff an open invitation to consult with our staff regarding any disability-related issue. Keep this handbook in a spot for ready reference.

Feel free to contact the DSPS staff whenever you have a question or seek clarification about any of the material herein.

Palm Desert Campus

43-500 Monterey Avenue

Palm Desert, CA 92260

Voice: 760.773.2535

TDD: 760.773.2598

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LEGAL ASPECTS

Colleges must take steps to ensure that students with disabilities are not excluded from programs because of the absence of educational accommodations. Federal law states that "No otherwise qualified handicapped individual in the United States...shall, solely, by reason of his handicap, be excluded from the participation in,

be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” The more recent Americans with Disabilities Act of 1990 offers federal civil rights protection. It prohibits excluding individuals with disabilities from jobs, services, activities or benefits based on disability.

To be considered “disabled” under the ADA, a person must have a condition that impairs a major life activity or a history of such a condition, or be regarded as having such a condition. Title II of the ADA prohibits state and local governments, and educational institutions from discriminating against disabled people in their programs and activities. New and renovated commercial buildings must be accessible.

CRITERIA FOR ELIGIBILITY

To be eligible for services through DSPS, the applicant must have the:

- Potential to benefit from instruction in a group setting
- Ability to do simple work independently with some cues/assistance
- Ability to follow directions and to attend to learning tasks for a reasonable period of time
- Adequate attention span to profit from an hour of continuous instruction in a setting with distractions
- Sufficient language comprehension skills to benefit from the education program
- Ability to perform meaningful classroom activities, using some form of both receptive and expressive language
- Behavior and emotional responses which are usually appropriate to the situation
- Sufficient independent living skills to allow independent on-campus function, unless routinely accompanied by a personal assistant
- to perform necessary “activities of daily living” functions.

GUIDELINES for PROVISION of SERVICES

Individuals must apply for services, provide documentation and meet with a DSPS counselor to determine appropriate services. Accommodations are to serve as the bridge between the limitations of the disability and the curricula and services of the college. A completed Faculty Notification Form (page 19) outlining the accommodations authorized is given to the student. Students are instructed to show this form to each of their instructors.

Upon receipt of the Faculty Notification Form, the instructor is then responsible for assisting the student with the outlined accommodations.

Advanced planning is necessary for some accommodations (enlarged hand-outs, close captioned videos, etc). Students may also need extra lead time to make special arrangements or accommodations.

HOW TO REFER A STUDENT FOR SUPPORT SERVICES

Often there are students in your classroom whom you suspect may need special accommodations but who have not told you about their needs. As you approach the student to discuss their need for services, please be sensitive to the fact that they may either be reluctant to discuss their problems, or they may have difficulty explaining them to you. If you feel reluctant or unsure of how to bring the subject up with the student, we would be happy to consult with you. It may be good practice to announce early on in each semester that our program exists. We would be happy to provide you with brochures to hand out to interested students.

We suggest that you include a statement regarding campus support services in your syllabus: i.e. "Any student with a verified disability (e.g. physical, learning, psychological, visual, hearing, etc.) who needs to arrange accommodations must contact the instructor and DSPS at the beginning of the semester."

LIST OF SERVICES

DSPS concentrates its efforts on providing services and accommodations that are not available elsewhere in the college. DSPS offers the following services and accommodations to **qualified** students:

COUNSELING

Personal, academic, vocational and disability management counseling are available with a DSPS Counselor on an appointment basis from 8:00 am – 5:00 pm, Monday through Thursday, and 8:00 am – 12:00 noon on Friday. Students needing evening appointments must make special arrangements with the DSPS Office. Walk-ins are limited to time available

PRIORITY REGISTRATION

All students with disabilities who require the coordination of support services for effective classroom participation should register through the DSPS Office. Priority registration for students with disabilities begins the first day of registration for the up-coming semester.

READERS

Reader services may be provided through DSPS and/or the Department of Rehabilitation to students with visual impairments or learning disabilities in the following situations:

- Accommodated testing
- Library research
- In-class reading assignments

MOBILITY ASSISTANCE

Mobility assistance is provided for in-classroom support and access. DSPS does not provide personal attendant care.

SCRIBES

Scribes (WRITERS) for accommodated testing are provided for those students whose ability to write is restricted.

NOTETAKERS

Note taking services are provided to those students whose disability limits their ability to take effective classroom notes. After approval from a DSPS Counselor, students can make a request for a note

taker in class, asking the instructor to make the request, or asking a friend.

INTERPRETERS

Interpreters will be provided through the DSPS Office for students who are hearing impaired. Not all hearing impaired students choose interpreter services as a mode of communication. For those students, alternative communicative services are provided in consultation with the students.

The DSPS Counselor will make every reasonable effort to provide competent interpreters. Due to a severe shortage of interpreters, services may not always be available at the time requested. Student options include: 1) choosing to take another section of the class when an interpreter is available, or 2) choosing to take the class with a note taker and tutor, but without an interpreter.

VIDEO CAPTIONING

Students who are hearing impaired may request that any videos shown in their classrooms be captioned. **It is the responsibility of the instructor to make the videotapes available to the DSPS Office.**

TUTORS

Those students with special learning needs may receive individualized tutoring coordinated through the DSPS Office.

ALTERNATIVE MEDIA

Requests for materials in alternative format will be considered on a case-by-case basis. Students in need of text in large print, various e-text formats or books-on-tape must request this accommodation, specifying the desired format. Students must discuss the appropriateness of the request with the Alternative Media Specialist.

TEST-TAKING ACCOMMODATIONS

The DSPS Office maintains the integrity of the test-taking environment for students in need of physical assistance, a distraction-free environment, a test-reader, or extended time when taking exams. (See Testing Accommodation Form on page 18.)

SPECIALIZED EQUIPMENT

At College of the Desert, no equipment is personalized but is generally available to any qualified student with a disability as mutually determined by the DSPS Counselor and the student. Equipment is loaned on a semester basis.

Equipment available includes:

- Tape recorders
- Magnification devices
- Adapted Listening Devices (ALD)
- Alpha Smart 3000

Other accessible equipment available in campus computer labs includes:

- Closed-circuit TV
- Voice recognition system
- Adaptive computers and specialized software
- Adaptive classroom furniture
- Adaptive keyboards and mice

LEARNING DISABILITIES SERVICES

Students with learning disabilities are required to complete the assessment process as defined by Title V. **Since the availability of testing time is limited, it is important that students plan ahead by at least one semester.**

Eligible students with learning disabilities are provided a variety of services including individualized instruction; prescribed tutorials; and adaptive computer hardware and software in the High Tech Center.

HIGH TECH CENTER SERVICES

The High Tech Center is a state-of-the-art computer lab where students with verified disabilities can learn to access the latest adaptive hardware and software technologies. These technologies allow students to increase productivity, work independently, and foster academic success in their regular college curriculum.

- . Available equipment includes:
 - Adaptive keyboard and mouse
 - Screen readers
 - Screen enlargers
 - CCTV's
 - Voice recognition software
 - Scanners
 - Academic software
 - Interactive software
 - Memory skill software

**ADAPTED PHYSICAL
EDUCATION SERVICES**

Students with disabilities who cannot participate in or benefit from offerings in the regular physical education program are provided with individualized adapted physical education classes

**WORKABILITY III
SERVICES**

WorkAbility III (WAIll) offers a variety of services through a contract with the Department of Rehabilitation. Services include career exploration; job seeking skills, academic progress monitoring, volunteer and internship placement, job club, job placement and follow-up services.

**LIAISON and REFERRAL
to ON/OFF CAMPUS
RESOURCES**

The DSPS Office regularly maintains liaison and referral services with a number of public and private social service agencies.

WORKING WITH SPECIFIC DISABILITIES

The following is a discussion of specific types of disabilities, definitions and characteristics. Included are possible accommodations and strategies for working with students with each disability. Note that in accordance with confidentiality laws, you may not know the student's actual disability unless they choose to disclose it to you or there is an educational need to know.

ACQUIRED BRAIN INJURY

Acquired Brain Injury means a deficit in brain functioning which is non-degenerative and is medically verifiable, resulting in a total or partial loss of one or more of the following: cognitive, communication, motor, psycho-social and sensory perceptual abilities. (Administrative Code, Title V)

CHARACTERISTICS

Difficulties with:

- Concentration
- Auditory processing
- Memory
- Problem solving
- Abstract reasoning
- Listening to a lecture and taking notes simultaneously
- Multi-tasking/switching activities/focus
- Organization/planning
- Socialization skills

STRATEGIES

- Give preferential seating
- Use varied modes of delivery
- Post new vocabulary
- Provide handouts to augment presentation
- Encourage use of daily planner

ACCOMMODATIONS

- Tape recorder
- Notetaker
- Extra time on exams
- Quiet exam room
- Spell-checker or calculator
- Specialized tutoring

ATTENTION DEFICIT DISORDER

Attention Deficit Disorder (ADD/ADHD) is a chronic neurological condition characterized by problems with attention, focusing, persistence and often, but not always, hyperactivity. ADD/ADHD must be diagnosed by a medical doctor, psychiatrist or licensed psychologist.

CHARACTERISTICS

- Has difficulty paying attention
- Has trouble listening to a lecture and taking notes at the same time
- Is easily distracted by background noise or visual stimulation
- May appear to be hurried in one-to-one meetings
- Has difficulty memorizing basic facts and comprehending reading material
- May be fidgety
- Has poor organization and time management
- May make decisions impulsively

ACCOMMODATIONS

Many of the suggestions outlined in the section on Learning Disabilities are applicable to students with ADD/ADHD

- Tape recording of lectures
- Note Taking Services
- Tests and exams may be taken in a distraction free environment
- Extended time on exams

DEAF/HARD OF HEARING

Hearing Impairment means a total or partial loss of hearing function which impedes the communication process essential to language, educational, social and/or cultural interactions. Students who are hard of hearing rely on their residual hearing, speech reading and technology to communicate. Students who are deaf generally rely on visual means of communication such as sign language interpreters to communicate.

STRATEGIES

The following suggestions have been found to be helpful to both the deaf or hard of hearing student and the interpreter in your class:

- Speak at a normal rate of speed
- Write technical words on the board
- Avoid walking between the interpreter and the student. When showing films or slides, be aware

that the student will need some light to watch the interpreter.

- Avoid blocking a view of your lip movements
- Face students when talking – not the board
- Arrange with DSPS for all videos to be shown in captioned format
- Repeat questions/comments made by other students
- Address the student directly rather than the interpreter when using an interpreter to communicate with a student
- Write notes when necessary to communicate with a student
- Seat the student near the front so that his/her view is not obstructed

ACCOMMODATIONS and SERVICES

- Notetakers
- Interpreters
- Assistive Listening Devices (ALD): ALD's are available for check out in the DSPS Office. ALD's amplify sound to the student through a small microphone and transmitter worn by the speaker (instructor) and a receiver worn by the student. The ALD blocks out background noise in the classroom making it easier for the student to hear what the instructor is saying. It amplifies sound only for the student using this piece of equipment, not for others in the classroom. It is important for the instructor to repeat comments and questions made by other students.

LEARNING DISABILITIES

A Learning Disability is defined by the California Community College system as a persistent condition of neurological dysfunction which may also exist with other disabling conditions. This dysfunction continues despite instruction in standard classroom situations. Learning disabled adults, a heterogeneous group, have these common attributes:

- Average to above average intellectual ability
- Processing deficits
- Aptitude-achievement discrepancy(ies)
- Measured achievement in an instructional or employment setting

CHARACTERISTICS

Students with learning disabilities may exhibit any or all of the following:

- Slow reading rate and/or difficulty with comprehension and retention
- Ability to grasp material verbally, but doing poorly on exams
- Difficulty with sentence structure, spelling, poor grammar, omitted words, & composition organization
- Poorly formed handwriting
- Trouble listening to a lecture and taking notes at the same time
- Distracted by background noise or visual stimulation
- Need for reliance on a calculator
- Confusion or reversal of numbers, number sequences or symbols
- Difficulty following directions
- Poor organization and time management
- Problems interpreting subtle messages
- Disorganization in space and time

STRATEGIES

- Detailed syllabus
- Rules clarification
- Multisensory teaching; (presented in as many modalities as possible)
- Announcements presented in both oral and written form
- Memory tricks and acronyms
- Seating in front of the classroom

ACCOMMODATIONS and SERVICES

- Use of calculator when mathematical disability is severe
- Use of a dictionary/spell checker for essay exams
- Specialized tutoring
- Tape recording of lectures
- High Tech Center resources
- Books on tape or e-text
- Extended time on exams
- Tests and exams taken in a distraction free environment
- Exams read to the student by a proctor when appropriate
- Exams written by a scribe or done on a computer, if necessary

DEVELOPMENTALLY DELAYED LEARNER

A Developmentally Delayed student is one who exhibits below average intellectual functioning and potential for measurable achievement in instructional and employment settings.

ACCOMMODATIONS

The most common accommodations include:

- Career counseling and job development
- Registration assistance
- Disability management advising

MOBILITY IMPAIRMENTS

Mobility or Orthopedic Impairment refers to a serious limitation in locomotion or motion functions which indicate a need for special services. Mobility impairments include use of wheelchairs, crutches, braces, walkers, or canes to move about; however, not all students with mobility impairments require mobility aides.

CHARACTERISTICS

- May also require more time to get to and from classes
- May rely on mobility assistance
- May be absent during a prolonged course of medical treatment

STRATEGIES

- May need **special transportation** for field trips to be **arranged by the college**
- Classes taught in laboratory setting will usually require some modification of the work station
- When talking to a student in a wheelchair for more than a few minutes, achieve eye level, sitting down, if possible. Remember that a wheelchair is part of a student's personal space.

ACCOMMODATIONS

- Tape recording of lectures
- Notetaking services
- Use of adaptive computers
- Extended time on exams
- Exams scribed and/or proctored

PSYCHOLOGICAL DISABILITIES

A Psychological Disability is defined as:
Persistent psychological or psychiatric disorder, or emotional or mental illness

- Must be verified by an appropriately licensed or certified professional

CHARACTERISTICS

Characteristics and limitations vary widely from individual to individual. Some are highly aware of their limitations and skilled in disability management; others may need support.

- May be easily distracted, have difficulty with focus and concentration, or may have difficulty following through on assignments
- May become anxious during exams, when in unfamiliar situations, or when called upon in class
- May have difficulty processing feedback about their behavior
- May be hesitant to articulate information about their disability due to the fear of stigma that often comes with disclosure
- May have problems with attendance when symptoms are acute

ACCOMMODATIONS

- Extended time on exams and/or distraction-free test environment
- Breaks during exams or high intensity learning situations
- Tape recording of lectures
- Notetakers
- Preferred seating (i.e. in student's preferred location)
- Liquids allowed in class (to alleviate thirst caused by medications)

STRATEGIES

- Suggest meeting privately to discuss limitations, implementation of accommodations and cooperative solutions
- Provide directions for assignments in both oral and written formats
- If concerns arise, speak with student directly, then consult the DSPS Office
- Remember that all students, regardless of disability, must abide by the Student Conduct Standards of the District. Do not allow destructive behaviors.

For more information, obtain a copy of "Students with Behavioral/Psychological Disorders" from Dr. Cheryl Imes or Judy Brae.

VISION

Visual Impairment means total or partial loss of sight.

STRATEGIES

It is absolutely **critical** for faculty to select and submit their **textbook choices** for purchase **promptly** for a student who is blind or visually impaired. It may take as long as eight weeks for textbooks to be read on tape, formatted on e-text or brailled. **Also, please keep in mind that last minute assignments can present a problem due to preparation and reader scheduling.**

ACCOMMODATIONS

- Tape recording of lectures
- Books on tape, e-text, brailled or large print
- Reader services
- Extra time on exams
- Exams read/scribed
- Adaptive technology

OTHER DISABILITIES

Includes all students with disabilities who do not fall into any of the categories previously described but who indicate a need for support services or instruction.

CHARACTERISTICS may include but not be limited to:

- AIDS
- Autistic
- Cardiac disorders
- Chemical dependency
- Chronic pain
- Diabetes
- Multiple sclerosis
- Muscular dystrophy
- Speech Impairments
- Tourette's syndrome

Specific strategies and accommodations will be recommended based upon the educational limitations of the disability.

SEIZURES

Most seizure disorders stem from a brain disorder commonly known as epilepsy, in which there are abnormal electrical discharges which cause temporary loss of control over certain body functions.

CHARACTERISTICS

There are three main types of seizures: grand mal, petit mal, and partial. *Grand mal* is characterized by loss of consciousness, stiffening or shaking of the entire body, violent jerking of the limbs and irregular breathing. Students frequently have auras as a pre-warning of impending seizures. *Petit mal* seizures can take the form of having a blank spell, losing awareness, twitching, and/or staring and blinking. This is sometimes mistaken for daydreaming or inattentiveness. *Partial, or Psychomotor,* seizures are characterized by a 1-2 minute lack of awareness and surroundings. The student may seem dazed and will mumble. They may try to pick up objects, run or appear afraid. Post seizure confusion may be lengthy. The student does not recall what happened during the seizure period.

STRATEGIES

Following are some simple procedures to follow if a student or staff member should have a grand mal seizure.

- Protect the student from nearby hazards.
- Help student onto his/her side to keep the airway clear.
- Stay with student and ask for someone to call the school nurse at ex. 211. Give the student's name, that it appears to be a seizure, and your exact location.
- Wait for the school nurse to arrive and reassure the student.

CONCLUDING REMARKS

Please consider the staff of DSPS as a resource for both you and your students. We encourage you to contact us with any concerns or comments.

**DSPS
POLICIES
PROCEDURES
FORMS**

PROCEDURES FOR TEST-TAKING ACCOMMODATIONS

The Disabled Student Services office provides test-taking accommodations for students in need of:

- Physical assistance, (i.e. writer or adaptive computer)
- Reader
- Distraction-free environment
- Extended time

Procedures for these accommodations have been developed to maintain the integrity of the test-taking environment:

1. Verification of disability and functional limitations must be on file and the student must be enrolled in the Instructional Support Lab (DSPS 304) prior to receiving test-taking accommodations.
2. After meeting with the counselor, the student will receive a **Faculty Notification Form** to verify that this accommodation has been approved, based on disability related limitations. **THE INSTRUCTOR MUST BE PRESENTED WITH THIS FORM TO ALLOW FOR THIS ACCOMMODATION.**
3. When the exam is announced in class, the student is to immediately make arrangements with the DSPS Office. The student will also be given a **Testing Accommodations Form**, which he/she will deliver, to the instructor. The instructor will complete the form, citing any special instructions and indicate how to return the exam.
4. If the exam is for a night class that meets only once a week, additional time is needed to ensure delivery of the exam. These exams may need to be arranged over a week in advance. A discussion with the student is recommended and arrangements worked out with him/her.
5. The instructor will attach the **Testing Accommodation Form** to the test and deliver it to the DSPS Office. For convenience, the exam may also be faxed or hand-delivered in a sealed envelop by the student.

All scheduled exams missed for any reason will automatically be returned to the instructor.

Instructor's Name

**COLLEGE OF THE DESERT
DISABLED STUDENTS PROGRAMS AND SERVICES**

TESTING ACCOMMODATION OFFICE AD 3 - PHONE 773-2534, FAX 776-0198, TDD 773-2598

Exam Scheduled For

Student Name

| Day | Date | Time |
|-----|------|------|
| | | |

Course/Section

If exam is not taken as scheduled, the exam will be returned to you.

ADMINISTRATION OF EXAM

| | YES | NO | | YES | NO |
|------------------------|--------------------------|--------------------------|-----------------------------|--------------------------|--------------------------|
| Is exam open book? | <input type="checkbox"/> | <input type="checkbox"/> | ...Open Notes? * | <input type="checkbox"/> | <input type="checkbox"/> |
| Is a scantron used? | <input type="checkbox"/> | <input type="checkbox"/> | ...use calculator? | <input type="checkbox"/> | <input type="checkbox"/> |
| May student keep exam? | <input type="checkbox"/> | <input type="checkbox"/> | ...use graphing calculator? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | ...use a dictionary? | <input type="checkbox"/> | <input type="checkbox"/> |

*Describe restrictions, if any, below:

Special Instructions for This Exam:

RECEIVING AND RETURNING OF EXAMS

Note: EXAMS WILL NOT BE SENT, NOR ACCEPTED, BY CAMPUS MAIL.

How Testing will Receive the Exam

- FAX TO (760) 776-0198
- INSTRUCTOR DROPOFF
(at DSPS Office)
- YOUR STUDENT DELIVERS
(sent in sealed envelope)
If you have any questions or problems,
please call the center.

How Testing will Return the Exam

- FAX TO _____
- INSTRUCTOR PICKUP
(at DSPS Office)
- YOUR STUDENT DELIVERS
(in sealed envelope)
(If none of the above choices is indicated, DSPS will return the exam
to the department office within one business day of completion of the
exam.)

Instructors: Exams will only be delivered to your Department Office.

Course Instructor Signature

Date

Department

Phone #

(forms/testform 5/27/98)

ORIGINAL RETURNED WITH EXAM

COPY FOR INSTRUCTOR

FACULTY NOTIFICATION
COD - DISABLED STUDENTS PROGRAMS & SERVICES
EDUCATIONAL LIMITATIONS AND ACCOMMODATIONS REQUIRED

This information about the nature of the student's disability and the academic adjustments the student requires is confidential and is being released to you with the permission of the student.

NAME: _____ SSN: _____ SEMESTER: _____

COD will maintain an academically rigorous curriculum in its courses. However, within the educational environment of this college, this student's functional limitations affect his/her ability to perform/complete tasks and therefore require the following accommodations. These accommodations are determined to be reasonable by a DSPS Specialist and are guaranteed by Federal and State law. Some of the equipment accommodations may be provided by the student. The student is responsible for arranging for other equipment and service accommodations while on campus. COD faculty and staff will assist with that process.

EDUCATIONAL ACTIVITY

- Written Class Notes**

- Written Assignments**

- Mobility on Campus**

- Alternative Media Materials**

- Testing Accommodations**

- Auditory/Visual Methods for Lectures/Discussions**

- Using Educational Facilities, Materials & Equipment**

RELATED ACCOMMODATIONS

- Notetaker Electronic keyboard Tape recorder
- Shared notes _____

- Spell & grammar check Adapted computer
- _____

- Mobility orientation Mobility aide
- _____

- Tactile materials Books on tape Brailled text
- E-text Reader CCTV Magnifier
- Assistive Technology _____
- Enlarged print _____

- Extended time Spell checker Scribe Reader
- Distraction Reduced Environment
- Adapted computer Large print/Braille/Tactile
- Taped test Breaks _____

- Adapted listening device Closed/open captioning
- ASL/signed English Lip reading/speech
- Real-time captioning Preferential seating Interpreter
- _____

- Adapted furniture Assistive Technology
- Preferential seating Environmental adjustments

If there are any questions, please contact () **Michael O'Neill**, () **Judy Brae** or () **Paul Maag** at ext. 535.

STUDENT'S AUTHORIZATION ON FILE IN DSPS OFFICE.

POLICY ON ACADEMIC ACCOMMODATIONS

The fundamental principles of nondiscrimination and accommodation in academic programs were set forth in the implementing regulations for Section 504 of the Federal Rehabilitation Act of 1973, and the Americans with Disabilities Act. These regulations provide that:

(An institution)...shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student...Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution or specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted. (Federal Rehabilitation Act of 1973, Federal Register, May 4, 1977, p. 226684)

Based on Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act, 1990, students with verified disabilities have the right to receive reasonable academic accommodations.

Reasonable academic accommodations are determined in consultation with the student and the appropriate Disabled Students Programs & Services specialist. Where there is a difference of opinion between a faculty member and student regarding an academic accommodation, there is a timely review procedure. The purpose of the review procedure is to determine if the particular accommodation is reasonable given the student's disability and the instructor's course content with respect to the ADA and Section 504. The accommodation must ensure access for the student with a disability to meet the academic standards of the course, while maintaining the integrity of the course content.

PROCEDURE FOR ACADEMIC ACCOMMODATIONS REVIEW

Students with verified disabilities have the right to receive academic accommodations. After an evaluation of the student's functional limitations, the appropriate Disabled Student Programs & Services (DSPS) specialist and the student will determine needed academic accommodations. The student will notify the instructor of needed accommodations by providing him/her with a Faculty Notification Form signed by the appropriate DSPS specialist.

Should a disagreement arise about a particular academic accommodation, the instructor should go to the DSPS specialist for advice and/or clarification. If the matter is not resolved through this informal process, within five (5) instructional days following the request for resolution of a dispute regarding the accommodation, the student can request a review by the Academic Accommodations Panel.

This panel will consist of the ADA/504 Officer, the Affirmative Action Officer, the Director of Disabled Student Services, the Dean of Student Services and a subject matter expert. The role of the Academic Accommodations Panel is to review the disputed academic accommodation with respect to the ADA and Section 504. The accommodation must ensure access for the student with a disability to enable him/her to meet the academic standards of the course, while maintaining the integrity of the course content. This hearing will follow College of the Desert's formal grievance hearing procedures. During the review period, the Coordinator of DSPS shall solely have the authority to designate the accommodation to be used in this interim period. (Title V, Section 56027.)

Within five (5) instructional days of the hearing, the Academic Accommodations Panel will render a decision. The ADA/504 Officer will prepare a written decision. This document will include the accommodations under dispute, a summary of the evidence and the panel's recommendations. These findings will be submitted to the instructor and student. While the district is ultimately responsible for providing academic accommodation, an instructor may be held personally liable for not allowing an accommodation. (Wood v. Strickland, 1979).

College of the Desert

**POLICY FOR SUBSTITUTION OF A COURSE REQUIREMENT
FOR STUDENTS WITH DISABILITIES**

College of the Desert (COD) is committed to the belief that all graduates must perform at a level of competency required by Title V of the California Code of Regulations and complete the courses required for graduation. The college recognizes that most students with disabilities are able to complete this "same manner" demonstration of competency and the required course work by utilizing appropriate accommodations. Therefore, for most students with documented disabilities, the first level of accommodation will involve an attempt to complete the course with extra help: tutorial assistance, auxiliary aids, and test accommodations.

For some students with a disability, such accommodations will not be enough to enable him/her to complete the course. For these students, a course substitution will be individually considered under the conditions described in the procedures. A course substitution is permissible only if the course in question is peripheral to the student's course of study and the student has no reasonable chance of completing the course, even with all the accommodations the college can offer.

College of the Desert

**PROCEDURE FOR SUBSTITUTION OF A COURSE REQUIREMENT
FOR STUDENTS WITH DISABILITIES**

If a student with a disability has determined that all reasonable accommodations provided for a required course are insufficient to enable him/her to complete it, or if the student can show that his/her disability is of such magnitude that any attempt at completing the course would be futile, that student may submit a petition to the Academic Regulations Committee to determine whether a course substitution is appropriate.

A course substitution is permissible only if the committee determines that the course in question is peripheral to the student's course of study and that the student has no reasonable chance of completing the course even with all the accommodations the college can offer. ("Academic requirements that the district can demonstrate are essential to the program of instruction being pursued by the student or directly related to licensing requirement, will not be regarded as discriminatory." --34 C.F.R. 104.44(a)).

NOTE: College of the Desert students will be made aware and must realize that a substitution granted by COD may not be recognized by a subsequent educational institution.

POLICY FOR SERVICE ANIMALS

In order to ensure a safe and appropriate learning environment for students, domestic pets or other animals will not be allowed on the Desert Community College District campus. Service animals specially trained to assist the disabled will be excepted from this policy.

A service animal is defined as any guide dog, signal dog, or other animal individually trained to provide assistance to an individual with a disability who has a documented need for a service animal. Service animals perform some of the functions and tasks that the individual with a disability cannot perform for him or herself.

PROCEDURE FOR SERVICE ANIMALS

For a student to bring an animal on campus, the student must show that they have a documented need for a service animal to provide assistance. The DSPS Office will substantiate the documented need for the service animal to be on campus. This approval process will occur during application for services or when the need arises. If the student wishes to appeal this decision, the DSPS Coordinator will review all information and render a decision. This decision will be given to the student in writing within five (5) instructional days.

POLICY & FORM for TAPE RECORDING LECTURES

According to the US Department of Education, Office for Civil Rights, the tape recording of classroom sessions as an accommodation for students with disabilities is required under Section 504 of the 1973 Rehabilitation Act and the American with Disabilities Act (ADA). The legal reference, found in the Code of Federal Regulations 34 CFR104.44 (b) for Section 504 reads as follows:

Sec. 104.44 Academic Adjustments

- b) Other rules. A recipient to which this subpart applies may not impose upon handicapped students other rules, such as the prohibition of tape recorders in classrooms or of guide dogs in campus buildings, that have the effect of limiting the participation of handicapped students in the recipient's education program or activity.

While students with disabilities who need it as an accommodation must be allowed to tape classes, they may be required to sign an agreement which indicates that the tapes will not be sold or used for any other purpose than their own education needs. Some colleges even require that the tapes be turned into the DSPS Office after the student has completed the class. A sample of such an agreement follows.

STUDENT AGREEMENT for TAPE RECORDING LECTURES

I, _____, agree that I will not copy or release the
Name of Student

tape recording or transcription or otherwise hinder the ability of _____
Professor's Name

to obtain a copyright on lectures I have taped in _____
Department, Course #, Title

Student Signature

Date