

Faculty Resource Guide

This abbreviated guide of disability information is a resource for CRC faculty and staff with the purpose of providing information on how to best assist students with disabilities in higher education. CRC is committed to ensuring all students with disabilities receive appropriate accommodations in their instructional activities as mandated by federal and state law and by district policy while maintaining academic integrity. We hope you find this guide helpful for this reason.

You will explore:

- Faculty Responsibilities
- Confidentiality
- Disability Categories and Instructional Tips
 - Visual , Physical, Hearing, Speech, and Psychological Impairments
 - Specific Learning Disabilities
 - Cardiovascular/Circulatory conditions, and Environmental Illness
- CRC's Disability Support Programs and Services
- Disabilities in Higher Education and the Law

FACULTY RESPONSIBILITIES

Many of the support services required by students with disabilities are provided through DSPS. However, the full cooperation of faculty is the key to the timely delivery of approved academic accommodations. **In fact, as faculty members, you are legally required to ensure that reasonable accommodations are provided to students with disabilities enrolled in your course(s).**

In order for DSPS to continue to provide the level of services available, the following is needed from members of the faculty:

- Faculty will cooperate with DSPS in providing authorized accommodations and/or support services for the student in a fair and timely manner.
- Faculty will ensure that copies of **classroom exams** are provided to DSPS in a timely manner to enable administration of special testing accommodations.
- Faculty will provide **handouts and classroom materials** to DSPS in a timely manner for students who need this material reproduced in an accessible format.
- Faculty will consult with a DSPS professional if there is any question regarding how to implement authorized academic accommodations.
- Faculty will contact DSPS if they do not understand an accommodation or the terminology listed in the Confidential Memo to the instructor.
- Faculty will provide a classroom atmosphere which is harassment-free in nature and nondiscriminatory on the basis of race, religion, color, sex, age, disability, marital status, sexual orientation, and national origin.

- Faculty will respect the confidentiality of students with disabilities and will not disclose information on any student's disability without prior consent. This includes even mentioning to fellow classmates that a particular individual has a disability.

Whenever a special accommodation, auxiliary aid or accessible design standard is necessary in order to assure equal access to and full participation by students with disabilities in college programs or services, the department or service responsible for the program or service to which the individual requires access, will work with the Disability Support Programs and Services (DSPS) to ensure that reasonable accommodation are made.

CONFIDENTIALITY

Whatever information a student shares with faculty regarding a disability is highly confidential and needs to be treated as such. Under no circumstances should a student's disability situation be discussed in front of the class or in the presence of other students. Information on a student's disability should not be shared with other faculty or staff unless there is an absolute need for them to be informed (i.e. issues of safety).

In order to receive accommodations, students must disclose they have a disability and have a need for academic accommodations authorized through DSPS. **However, students are not required to disclose specific information on their disability to a faculty member since this information has already been obtained or will be obtained through DSPS.**

DISABILITY CATEGORIES & INSTRUCTIONAL TIPS

Each student brings a unique set of experiences to college, and a student with disabilities is no exception. While many learn in different ways, their differences do not imply inferior capacity to learn. Course requirements for students with disabilities should be consistent with those for other students.

In order to receive appropriate reasonable accommodation, a student with a disability must also have an educational functional limitation, which directly impacts the educational process. Determining that a student has a disability may not always be a simple process and requires documentation from a qualified professional. DSPS professionals review such documentation with the student and based on the limitations outlines reasonable academic accommodations.

California community colleges serve students with a wide variety of disabilities. **Visible disabilities** are noticeable through casual observation, for example, an immediately recognizable physical impairment, or the use of a cane, a wheelchair, or crutches. Other students have what are known as **hidden disabilities** which may include hearing impairments, legal blindness, cardiac conditions, learning disabilities, ADHD, cancer, diabetes, kidney disease and psychiatric or seizure disorders. Finally, some students have multiple disabilities caused primarily by conditions such as cerebral palsy, multiple sclerosis, or traumatic brain injury. Depending on the nature and progression of the condition or injury, it may be accompanied by a secondary impairment in mobility, vision, or hearing, to name a few. This may in turn pose greater difficulties than the primary diagnosis.

Students with a disability may identify themselves to DSPS and/or to their instructors before or early in the semester. Others, especially those with hidden disabilities, may not identify themselves because they fear being challenged about the legitimacy of their needs. Such students, in the absence of instructional adjustments, may experience problems completing course requirements. In a panic, they may identify themselves as having a disability just before an examination and expect instant attention to their needs. If that happens, the faculty member should send the student to DSPS where they will arrange a meeting

with a counselor, who in turn will document their disability and determine academic accommodations if applicable.

Faculty members are encouraged to **include a statement in their course syllabus**;

- Which advises students that a student with a verified disability may be entitled to a reasonable accommodation;
- Invites students with disabilities to schedule an appointment to discuss their accommodation needs with faculty.

Visual Impairments

Included in this category are disorders in the structure and functions of the eye as manifested by at least one of the following:

- (1) visual acuity of 20/200 or less in the better eye after the best possible correction,
 - (2) a peripheral field so constricted that it affects the student's ability to function in an educational setting,
 - (3) a progressive loss of vision which may effect the ability to function in an educational setting.
- Examples of visual impairments include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

Students with visual impairments often benefit from the following accommodations:

- special testing arrangements
- access to classroom materials in alternate format (i.e., audio, large print or Braille)
- a test proctor for reading exam questions and writing down answers
- access to adaptive technology
- note taking assistance
- audio recorded lectures and priority registration.

Instructional Tips

Make lists of required readings available before the first day of class. A student with a visual impairment often needs to have standard printed information reformatted (i.e., Braille, large print, audio or electronic format for use with technology). Converting to these alternate formats often takes a considerable amount of time to do. Make sure that you send a copy of your syllabus to DSPS in advance of the start of your class. If there are exams available that you will be using for the term, DSPS will accept them early (up to a month in advance of their use) so that they can be put in alternate format. **Please note that math exams take up to 2 weeks to braille and will need to be submitted as early as possible.** Because math Braille is produced off-campus, submitting multiple exams at one time for production is preferred. Whenever possible, provide students with chapter outlines or study guides that cue them to key points in their readings.

- Read all information that is written on the chalkboard or overhead transparencies.
- Make sure when students are working in groups with a visually impaired student that information being used to complete an assigned task is read out loud.

- Talk in a normal tone of voice when speaking and face the class.
- If requested, assist the student in finding a volunteer note taker, or tutor.
- Provide copies of lecture notes (these can be converted to the preferred format the student uses).
- Some visually impaired students may require time extensions on assignments.
- Plan field trips and internships in consultation with DSPS staff.
- Be prepared to assign a student to work with a visually impaired student in a lab setting, or work with DSPS to identify a lab assistant.
- In-class assignments will likely need to be completed out of class.
- Don't be afraid to consult with the student on determining what additional assistance they might require to complete your course.

Physical Impairments

Musculoskeletal and connective tissue disorders, as well as neuromuscular disorders, are physically disabling conditions, which may require adaptation of the physical environment or curriculum. Examples include, but are not limited to, cerebral palsy, absence of some body member, clubfoot, nerve damage to the hand and arm, cardiovascular aneurysm (CVA), head injury and spinal cord injury, arthritis and rheumatism, intracranial muscle disorders.

Students with physical impairments may benefit from the following accommodations:

- special testing arrangements
- a test proctor for writing down exam answers
- access to specially adapted equipment (i.e., special computer)
- note taking assistance
- audio recorded lectures
- special seating arrangements (i.e., accessible table and chair)
- and priority registration.

Instructional Tips

- Be prepared to have your classroom changed if it is held in an inaccessible location.
- Do not use accessible classroom furniture if you know that a student needs it.
- If your class involves laboratory work, make sure that students with physical impairments have an accessible lab station.
- Students with severe physical impairments may need to be teamed with another student to complete assigned laboratory work.
- Students with certain physical impairments may need to stand up or temporarily leave the room to stretch their muscles.
- In-class assignments may need to be completed out of class.
- Some students with physical impairments may need extensions for assigned work.

- Always consider the accessibility of a field trip or internship site. Inaccessible locations should be avoided. However, if you have no choice on the location of a field trip or internship, consult with DSPS for some creative solutions.
- Students using wheelchairs or other mobility aids may experience some delays in getting to class on time due to barriers encountered on campus.

Hearing Impairments

Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing DSPS or deafness, and acoustic trauma hearing DSPS or deafness.

Students with hearing impairments may benefit from the following accommodations:

- note taking assistance
- sign language interpreter
- seating in the front of the class
- assistive listening device (if available)
- and priority registration.

Instructional Tips

- Front row seating for hearing impaired students is very important in most cases.
- Keep your face within view of the student when speaking.
- If a student is using an interpreter talk directly at the student. Recognize that there is a slight lag on the information being translated to the student from the interpreter.
- Repeat the questions and remarks of other people in the room.
- Use visual aids and the chalkboard to reinforce spoken presentations.
- If requested, assist the student with finding a note taker.
- When possible, provide student with class outlines, lecture notes, lists of technical terms and printed transcripts of audio material.
- Always use videos or movies that are closed captioned or are at least available with a verbatim script.
- Do not obstruct the student's view of the interpreter.

You might be asked by a student to wear an assistive listening device if available. Don't be afraid to ask the student what additional assistance they may need to complete your course.

Speech Impairment

These impairments include disorders of language, articulation, fluency, or voice which interfere with communication, pre-academic or academic learning, vocational training, or social adjustment. Examples include, but are not limited to, cleft lip and/or palate with speech impairment, stammering, stuttering, laryngectomy, and aphasia.

Students with speech impairments may benefit from the following accommodations:

- substitution of projects in lieu of classroom presentations
- audio recording or videotaping of a presentation in place of live speech
- and in some cases an interpreter.

Instructional Tips

- Give students the opportunity, but do not compel them to speak in class.
- Permit students the time they require to express themselves without unsolicited aid in filling in gaps in their speech.
- Address students with a regular tone of voice.
- Consider course modifications such as one-to-one presentations, written scripts in place of presentations, audio record or videotape presentations.

Psychological Impairments

Individuals with a psychological impairment must have a DSM IV Axis I diagnosis to warrant the need for support services through DSPS. Examples include, but are not limited to, schizophrenia, bipolar disorder and schizoaffective disorder. There is a considerable amount of variation amongst students with this type of disability. For example, not all students with depression will need special accommodations through DSPS. In fact, many do not. It is very important to keep in mind that the majority of students with psychological impairments are under treatment and quite functional.

Students with psychological impairments may benefit from the following accommodations:

- allow for missed exams to be made up
- extensions on class assignments
- note taking assistance and special testing accommodations.

Instructional Tips

- Students may benefit from extended time on classroom assignments when their condition warrants it.
- Discuss inappropriate behavior with the student privately. Clearly discuss what is considered acceptable classroom conduct. If abusive or threatening behavior occurs, contact the disciplinary dean or VPSS.
- All students are held to a Standards of Student Conduct (no exceptions).

Specific Learning Disabilities

"Learning disabilities" is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, writing, reading, reasoning, mathematical abilities, or social skills. Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other learning disabilities in the basic psychological or neurological process. Such disorders do not include learning problems which are due primarily to visual, hearing, or motor handicaps, mental retardation, and emotional disturbance, below average aptitude or environmental deprivation. Any student

with a suspected learning disability must present assessment results that are current and which meet California Community College Learning Disability Eligibility Criteria.

Students with learning disabilities may benefit from the following accommodations:

- note taking assistance
- special testing accommodations
- use of a test proctor for reading test questions and writing down answers
- extended time for in-class and out-of-class assignments
- access to books in digital format
- and use of an adaptive computer.

Instructional Tips

- Clearly separate items when spacing them on the exam sheet. For a student with perceptual deficits, for whom transferring answers is especially difficult, avoid using answer sheets, especially computer forms. Allow them to write answers on the test or even dictate their responses.
- Make lists of required readings available well before the first day of class to allow students to begin their reading early or to arrange to obtain digital books.
- Read aloud material that is written on the chalkboard or overhead transparencies.
- Repeat or reword complicated directions.
- Provide clear photocopies of your notes and overhead transparencies.

Consider alternative test designs. For example, some students with learning disabilities may find essay formats difficult. A student with a visual perceptual impairment may have trouble with tests requiring them to visually search and match different items.

Cardiovascular and Circulatory Conditions

Such conditions include, but are not limited to, congenital heart disease, rheumatic fever and chronic rheumatic heart disease, arteriosclerotic and degenerative heart disease, other diseases or conditions of the heart, other hypertensive diseases, varicose veins and hemorrhoids, and other conditions of the circulatory system.

Students with cardiovascular and circulatory conditions may benefit from the following accommodations:

- allow for missed exams to be made up
- extensions on class assignments
- and priority registration.

Instructional Tips

- Students may miss classes due to illness and therefore, may need extensions on class assignments, exams and projects.

- Students may need to get up and move around the classroom.

Environmental Illness

Students with this disability may have adverse reactions to environmental pollutants such as solvents, volatile organic chemicals, smoke, perfume, paint, carpet or pollen. Serious health problems may result from exposure to certain pollutants. DSPS determines on a case-by-case basis how to best accommodate students with this type of illness.

Instructional Tips

- Students may approach an instructor and request that they make a request to the class to please refrain from wearing artificial scents. This is acceptable. Though students cannot be made to stop wearing artificial scents they can be requested to do so.
- Be prepared to have the class moved to another location if a student simply cannot function in a certain room due to carpeting or paint.
- Other conditions that necessitate administrative or academic adjustment and that do not fit into any of the above categories may also qualify.

Other Disabilities: A growing trend of students report having disabilities which include: Attention Deficit Disorders, Asperger's Spectrum Disorder, Autism, Post Traumatic Stress Disorder (PTSD), as examples. Depending on the primary and secondary disabilities (if any) and their impact on the individual, the accommodations and needs of each student are individualized and will require attention on a case by case basis.

The tips you find in this guide are not a complete list of options. At any point in the semester, you may contact DSPS if you have questions or concerns about how to work best with a student. We encourage faculty to have a one-on-one meeting with a student in your office shortly after receiving the DSPS Confidential Memo. This is an opportunity for you discuss the listed accommodations, how they will work in your class and how you with both be communicating about the accommodations during the semester.

Disability Support Programs and Services (DSPS)

DSPS, located in Portable 48 (across from the Child Development Center), was formed to address issues brought to the forefront by Section 504 of the Rehabilitation Act of 1973. Presently, DSPS is staffed with a DSPS Clerk, Educational Media Design Specialist, Coordinator, Learning Disabilities Specialist, a part-time High Tech Center Instructional Assistant and adjunct counselors. DSPS reports to the Dean of Counseling and Student Services.

Roles and Responsibilities of DSPS

Initially, the program office primarily dealt with program and physical access issues. Today's technology era presents a different type of access issue. It is the responsibility of the DSPS office to advocate on the behalf of students with a disability and to facilitate the provision of approved accommodations-- making college programs, activities and facilities fully accessible. DSPS works closely with faculty to provide resources and guidance in the implementation of reasonable accommodations.

DSPS has the responsibility of facilitating the following services to students with a documented need:

- interpreter and/or captioning services (outside contractors)

- alternate media format production (as permitted)
- note taking assistance (with paid stipends to eligible note takers)
- reader/scribe services for exams, disability-related counseling (as permitted)
- supplemental specialized orientation to DSPTS
- test taking facilitation
- and adaptive technology assistance including access to, and arrangements for, adaptive educational equipment, materials, and supplies required by students with disabilities (all of these services are contingent on verified need).

In addition to the required support services listed, DSPTS currently provides the following:

- assistance with assessment placement with special accommodations
- diagnostic assessment for students with suspected learning disabilities
- liaisons with campus and community agencies; professional resources to staff and faculty regarding student with disabilities
- collaboration with campus facilities regarding access to furniture in the education settings
- and collaboration with campus outreach staff to increase the representation of students with disabilities.

DSPTS has developed the following information with the goal of providing understanding and guidance to the college community about DSPTS services and processes:

1. Guidelines for Referral to CRC DSPTS
2. Test Proctoring Guidelines for Instructors
3. Learning Disability Assessment Information
4. ADA Frequently Asked Questions (FAQ) for faculty

Please visit crc.losrios.edu/DSPTS for this additional information or to obtain instructor-related resources. (916) 691-7275

Disabilities in Higher Education and the Law

Because the fundamental principles of nondiscrimination and accommodations in academic programs are articulated in the Rehabilitation Act, Section 504 of 1973, Americans with Disabilities Act of 1990, as well as in Title V of the California Code of Regulations, we have included some legal information for you in this guide. In accordance with these laws and their recent amendments, CRC endeavors to make reasonable accommodation in its policies, practices, and facilities, to ensure equal opportunity for eligible persons with disabilities to participate in all programs and activities.

Rehabilitation Act of 1973

Section 504 specifically states: "No otherwise qualified individual with handicaps in the United States, as defined in section 7(8), shall, solely by reason of the 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 or under any program or activity conducted by any Executive agency or by the United States Postal Service" --*The Rehabilitation Act of 1973*

The effect of Section 504 on post-secondary institutions is summed up by the concept of program accessibility to students with disabilities. "Accessibility includes the elimination of policy barriers, the provision of auxiliary aids...and the provision of equal educational services and programs to disabled and non-disabled students, as well as the traditional physical access to the campus" (Johns, CAPED, Vol. 1 (No. 1), p. 7). Furthermore, 504 states: "In its course examinations or other procedures for evaluating students' academic achievements, institutions shall provide such methods for evaluating the achievements of students who have a disability that impairs sensory, manual or speaking skills as will best ensure that the results of the evaluation represent the student's achievement in the course, rather than a student's impaired skills (except where such skills are the factors being measured)" (Section 504, Subpart E, 104.44 c). An instructor, in some cases, may be required to modify test arrangements for students with disabilities. For example, a student with a learning disability may be given the option of completing an oral exam rather than an essay type exam. The modified format of a standardized exam will depend upon the nature of a student's disability and the best way to measure the student's knowledge of the subject.

The Rehabilitation Act of 1973 defines individuals with disabilities covered in Title V as "any person who (i) has a physical or mental impairment which substantially limits one or more major life activities (i.e., caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working), (ii) has a record of such impairment."

Americans with Disabilities Act (ADA)

In 1990 the ADA became law, extending universal civil rights protections to individuals with disabilities for the first time. The ADA was modeled on the Section 504 regulations and the federal case law that interpreted them. The ADA extended the protection for individuals with disabilities beyond federally funded institutions.

The ADA uses the same definition of an individual with disabilities as Section 504, and specifies three protected categories: (1) Individuals who have a physical or mental impairment that substantially limits one or more major life activities; (2) Individuals who have a record of a physical or mental impairment that substantially limits one or more major life activities; and (3) Individuals who are regarded as having such an impairment.

Both the ADA and Section 504 regulations state that the college shall provide academic accommodations unless:

- (a) The college can demonstrate that the accommodations are not necessary to ensure nondiscriminatory participation by a student with a disability, or
- (b) The college can demonstrate that the academic requirement for which an adjustment is requested is "essential to the program of instruction being pursued by (the) student".

Legal References: Section 504 of the Rehabilitation Act of 1973, 1990 Americans with Disabilities Act, Title II.

This guide is a work in progress and developed for your reference. If you have any questions, or need additional information, please contact DSPS at 916-691-7275.

1/2013