



Clovis Community College

DISABLED STUDENT PROGRAMS AND SERVICES (DSP&S)



FACULTY HANDBOOK

Welcome

Dear Crush Faculty,

Thank you for your commitment to students with disabilities. The purpose of this handbook is to orient you to DSP&S policies and procedures, and provide best practices in working with students with disabilities at Clovis Community College (CCC). Our goal is to assist you in understanding your role and responsibilities when providing academic accommodations and accessibility in your courses (e.g., face-to-face, synchronous, asynchronous, lab, etc.).

DSP&S strives to promote and practice our mission and vision statements. We believe, through collaboration and awareness, students with disabilities can be provided with an equitable educational opportunity at CCC.

DSP&S Mission – The Disabled Student Programs and Services (DSP&S) office at Clovis Community College is dedicated to facilitating approved academic adjustments and auxiliary aids to students with verified disabilities. We strive to do this by building relationships between students, faculty, and staff that foster equity and inclusivity through accessibility awareness. We empower self-advocacy and independence that motivates students to pursue academic excellence.

DSP&S Vision – CCC DSP&S envisions institutional programs and activities that are inclusive, accessible, and equitable for all people with disabilities.

Disclaimer – The Americans with Disabilities Act (ADA) and Section 504 of The Rehabilitation Act of 1973 require institutional compliance when providing an equal opportunity for students with disabilities to participate in educational offerings. Since there are numerous disabilities, and no two students are alike (i.e., course schedule, social economic status, disability degree, etc.), CCC disability counselors develop an Academic Accommodation Plan (AAP) that tailors to each student's needs. Accommodation is determined by disability verification and the disability specialists' expertise in the area. There is not a one-size fits all approach when providing academic auxiliary aids and adjustments, otherwise known as academic accommodations. This handbook will highlight the most common accommodations, but please do not regard this handbook as an official legal document. This is a guidance and best practices handbook.

Access for individuals with disabilities is a campus-wide responsibility shared by all faculty, staff, and administration. It is the responsibility of the college to educate and inform faculty, staff, and administrators of their role in delivering and providing accessible instructional resources to students. Collaborate with DSP&S to ensure your classroom management includes accessibility.

DSP&S staff look forward to collaborating with you to optimize your classroom accommodation and accessibility standards for our Crush students needing DSP&S services. Together we can accommodate students, allowing them to achieve their full academic potential.

~ CCC DSP&S Team

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DSP&S Office Logistics



Disabled Student Programs and Services (DSP&S)

559.325.5050

dsps@cloviscollege.edu

AC2 175 (Front-desk services)

AC2 171 (Adaptive Technology Center)

AC2 177 (Testing Center)

M-F 8:00 a.m. to 5:00 p.m.

DSP&S Staff

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Alternate Media Specialist	Robert Salinas	325.5436	Robert.salinas@cloviscollege.edu
DSP&S Testing Center Technician	Rachel Barcelos	325.5276	Rachel.barcelos@cloviscollege.edu
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Student Eligibility for DSP&S

Students with disabilities must self-identify and be willing to apply to DSP&S services. All students are required to be registered with the State Center Community College District (SCCCD) before applying to the DSP&S program. Applications are submitted through the Accessible Information Management (AIM) platform. Disability verification is required by an appropriate licensed professional.

Once enrolled in DSP&S, students must:

1. Maintain responsibility of requesting academic accommodations semesterly through their AIM portal.
2. Maintain program eligibility by connecting with the DSP&S office annually; semesterly is recommended.
3. Meet Academic Standards College Progress Policy.
4. Develop an Academic Accommodation Plan (AAP) through an interactive discussion with their DSP&S Counselor.

The students' AAP specifies which academic accommodations have been approved based on disability verification. This information is relayed to instructors as a request for services in their course as a Faculty Notification Letter (FNL). *Instructors can access this information in the instructors AIM Portal. Additional information will be found in the latter part of this handbook.

Note: Participation in DSP&S is voluntary. Not all students with disabilities qualify and/or require DSP&S services. Some students can opt out of DSP&S services and request accommodations through the campus ADA/504 Coordinator.

Examples of Students who may opt out of DSP&S:

1. Students who utilize a Service Animal. Students who utilize a Service Animal do not need to register with the DSP&S office to exercise their right to have a service animal on campus, though it is highly recommended.
2. Students with specific medical diagnosis. A student who has diabetes (for example) may choose not to self-identify with DSP&S.
3. Students with temporary disabilities. A student who is using crutches (for example) may choose not to self-identify with DSP&S to receive temporary accommodation.

DSP&S Student Referral

There are *three ways* a student can be referred to DSP&S by faculty.

1. General Announcement of DSP&S and disability accommodations

- a. Faculty has a captured student audience. It is best practice that instructors review their disability statement with students on the first day of class when reviewing the course syllabus. Example syllabi disability statements are provided in the latter part of this handbook. In general, it is recommended that instructors include DSP&S contact information and encourage students with disabilities to use DSP&S as a student resource that is provided under the Students Services division.

2. Student self discloses their disability

- a. If a student self discloses to you that they have a disability or condition, explain that the DSP&S program could be a helpful way to obtain additional support and resources. If the student may not feel that their disability is “severe” enough or constitutes as a disability to qualify for services, you can inform them that DSP&S serves all types of disabilities/conditions. Encourage them to connect with DSP&S to learn about the program. If the student agrees, you can contact our team via email and include the student to make a direct connection or walk the student over to AC2 175.

3. You observe a student is academically, emotionally, and/or physically struggling

- a. If you observe a student academically, emotionally, and/or physically struggling in your course, it is recommended that you place a Starfish Early Alert referral. A DSP&S counselor will be notified to make a connection. Please contact Nancy Chavero at Nancy.chavero@cloviscollege.edu for Starfish Early Alert/Referral inquiries.
- b. The Early Alert DSP&S language to faculty reads: *Please refer students to DSP&S who are showing signs of struggling in the following areas: academically, physically, and/or emotionally. A DSP&S counselor will reach out to discuss resources and determine eligibility for services. Your alert will remain confidential. ***This alert is not related to disruptive behavior. Please fill out the Disruptive Student Behavior Report if necessary.****
- c. The Early Alert email notification to students reads: *Dear Crush Student, CCC provides campus resources for a variety of student situations. Do you know that we assist students who may be feeling overwhelmed or facing barriers in the classroom? The DSP&S program assists students who may be academically, physically, or emotionally struggling in the following areas: feeling overwhelmed with homework, increased anxiety during quizzes and exams, or not being able to keep up with class notes. Academic accommodations can be provided based on verification of disability. Some accommodations are the ability to have extra time on exams, record class lectures, and receive a note-taker to assist you with notes. Academic struggles may be related to a learning, mental health, or physical disability. If you experience any of the above when it comes to school and would like academic accommodations, please reach out to DSP&S at 559.325.5050 or by emailing us at dsps@cloviscollege.edu DSP&S actively serves over 850 students. We have a dedicated department of counselors and staff to ensure you receive resources.*

Disability Laws and Policies

Section 504 of the Rehabilitation Act of 1973 is a 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.

Section 508 of the Rehabilitation Act of 1973 requires universal access to “electronic information technology,” including school and classroom websites. All technology-related material in your classroom must be accessible. (i.e., accessible videos, PDFs, websites, proctoring sites, audio files, etc.)

Americans with Disabilities Act (ADA) became law in 1990. The ADA is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general population. The purpose of the law is to make sure that people with disabilities have the same rights and opportunities as everyone else. Title II of the ADA encompasses equal access to students with disabilities at the postsecondary level.

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 [...]”

What the Law Requires: Equal, Not Preferential Treatment

1. Equal access to instruction, services, activities, and facilities of the college.
2. Students must be evaluated on ability, not disability.
3. 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:

1. The law does not require providing accommodations to a student who verbally claims a disability but has not provided documentation to the college, either through DSP&S or through the ADA/504 coordinator.
2. The law does not require providing personal devices such as wheelchairs, hearing aids, or glasses.
3. The law does not require providing personal services such as assistance with eating, dressing, or mobility.
4. 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 standard.

Disability Terminology

Over the years, instructors have asked what constitutes a reasonable accommodation, fundamental alteration, and a timely manner in regard to academic adjustments and auxiliary aids.

The below terms are not monolithic when defined in disability law. Rather, the terms are used in law and are to be applied on a case-by-case basis. The outcomes of these terms are dependent on the context of the accommodation request and disability verification/status. DSP&S counselors are experts in academic rehabilitation counseling. DSP&S certificated faculty have the ability to analyze disability statuses and apply academic accommodations for the purpose of achieving each student's integration in campus programs and services. DSP&S counselors develop an Academic Accommodation Plan (AAP) that entails which services students are eligible to receive. Institutional members should abide by the AAP and implement approved accommodations in course and program offerings which allow students to reach their full academic potential when exercised appropriately.

Important: Provide nothing more, nothing less.

DSP&S has coined the above motto to emphasize the importance of providing exact accommodations on the Faculty Notification Letter (FNL) provided to instructors. Providing more of what is on the accommodation form sets a precedence that other faculty, DSP&S staff, or institutions may not approve. Providing anything less opens our institution to a discrimination lawsuit from the Office of Civil Rights.

Reasonable Accommodation

Section 504 requires reasonable accommodation in the postsecondary arena. DSP&S counselors are considered experts in the field of disability services in relation to academic accommodations when determining reasonable accommodations. DSP&S counselors review disability verification and have an interactive discussion with students to approve what is deemed as a reasonable accommodation for students in courses. There are three areas considered to be unreasonable for accommodation requests: accommodations cannot pose a direct threat to others, accommodations cannot make substantial changes to curriculum/SLOs, and accommodations cannot pose an undue financial hardship or administrative burden. Below are examples of unreasonable accommodations.

1. Direct threat – a person with a visual impairment of blindness wants to obtain a forklifting certificate. The student would need to hold licenses to participate in the course to operate machinery. Allowing unlicensed individuals who are visually impaired to operate machinery could put other faculty/staff/students in a direct threat situation.
2. Curriculum changes – A student would like to substitute a math course to obtain a degree where math is a definitive requirement (e.g., nursing, teaching). It would be unreasonable to approve a student for a math substitution in a degree that requires math. DSP&S counselors would advise students to alter their educational plan to a degree that does not require math (e.g., communications, art).
3. Undue financial/administrative burden – A student with a disability who is unable to reach campus for a “hands-on” course in a discipline that does not offer online courses cannot request an online section or portion be created to obtain course credit.

DSP&S recommends the article written by Jane Jarrow, “What is a Reasonable Accommodation” to learn more.

Jarrow, J. E. (1997). What is a Reasonable Accommodation? Pepperdine University website.

Fundamental Alteration

The Department of Justice has defined a “fundamental alteration” as a “modification that is so significant that it alters the essential nature of the goods, services, facilities, privileges, advantages or accommodations offered.” Below is an example of a fundamental alteration.

1. A student has a personal attendant to assist with their activities of daily living (i.e., assistance with restroom and feeding needs). The student's personal attendant has been approved for physical assistance. In a practicum course, the student would like to use their personal attendant as an accommodation by allowing them to facilitate the requirement of a group activity. The courses SLO clearly measures the students' ability to run the group activity on their own.

The student would be allowed to use the personal attendant to assist with physical needs of facilitating the group activity (i.e. passing out and collecting papers). However, the request to allow the personal attendant to co-facilitate would be a fundamental alteration to the courses SLO which is measuring the student's ability to facilitate the group activity on their own.

Some helpful articles about Fundamental Alteration are listed below:

Stone, K. L. (2006). The Politics of Deference and Inclusion: Toward a Uniform Framework for the Analysis of Fundamental Alteration under the ADA. *Hastings LJ*, 58, 1241.

Rosenbaum, S. J., Teitelbaum, J. B., Mauery, D. R., & Stewart, A. M. (2003). Reasonable Modification or Fundamental Alteration? Recent Developments in ADA Caselaw and Implications for Behavioral Health Policy.

Timely Manner

Employers are mandated to respond to requests for accommodations timely, and in good faith. Likewise postsecondary institutions must provide academic accommodations in a timely manner which is deemed as promptly as possible to when the request was made. Disability law does not distinguish what constitutes a reasonable timeframe. Rather, much like the “[reasonable person standard](https://www.shrm.org/resourcesandtools/tools-and-samples/hr-glossary/pages/reasonable-person-standard.aspx),” (<https://www.shrm.org/resourcesandtools/tools-and-samples/hr-glossary/pages/reasonable-person-standard.aspx>) the time in which academic accommodations are provided is dependent on what is reasonable based on the student, disability, and academic setting. Taking a holistic approach is necessary when determining the time frame. If the college is ever in litigation, an investigation will be conducted, and a timeline of requests and responses will be gathered to determine if the college was acting promptly to students' requests. The following is an example of accommodations regarding a timely manner:

An instructor is uploading video recordings to Canvas. The recording is not closed captioned. A Deaf student needs the videos captioned to complete an assignment. The instructor doesn't know how to add captions to their video so suggests the student contact DSP&S. Based on Section 508 it is the instructor's responsibility to

have their videos captioned. If the instructor consistently fails to upload captioned videos this puts the student at a disadvantage. The longer the instructor waits to caption videos the longer it takes to accommodate the student promptly and accurately. DSP&S recognizes it may take time to learn how to appropriately add captions to videos. It is advised the instructor work with DSP&S. Some suggestions to remediate this situation is to have the video ASL interpreted, have a captioning service add captions for the initial assignment, provide an alternate assignment that meets the SLOs. It is expected that after the first few times, the instructor will be proactive and have all videos accessible. This practice would ensure the Deaf student receives their accommodation in a timely manner and has the opportunity to complete the same assignment as other students within the same timeframe.

Below is a helpful website to review timely accommodation requirements.

<https://www.ldonline.org/ld-topics/legislation-policy/college-students-and-disability-law>

Students Rights and Responsibilities

Student Confidentiality

Under the Federal Right to Privacy Act (FERPA) and related laws affecting higher education, students have the right to confidentiality. 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, elder abuse, or the abuse of a dependent adult. DSP&S staff cannot disclose the student's disability.

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 and confidential manner. If the instructor reveals that the student has a disability to their 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. For example, it is not acceptable to announce the student's name when making a note taker announcement. Do not discuss the student's disability in class or in the presence of other students. When you are emailed a Faculty Notification Letter (FNL) that states a student's approved accommodations/services, or if the student shares that information with you verbally or in writing, that information must be kept confidential.

Student Rights

According to Title 5 SECTION 56008, students with disabilities have the right to:

1. Participate voluntarily in Disabled Student Programs and Services.
2. Be included in participation in any course, program or activity offered by the college where accommodations can be utilized to fully participate.

3. Have their records maintained by DSP&S 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 Chapter 5 of this Division.

Student Responsibility

Students with disabilities have the responsibility to:

1. Provide DSP&S with verifiable documentation of their disability.
2. Request and receive accommodations in a timely manner. Students must abide by policies surrounding timeliness (i.e., refrain from same-day accommodation requests). Though DSP&S will provide them if logistically possible, requests should be made with ample time to allow staff to coordinate. DSP&S has policies surrounding certain accommodation requests. Please contact DSP&S to determine if a specific accommodation request has a timeframe.
3. Follow the appropriate and required procedures to obtain accommodations.
4. Work collaboratively with DSP&S and their instructors to determine how to implement accommodations.
5. Maintain the academic and conduct standards of the college Section 56010 of Title 5 which provides further details on student responsibility.

Faculty Rights and Responsibilities

Faculty Rights

Faculty have the right to:

1. Set academic standards.
2. Evaluate the student based on the standards of the class and to grade accordingly.
3. Appeal a decision regarding the provision of accommodation, when doing so would pose a fundamental alteration to the course of program curriculum. Appeals should be submitted to the Director of DSP&S. If an instructor is dissatisfied with the appeals outcome, they can process a complaint. It is recommended to follow the informal complaint process. Please view the informal and formal complaint process, found within the [DSP&S Faculty Resource tab](#).

<https://www.cloviscollege.edu/faculty-and-staff/dsps-faculty-resources/index.html>

Faculty Responsibility

Faculty have the responsibility to:

1. Work with the students to provide accommodation(s) in a timely manner (as prompt as possible).
2. Provide material and course content in accessible formats. Work with the CCC Alternative Media Specialist or Instructional Designer regarding technology-related accessibility.
3. Reach out to DSP&S with any accessibility related questions.
4. Select textbooks in a timely manner so that alternate format can be ordered from the publisher or converted by the CCC Alternative Media Specialist. DSP&S views the Bookstore text offerings for courses or course syllabus to determine text books.
5. Respect and maintain a student's rights to confidentiality by not announcing or discussing the student as a participant of DSP&S in the presence of other students and/or staff.

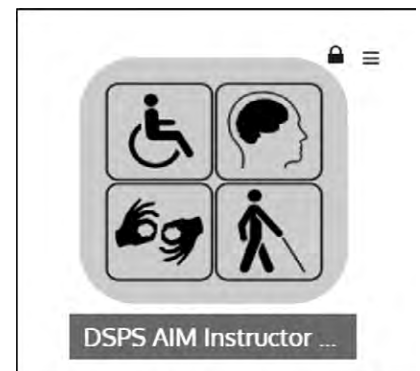
Contact DSP&S if there is a concern about any accommodation and/or services.

Use the Faculty AIM portal to monitor accommodations for students with disabilities in your course offerings.

Accessible Information Management (AIM)

AIM is the DSP&S computerized data management system. All DSP&S student files are housed in AIM. All district instructors have access to AIM to assist in managing course accommodations. DSP&S utilizes AIM to manage the following processes:

1. Student Applications
2. Student Intakes and Case-Notes
3. Verification of Disability
4. Development of Academic Accommodation Plans (AAP)
5. Accommodation requests (for most accommodations).
6. Consent to Release of Information
7. Accommodation Agreement Forms
8. Release of Faculty Notification Letters



SCCCD Faculty AIM Portal Icon

AIM has two portals accessed by SCCCD single sign-on that can be found in the apps catalog:

1. SCCCD staff portal – Video Link on how to use [AIM for Faculty](https://www.cloviscollege.edu/faculty-and-staff/dps-faculty-resources/index.html).
<https://www.cloviscollege.edu/faculty-and-staff/dps-faculty-resources/index.html>
2. SCCCD student portal

DSP&S Services

Disability Counseling

DSP&S offers a hybrid of counseling services in the forms of face-to-face and remote counseling. Counselors provide counseling services related to academic adjustments and auxiliary aids by utilizing the Accessible Information Management (AIM) system. During a required intake appointment, an interactive discussion about the student's academic barriers caused by their verified disability(ies) leads to the creation of an Academic Accommodation Plan (AAP) required by Title 5. Examples of academic adjustments and auxiliary aids may include but are not limited to extended time on testing, sign language interpreters, note-taking, course recording, electronic text, course policy adjustments, tram services, etc. DSP&S counselors also work as liaisons between faculty and students to provide clear information regarding accommodations and services and to facilitate academic success. Classified staff assist with the implementation of academic adjustment and auxiliary aids by keeping track and ensuring students receive their approved accommodations.

Academic Counseling

Counselors academically advise students by creating Comprehensive and/or Abbreviated Student Educational Plans to ensure students are on the right track toward their declared majors and/or certificate programs. Counselors provide information regarding campus services, resources, and success strategies, as well as career guidance to students. DSP&S counselors collaborate with General Counseling to assist student drop-ins, participate in Registration-to-Go, outreach to Early Alert referrals, and on campaigns related to planning, completion, and transfer.

Learning Disability Assessments

DSP&S provides learning disability assessments to enrolled Clovis Community College students seeking to be assessed for a specific disability. If verified with a disability, these students would then be admitted into disability services. Students previously diagnosed with a learning disability can be reevaluated to update documentation for high stakes tests and to meet requirements for transfer institutions. The Learning Disability Specialist also provides on-going learning strategies and resources to all DSP&S and general education students as needed. The Learning Disabilities Specialist also provides training to faculty and staff regarding strategies to better serve all Clovis Community College students, and especially students with disabilities.

Transition to College

DSP&S provides outreach services to Clovis Unified School District and other CCC feeder schools. The Transition to College counselor works with local feeder high school students who have Individualized Education Plans (IEPs) and/or 504 plans established with disability services at their high school. DSP&S ensures these students are transitioned as seamlessly as possible to CCC.

Alternate Media Specialist/ Adaptive Technology Center

DSP&S has a dedicated Adaptive Technology Center [ATC] Located in AC2 171] coordinated by the DSP&S Alternate Media Specialist (ALTM Specialist). The ATC is a designated center that houses fully accessible computers. DSP&S students may utilize ATC computers within operating hours. Students can also print ten free pages per day. Our ALTM Specialist coordinates technology related accommodations, and also teaches students and faculty how to utilize such accommodations.



Adaptive Technology Center (ATC – AC2 171)

Standardized Syllabus Disability Statement

Include a statement in your course syllabus inviting students with disabilities to discuss their academic accommodation needs with you. The disability statement is a great referral resource for students with disabilities to the DSP&S office.

Sample Syllabi Disability Statement

Accommodations for Disabilities: Clovis Community College is committed to providing equitable academic opportunities for students with disabilities.

If you are currently receiving services from the Disabled Student Programs and Services (DSP&S) office and would like accommodations, be sure to request your accommodations through the AIM portal to generate a Faculty Notification Letter (FNL). Letters should be shared as early as possible so we may partner to arrange disability-related services and identify any barriers to access and inclusion for you.

If you experience any kind of disability or feel you may have a disability (learning, physical, emotional, or other) and need accommodations or auxiliary aides, please register with the Disabled Student Programs & Services (DSP&S) office. A DSP&S counselor will evaluate your needs, support appropriate and reasonable accommodations, and prepare a Faculty Notification Letter (FNL). To get started, or to re-initiate services, please visit the DSP&S website or contact DSP&S at dsps@cloviscollege.edu /559.325.5050.

Common Accommodations

Accommodations are the means by which a college gives students the tools necessary to gain equal access to the curriculum. The following is a list of accommodations that are commonly provided in the classroom setting.

Alternative Testing	May include extra time, reduced distraction setting, and/or materials in alternate format.	<p>Discuss student's test accommodations needs and test format to determine how the accommodations can be arranged.</p> <p>CCC provides test proctoring services. To assist you in providing this accommodation, call the DSP&S department at (559) 325-5050 or Testing Services at (559) 325-5276.</p> <p>Professors will be responsible for extending the time for all timed quizzes and exams for online exams on Canvas, Proctorio, etc.</p> <p>If there are any accommodations which you have questions, please contact the student's DSP&S counselor.</p>
Note-taking	Students with disabilities may be unable to take notes on their own and require assistance with producing notes for their classes.	<p>Faculty are responsible for finding a notetaker. Please note that a class announcement for a note taker should be made without naming the student(s). Have volunteers follow the note-taker steps listed on our CCC DSP&S website. There is a \$50 stipend given to the student note-taker at the end of the semester as an incentive for their services.</p> <p>For online lectures, faculty should record their live lectures. For pre-recorded lectures, faculty should provide captions and transcriptions.</p>
Ability to record lectures	Students who would like to record lectures have signed a recording agreement indicating that they will only use lecture recordings for personal academic use; recordings will be discarded after the semester ends.	<p>Allow the student to use their devices (i.e. phone, laptop, recorder) to record the lectures.</p> <p>If you have a zero phone/laptop policy, DSP&S can provide the student with a audio recorder.</p>
Preferential seating	Examples: close to open door/exit, or back against corner of room, etc.	Faculty should help to ensure that the seating is reserved for the student with modified seating accommodation.

Access to food or drinks	Students may need to have light food and drink options to assist with disability management.	For science and computer labs, instructors should address safety while allowing accommodation. Student may step outside if needed.
Alternate Media/E-Text	Students with disabilities may be unable to access course text and materials in the format that is originally provided (e.g. printed textbooks). In this occasion, they are approved for alternate text services through DSP&S.	Instructors should provide the required textbook titles in advance so that students can submit their request to DSP&S. If a student approaches you to discuss the course materials, please advise them on how the materials are accessed (i.e. online, printed materials, E-book) so that students can determine if alternate media services is needed.
Self-directed breaks	Students may be approved for self-directed breaks for various reasons. Students must be discreet when leaving and returning to class.	Instructors should allow the student to leave and return. In addition, do not identify/name the student who is leaving in front of class. Most breaks are no more than 15 minutes. Consult with DSP&S if you feel breaks are becoming excessive.
Course Policy Accommodation Agreement (CPAA)	Students may be authorized excused absences and/or extension on assignments. The CPAA is completed on a case-by-case, per class, and per term basis. The student's DSP&S counselor will email the CPAA contract to the instructor in advance, to review and set the parameters of this accommodation. This inhibits the course from being fundamentally altered.	If you receive an email with a CPAA contract, please review and complete the form as promptly as possible.
Emotional Support Animal	Emotional Support Animals (ESA) differ from Service Animals. Service Animals do not legally need to be signed up with DSP&S. ESA's do need DSP&S approval.	Ask your student if the animal in class is a Service Animal or ESA. All animals cannot be disruptive. If an animal is causing disruption in your course, please contact DSP&S.
Sign Language Interpreters	Deaf and hard of hearing (D/HH) students may utilize sign language interpreters.	Please reference the Deaf and Hard of Hearing Resource link on the CCC DSP&S website. https://www.cloviscollege.edu/student-services/student-support-programs/dsps/dhh-services.html

Memory Aide	Students with disabilities impacting memory can utilize a memory aid.	Memory aids are instructor approved. You can provide an aid, or you can review what the student has developed and give approval.
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Note: There may be other accommodations or comments on the FNL depending on individual student and disability condition. Please contact DSP&S with any questions or concerns related to academic adjustments and auxiliary aids, also known as accommodations.

Online Accommodation Guidance

Please follow the CCC DSP&S Online Accommodation Guidance for Distance Education courses.

Online Notetaking

DSP&S students with note-taking accommodations indicated on their Faculty Notification Letter (FNL) are legally entitled to utilize note-taking during online courses. Online note-taking looks different among asynchronous and synchronous courses. Please refer to the DSP&S office to inquire if your online pedagogical approach requires note-taking assistance. Student input will clarify the need for note-taking assistance.

Asynchronous

1. PowerPoints may suffice as note-taking assistance for courses. To determine if PPT notes will suffice, an interactive discussion between the instructor and student (DSP&S can be included) will need to take place. The following should be considered: does the instructor's PPT include what is needed on exams in addition to course readings; do course discussions need to be notated for assignments/labs/exams; does the student feel that the PPT covers what is needed to complete assignments, study for exams, etc.
2. Audio lectures (e.g., MP3s, Zoom recorded sessions, Screen-o-matic sessions) must be transcribed. Instructors are advised to connect with The Alternate Media Specialist or Instructional Designer if assistance is needed with transcription.

Synchronous

Like face-to-face classes, students may require note-taking assistance for synchronous (e.g., Zoom, live discussions) courses. Instructors will need to identify the note-taker via the AIM Qualtrics link embedded in the Volunteer Note-taker FNL email notification.

1. Instructor can record sessions and provide transcriptions or identify a note-taker and have note-taker send e-notes to DSP&S student.
2. Electronic notes (i.e., typed, scanned) can be shared with the student needing note-taking assistance.

3. It is recommended that instructors upload and/or provide screen-sharing notes or PPTs.
4. Students may utilize note-taking assistive devices (e.g., Smart-pen, Sonocent) if approved on their Faculty Notification Letter.

Online Lecture Recording

Asynchronous

1. No live discussion is taking place. Any course recording has been uploaded by the instructor and/or participant.
2. All posted recordings should have captioning for 508 Accessibility compliance.
3. Content should be pre-recorded and uploaded on the appropriate learning platform.

Synchronous

1. Synchronous courses on Zoom or other platforms can be recorded and shared.
2. All Zoom, etc. recordings should be closed captioned.
3. Recordings can be shared with students or posted in Canvas archive.
4. Students can use recording devices to record any live course content.
5. Students recording synchronous courses have to sign a recording agreement housed in AIM.
6. It is best practice to record video lectures that are visual in nature (i.e., ASL, CTE, Practicum courses) for students approved for lecture recording as an accommodation.
7. Video recording should fall within the parameters of student confidentiality by limiting the recording to the lecture content. Avoid capturing other students in the course if possible.

Online Interpreters and Captioning Services

Deaf and hard of hearing (D/hh) students can utilize interpreting and captioning services during online courses.

Asynchronous

1. Any audio content (e.g., MP3s, Zoom recorded sessions, Screen-o-matic sessions) has to meet 508 standards. This means that captioning or transcription should accompany any audio recordings or live streaming sessions.
2. D/hh students may request interpreting services for audio recorded content, in addition to accessibility standards (meaning, a SCCCD interpreter to interpret recorded content for a D/hh student).

3. If interpreting services are needed for course content, that are in addition to the students request for regular lecture interpreting, work with the DSP&S office to ensure an interpreting request has been made via the Sign Language Interpreter Request link.
4. Work with the CCC DSP&S Alternate Media Specialist if captioning services are needed. Many times the ALTM Specialist can make a referral to Instructional Designer for assistance.
5. Work with the District Sign Language Interpreter Coordinator, to add DSP&S Interpreter Observer to Canvas shell so interpreters have access to review course content – this enhances the interpretation for D/hh students.

Synchronous

- Interpreters and/or captioners should be provided for D/hh students during any live course discussions (i.e., Zoom sessions, Facebook Live, etc).
- Work with the District SLI Coordinator, to add DSP&S Interpreter Observer to Canvas shell so interpreters have access to review course content – this enhances the interpretation for D/hh students.
- Visuals (e.g., PPT, pictures, screen-share, etc.) will assist D/hh students.
- Ensure zoom screen visibility is granted to D/hh students and interpreter – they will need to see each other to actively participate.
- Pin Interpreter(s) in Zoom sessions and allow interpreters access to join the session early.
- If the course is over an hour, you may have two interpreters team the class session.

Online Testing Accommodations

Asynchronous

- Students are still responsible for completing their tests before the deadline.
- Student provides FNL to instructor at the start of the semester or time of need. FNL will indicate that student has extended time on tests (1.5x, 2.0x) extended time percentage.
- Instructor extends exam time, based on the approved additional extended time percentage, for students via Canvas, Proctorio, etc.
- Example: Instructors allow students one hour to complete an exam within a 24-hour time frame.
 - o Student has 1.5X extended exam time as accommodation – Instructor extends exam to one and a half hours
 - o Student has 2X extended exam time as accommodation – Instructor extends Canvas exam to two hours

- Students must complete their extended timed exam within the 24-hour time frame. Remind students to give themselves ample time to complete their accommodated exam.

Synchronous

- Same accommodations are allotted to synchronous course sections of online accommodations as asynchronous sections.
- If instructors are synchronously proctoring an exam (ex. Zoom) ensure to provide the student extended time if approved on their FNL.

Distance Education Accessibility Resource

Another great distance education resource is the Chancellor's [2011 Distance Education Accessibility Guidelines](https://dsps.cccco.edu/wp-content/uploads/dsps-documents/2011_Distance_Education_Accessibility_Guidelines_FINAL_acc_0.pdf).
https://dsps.cccco.edu/wp-content/uploads/dsps-documents/2011_Distance_Education_Accessibility_Guidelines_FINAL_acc_0.pdf

Chancellor's Office (January, 2011) is still the most current version and in accessible format.

Accommodation Agreements

Common accommodations have student policy and agreement forms. All students approved for common accommodations (i.e., testing, note-taking, recording) sign user agreements housed in AIM. Districtwide DSP&S consistently reviews and updates these documents. Documents are verbatim as of time of printing.

Testing Agreement

Content: Students who are authorized to use testing accommodations and/or test proctoring services must abide by the following test accommodation policy and procedures.

- Testing accommodations are only provided with prior approval by a DSP&S counselor as documented by the Academic Accommodation Plan.
- All testing accommodations must be verified prior to scheduling exam.
- Students must send their Faculty Notification Letter (FNL) before they schedule accommodated exams.
- Once scheduled, only approved accommodations will be provided.
- Students are responsible for scheduling testing appointments by following campus scheduling process.
- Student identification may be required to ensure test proctoring integrity.
- Regular tests, exams, and quizzes should be scheduled at least three academic working days in advance.

- Midterms and finals exams should be scheduled at least 2 weeks in advance due to high volume of test accommodations requests during peak times.
- Students are responsible for notifying the DSP&S Test Center immediately of any cancellations and/or changes. Repeated failure to attend scheduled testing appointments may result in a suspension of test accommodations.
- Students must arrive on time for their scheduled test proctoring appointment. If a student is late to their testing appointment, DSP&S may not be able to provide the student with the exam. Repeated tardiness to scheduled appointments may result in a suspension of test accommodations.
- Students are responsible for ensuring they have all materials allowed for test(s) including but not limited to pens(s), pencil(s), scantron, bluebook, allowable/approved notes, calculator, etc.
- No food or drink is allowed in the testing area unless indicated on Academic Accommodation Plan or at the discretion of the Assessment Technician.
- No personal items and/or non-approved/unallowable test materials (e.g., cellphones, tablets, backpacks, books, notes, purses, calculator, watches, smart devices, etc.) are allowed in the testing area. A secure/safe area will be provided for students to store these items/materials during their test.
- Students are expected to complete their test/exam in one sitting, unless specified on their Academic Accommodation Plan and/or indicated by the instructor. If a student leaves the testing area without the proctor's prior approval, the test/exam will be considered completed/compromised and all test materials will be collected.
- Students are not permitted bathroom breaks unless indicated on their Academic Accommodation Plan and/or with the proctor's prior approval before leaving the Test Center.
- All testing is monitored by an in-person proctor and/or by a monitoring system.
- Students are not permitted to touch and/or disturb any other materials and/or individuals in the area. Students are provided with an appropriate work area for test taking and are expected to use the designated area only.
- Once students complete their test or their test time is over, all testing materials (i.e., test, scantron, blue book, scratch paper, approved/allowable notes, etc.) must be submitted to the test proctor to be forwarded/returned to the instructor for grading/review.
- Refusal of test submission will result in campus security being called to escort student out of the Test Center.
- Academic Dishonesty Policy: Cheating, Plagiarism, and Collusion will not be tolerated. Academic dishonesty in any form is a very serious offense and will incur serious consequences. Penalties for such actions may include but are not limited to a failing grade on test, paper, project and/or the course. (See College Catalog Administrative Policies)

I have read and agree to comply with the Test Accommodation Policy and Procedures. I am aware that these are general district testing guidelines and that there may be additional campus specific guidelines, which will be provided to me by DSP&S. I further understand any violation of the Academic Dishonesty Policy while utilizing test proctoring services and/or accommodations will result in the immediate removal and termination of the test.

Recording Agreement

Content: Student Agreement for Recording Classes

I understand that, as a student enrolled in State Center Community College District (SCCCD), who has a disability affecting my ability to take or read notes, I have the right to record my class lectures for use in my personal studies only.

I realize that lectures recorded for this reason may not be shared with other people without the written consent of the lecturer.

I understand that recorded lectures may not be used in any way against the faculty member, or other lecturer, or students whose classroom comments are recorded as part of the class activity.

I understand that I can use a recorder, or the Otter AI software platform provided by DSP&S to record course lectures if my instructor has a “no phone” or “laptops out” policy.

I am aware that the information contained in the recorded lecture is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without giving proper identity and credit to the lecturer.

I agree to abide by these guidelines with regard to all lectures I record while I am enrolled as a student in State Center Community College District.

Volunteer Note-Taking Agreement

1. Note-taking is an academic accommodation provided by the college to assist students with specific disabilities to process information and content in a specified course.

If you elect to be a notetaker, please read the following notetaker agreement, responsibilities, and guidelines.

I agree to work with the Disabled Students Programs and Services office as a volunteer notetaker. As an approved volunteer notetaker I understand and agree to the following notetaker responsibilities and conditions for the entire semester. Notetaker responsibilities and conditions include but are not limited to:

- Must be officially enrolled at SCCCD and registered for the same course as the student.
- Attend all scheduled classes, except in cases of illness and emergencies.
- Pre-arrange for a substitute notetaker for days when you will be absent.

- Notes can be produced / delivered by scanning notes into an electronic format (PDF, JPG, Png, Adobe Scan, Genius Scan) so notes are ready to be uploaded into AIM.
 - Set up notes in a clear and concise manner.
 - Highlight assignment, tests, and all other important information.
 - Upload notes to AIM within 48 hours of the class meeting or within 24 hours when a quiz/test is scheduled for the next class meeting.
 - Behave in a courteous and professional manner in accordance with student conduct standards (see Administrative Regulations and Board Policies on SCCCD website and in college catalog).
 - Be open to feedback about your notes. Feedback from a variety of sources may be collected, including the student for whom you provide notes, the instructor and/or the DSP&S office.
 - Adhere to confidentiality policy. As a DSP&S representative you are expected to adhere to the confidentiality policy as set forth in the Family Education Right to Privacy Act (FERPA) and should not discuss nor refer to the name and/or disability information of any DSP&S student. All students who register with DSP&S do so confidentially. This confidentiality extends to all DSP&S staff and student workers (volunteer/paid).
 - Notify the student and DSP&S office within 48 hours, if you drop or withdraw from the class so arrangements for another notetaker can be made.
 - Approved volunteer note takers, who are fully matriculated, in academic “good standing”, meet total unit requirements as specified by enrollment priority policies and are actively providing notetaking services will be provided with priority registration for the immediately upcoming semester only.
2. Agreement Consent Statement Top Portion: This Agreement is VOID if:
 - The notetaker misses more than two classes without making arrangements with the student for whom notes are being taken or if notetaking problems can't be resolved through DSP&S facilitation/investigation.
 3. Agreement Consent Statement Bottom Portion: I have read the Notetaker Agreement and agree to follow the responsibilities and guidelines required to ensure the student receiving this service will benefit fully from the classroom experience. I understand that I will receive a \$50.00 stipend at the end of the semester for completing my note-taking commitment and a satisfactory level as reported by the receiver.

Dual Enrollment (DuE)

Students with disabilities who are taking DuE courses must register with the DSP&S office to be approved for academic adjustments and auxiliary aids in colleges courses. High school students may not utilize their modifications or accommodations listed on their Individualized Education Plan (IEP) or 504 Plan. Rather, DSP&S

staff will ask High School students to provide their IEP or 504 plans to use as disability verification. DSP&S will develop an AAP for DuE students.

DuE students should use their AIM portal to generate an FNL. All DuE faculty have access to the AIM portal as SCCCD employees. If the DuE course is held at the high school campus, DSP&S services and FNLs should still be used. Some accommodations may overlap (i.e., interpreter services can be provided by the high school in DuE class, test proctoring can be conducted at the HS, following AAP accommodations).

If a situation arises, please contact DP&S. DSP&S staff will collaborate with the CCC DuE coordinator and the high school IEP or 504 coordinators.

Frequently Asked Questions

1. *Where do I go for assistance with providing accommodations?*

The office of Disabled Student Programs & Services (DSP&S) can provide information and assistance in dealing with any questions or concerns you may have about accommodating students. Please call (559) 325-5050 or email dspd@cloviscollege.edu.

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

Students meet with a DSP&S counselor to have an interactive process and discuss the accommodations that align with the student's disability and functional limitations. The accommodation is then approved on the student's AAP. A Faculty Notification Letter (FNL) of the students' approved accommodations is generated to instructors. Any student who is requesting accommodations that are not approved on the FNL should be referred to the DSP&S office. Only provide accommodations when a student has generated an FNL request, and you have received it.

3. *How can I be sure I am doing what is necessary to provide academic access?*

No two students with disabilities are alike, therefore there is no blanket-cover on how accommodations are provided. When providing accommodation, address it on a case-by-case scenario. This means a transparent dialogue between you and each student requesting accommodation should take place. Many times, students know how their approved accommodations can assist them in being successful in your class-- ask them to explain what works well for them. It is a good idea to document what you and the student discussed in a follow-up email to the student. If you have questions, please call the DSP&S department (559-325-5050).

4. *What if I do not agree to provide accommodation in the exact way the student is requesting it?*

Accommodations have to be provided to students in a reasonable manner which complies with the law. Please contact the student's DSP&S counselor (indicated in the FNL) if you are unsure whether you are in compliance.

5. *Am I being asked to compromise academic standards or give the student with a disability an advantage?*

No. Students with disabilities are held to the same academic standards as all students set forth by the college catalog. The student with a disability should fulfill all the essential course-related requirements and

can do so with the utilization of their accommodation. Students with disabilities face academic barriers caused by their disability(ies); academic accommodations provide an equitable opportunity for these students by allowing a fair chance to be at par with their peers when utilizing their accommodations.

6. *By providing accommodation to students with disabilities, am I discriminating against the other students who would prefer such things as extended time for tests, etc.?*

No. Students with disabilities face academic barriers caused by their disability(ies). Academic accommodation provides an equitable opportunity for these students by allowing a fair chance to be at par with their peers when utilizing their accommodations. It may appear that preferential treatment is being given to the student with disabilities; however, the legal requirement is to compensate for a life function which substantially limits one or more major life activities. Please refer any non-DSP&S students who prefer such accommodation to the DSP&S department. We can determine their eligibility status for DSP&S services.

7. *What if a Personal Care Attendant comes to class with a student?*

Students who need assistance with personal care services (e.g., eating, toileting) on campus may be accompanied by a Personal Care Attendant. Personal Care Attendants must be approved and listed on the student's FNL. DSP&S is not legally responsible for providing attendants to any DSP&S students. The DSP&S student is responsible for procuring their own Personal Care Attendant and signing a form indicating an attendant is needed to assist them with activities of daily living, as aforementioned. Personal Care Attendants are subject to following the Student Code of Conduct (including Academic Dishonesty policies).

Best Practices

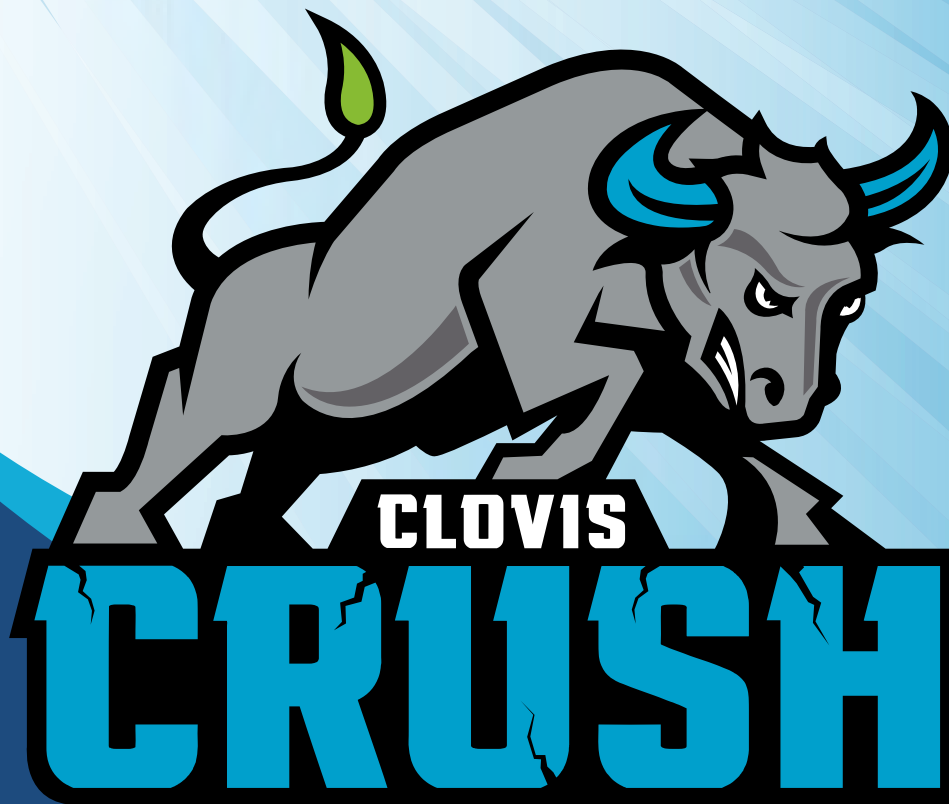
It is best practice to:

1. Announce your disability statement on your syllabus and ensure students know DSP&S is an available campus resource.
2. Monitor your email for FNLs and/or log into AIM and review FNL requests. Requests can be made at any time in the semester. Please be cognizant of requests made after the first couple of weeks of the course start date.
3. Connect with each student using DSP&S services in your course to ensure proper accommodations are being provided based on their individualized AAP. Students with disabilities (SWD) could be anxious about approaching instructors about their accommodations. Instructors extending the invitation for discussion about accommodations may ease students' apprehension.
4. Provide accommodation as promptly as possible to ensure services are given in a timely manner. Refer to the Timely Manner portion of this handbook.
5. Adjust all accommodated tests/quizzes as soon as you get the FNL for an online course. This can reassure the student that their education was made a priority and they do not have to be concerned with whether or not they were provided with their accommodation. DSP&S advises students not to proceed with online exams that were not given extended time on exams.

6. Ensure you keep SWD information confidential. Do not announce their name or accommodation in front of the class. Many students feel stigmatized for utilizing services and prefer to keep all services discreet.
7. Provide nothing more or nothing less than what is approved on the FNL. Faculty can set a precedence of services that cannot be justified on an FNL based on disability verification. Students may believe that they can be granted an unjustified request if one faculty member provides an unapproved accommodation. Future faculty or institutions have the right to deny that request, but students may feel a right is being stripped of them, when in fact it is not.
8. Contact DSP&S if in doubt. DSP&S has dedicated staff that assist students and faculty in the facilitation of accommodations.
9. Understand that all institutional members are obligated to accommodate students with disabilities; it is not the function of the DSP&S office alone.
10. Ensure your classroom management includes providing accessibility and accommodation in your pedagogical style.
11. Identify a note-taker when requested and fill out the link sent in the Volunteer Note-Taker FNL email notification.
12. Follow Test Center guidelines. Visit the CCC Test Center website.
13. Make students with disabilities feel as welcome as possible in your classroom setting.
14. Utilize the Early Alert system if you have a concern regarding a non-DSP&S student and you feel a referral to the DSP&S office is warranted. Please do not suggest to the student that they are in need of and should apply for DSP&S services.



Clovis Community College



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