

CITY COLLEGE OF SAN FRANCISCO

**Disabled Student Programs
and Services
(DSPS)**

Faculty Handbook

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I CONTACT INFORMATION

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Services provided at all CCSF campuses. Contact the main office for appointment and information.

II. INTRODUCTION

Since its inception the Disabled Students Programs and Services at City College of San Francisco has grown to serve over 3,000 students with disabilities each year. This large enrollment is attributable to the growing awareness of disability access laws. In particular, the Americans with Disabilities Act and Section 504 of the Rehabilitation Act are federal laws which have markedly improved the lives of persons with disabilities and have made access to higher education a reality for many students. CCSF has experienced a significant increase in DSPS students and we anticipate this trend to continue.

DSPS provides instruction and services to students with disabilities that are designed to increase access to college instructional programs. Students with learning disabilities, psychological disabilities, speech impairments, mobility disabilities, chronic health conditions, developmental disabilities, acquired brain injury, vision or hearing loss may qualify for services. Emphasis is given to those services which allow the student with disabilities to fully participate in all regular academic and vocational programs for which they are otherwise qualified.

The purpose of this handbook is to provide you information about the programs and services provided to CCSF students by DSPS and why these services are required. We encourage all faculty and staff to contact us directly if you need additional information or if you have questions. DSPS staff are also available to provide disability related trainings or workshops.

III. DSPS MISSION STATEMENT

The overall mission of DSPS is to provide exemplary instruction, support services and access to students with disabilities. DSPS will support students with disabilities in educationally related activities consistent with the mission and vision of CCSF and in compliance with federal and state laws.

With equal access as its hallmark, the faculty and staff of DSPS are committed to the following:

Opportunity

To ensure equal educational opportunities and encourage retention of students with disabilities who have the potential to achieve academic, vocational and life skills goals consistent with the CCSF mission.

Empowerment

To empower students with disabilities to achieve independence and integration leading to maximum participation in the college and community.

Awareness

To provide information and support to CCSF employees and students in carrying out the institution's responsibilities to students with disabilities.

Community

To serve both as resource to the community and a linkage between disabled students and community agencies.

IV. LEGAL FOUNDATIONS FOR ACADEMIC ACCOMMODATIONS

Federal and state laws govern the rights of students with disabilities to higher education. These laws and policies include sections 504 and 508 of the Rehabilitation Act (1973 and 1998); the Americans with Disabilities Act (1990); and Title 5 of the *California Code of Regulations*. Following is a summary of what current law requires and what it does not require.

What the Law Requires: Equal, Not Preferential Treatment

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

What the Law Does Not Require:

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

V. STUDENT RIGHTS TO CONFIDENTIALITY

Under the Right to Privacy Act and related laws affecting higher education, students have the right to confidentiality.

Having a disability revealed is often mentioned by students with disabilities as the situation they fear the most at school. If that information is revealed to classmates or others without the student's permission, it is a violation of confidentiality laws and the trust that the student has in the instructor and the college. It is not legal, for example, to announce by name that a student needs a note taker, or to discuss the student's disability in class or in the presence of other students.

When you receive a ***Classroom and Test Accommodation Form*** (CATAV) that states a student has a disability and needs accommodations, or if the student shares that information with you verbally or in writing, that information must be kept confidential. Instructors and staff should treat all information regarding the identity of the student with a disability, the nature of the disability, and the disability-related accommodations s/he requires in a professional manner.

Some disabilities are obvious but there are many more disabilities that are not so apparent. These disabilities are usually revealed to you only so that the proper accommodations can be provided to give the student an equal opportunity to learn in your classroom.

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

VI. WHO IS ELIGIBLE FOR SERVICES?

Students receiving services through DSPS must be enrolled at CCSF. Students may enroll in credit classes, continuing education classes or non-credit programs. To receive DSPS services the students must provide documentation of the disability, including functional limitations, signed by an appropriate professional.

The disability must substantially limit one or more major life activity and impose an “educational limitation”. An educational limitation is a disability related limitation that prevents a student from fully benefiting from classes, activities, or services offered by the college without specific additional support service or accommodations. Students must demonstrate the potential to benefit from programs and services, appropriate adaptive or self-help behavior and measurable academic progress.

Services are provided to students with a wide range of or multiple disabilities which include:

- ***Mobility Impairment:*** any orthopedic or physical impairment that causes a serious limitation in locomotion or motor functions in the educational environment. Some general categories and examples of mobility impairments include: impairments caused by disease (such as polio), impairments caused by a congenital anomaly, impairments from other causes (such as amputation, spinal cord injury, cerebral palsy, arthritis, degenerative disc disease and repetitive stress injury.)
- ***Visual Impairment:*** total or partial loss of sight that adversely affects a student’s educational performance.
 - Blindness:** visual acuity of 20/200 or less in the better eye after correction; or a loss so severe that it no longer serves as a major channel for information processing.
 - Partial Sightedness/Low Vision:** visual acuity of 20/70 or less in the better eye after correction with vision still capable of serving as a major channel for information.
- ***Hearing Impairment:*** total deafness or a hearing loss so severe that a student is impaired in processing information through hearing, with or without amplification.
 - Deafness:** a total or partial loss of hearing function so severe that it no longer serves as a major channel for information.
 - Hearing Limitation:** a functional loss in hearing which is still capable of serving as a major channel for information processing.
- ***Speech Impairment:*** one or more speech and language disorders of voice, articulation, rhythm, and/or the receptive and expressive processes of language that limits the quality, accuracy, intelligibility, or fluency to produce the sounds that comprise spoken language.

- ***Learning Disability:*** a persistent condition of a presumed neurological impairment. This dysfunction continues despite instruction in standard classroom situations. Learning disabilities are exhibited by all of the following: average to above-average intellectual ability, severe processing deficit(s); severe aptitude-achievement discrepancy(ies); and measured achievement in an instructional or employment setting. Eligibility for services under this disability must be verified using the ***California Community College Learning Disability Eligibility Model***.
- ***Acquired Brain Injury:*** an acquired injury to the brain caused by external or internal trauma, resulting in total or partial functional disability adversely affecting or limiting a student's educational performance by impairing: cognition; information processing, reasoning, abstract thinking, judgment, problem solving; language and/or speech; memory and/or attention; sensory, perceptual and/or motor abilities; psycho-social behavior; physical functions. There are many causes for ABI including stroke, aneurysm, or head injury due to accident or assault.
- ***Developmentally Delayed Learner:*** a student who exhibits the following: Below average intellectual function and potential for measurable achievement in instructional and employment settings.
- ***Psychological Disability:*** persistent psychological or psychiatric disorder, emotional or mental illness that adversely affects educational performance. Psychological disability is a condition which is listed in the ***American Psychiatric Association Diagnostic and Statistical Manual***, Fourth Edition (DSM IV) or reflects a psychiatric or psychological condition that interferes with a major life activity or poses a functional limitation in the educational setting. Examples of psychological disabilities include but are not limited to Depression, Post-Traumatic Stress Disorder (PTSD), Bi-Polar Disorder, Anxiety Disorder, Schizophrenia, Attention Deficit Disorder (ADD), Asperger's Syndrome and Autism.
- ***Other Impairments:*** all other verifiable disabilities and health-related limitations adversely affecting educational performance but not falling into any of the other disabilities categories. Examples include environmental illness, heart conditions, sickle cell anemia, epilepsy, acquired immune deficiency syndrome (AIDS), HIV, diabetes, and repetitive stress syndrome.
- ***Temporary Disabilities:*** although DSPS works primarily with students with permanent or ongoing disabilities, students with temporary disabilities due to accident, illness, surgery or other circumstances may also qualify for DSPS services on a temporary basis if the disability substantially interferes with the student's ability to participate successfully in the academic environment.

VII. PROGRAMS AND SERVICES

DSPS concentrates its efforts on providing services that are not available elsewhere in the college. Specific services and accommodations are determined on a case-by-case basis by the DSPS counselor, who assesses the student's educational limitations based on a written verification of disability. DSPS makes the following services available to qualified students at CCSF:

- **Counseling**: DSPS has specific counseling services for students with disabilities. These include:

Disability Management: DSPS counselors coordinate necessary support services and recommend accommodations in the educational setting. Counselors also serve as a resource for information referral to community-based agencies.

Academic Advising: DSPS does not duplicate services provided by other counseling units but are available to consult with other counselors, to review recommendations with the student's disability in mind. Students are encouraged to utilize services from other student recourses such as New and Continuing student counselor, Extended Opportunity Programs and Services Services (EOPS), Asian Pacific American Students Success (APASS), African American Scholastic Program (AASP) and Latino Services Network (LSN). Sometimes a student's disability impacts the student in such a way that DSPS will provide educational advising or planning as an accommodation for that student.

Personal Counseling: to address how current problems are impacting education plans and to develop strategies to manage the issue. If in depth counseling is indicated, we can provide a referral to Student Health or outside agencies.

- **Courses:** CCSF offers specialized classes for students with disabilities to include training and retraining in vocational, academic, creative and life skills areas. These include:

High Tech Center	Located at Ocean and John Adams Campuses. Offers adaptive computer technology including voice synthesizers, large print screens and printers, audio input and output, self-paced tutorials in the use of word processing, spelling and grammar checking software, internet access and word processing.
Study Strategy and Skill Development Course	DSPS M (2 units) DSPS O (1 unit)
Study Strategy and Skill Development Courses:	DSPS M (2 units) DSPS O (1 unit)
Academic Support Courses: Reading for the Main Idea Problem Solving	DSPS Q (1 unit) DSPS S (2 units)
Academic Assistance:	Drop-in strategy instruction in Math and English (non-credit)
Acquired Brain Injury/Cognitive Retraining:	Campus (non-credit) JAD
Hearing Screenings:	All campuses by appointment
Vocational Classes in Job Search and Job Support:	JAD Campus
Community and Campus-Based Art and Drama Classes:	JAD and other locations

- **Priority Registration:** priority registration is provided as an accommodation to qualified students according to school protocol. Relevant issues include need for specific course sections or locations to address scheduling of interpreters, medication regimes, stamina and transportation needs.
- **Learning Disability Assessments:** Learning Disabilities Assessments are offered free of charge to CCSF students provided that they meet certain eligibility criteria. Those students interested in inquiring about this service may schedule an appointment to meet with a learning disability specialist or DSPS counselor in the Rosenberg Library, Room 323.

- ***Classroom and Test Accommodations:*** DSPS assists in arranging academic adjustments and/or auxiliary aids such as increased test time, reduced distraction test environment, note takers, tape recording, readers, alternate print format such as Braille, large print and audio, sign language interpreting/captioning, scooter fleet for loan (Ocean Campus), alternate furniture issues related to physical access and relocation of assigned classrooms when necessary.
- ***Campus Accommodations:*** In spring of 2006, CCSF settled a lawsuit related to physical access. A detailed campus access guide is now available. New construction and improvements over time to campus facilities will result in improved access for all students and interim measures are in place to ensure access for all students with mobility disabilities. In certain circumstances classes may be reassigned to a more accessible location. Please contact us directly or encourage students to contact us whenever an architectural or environmental barrier exists that prevents student from accessing classrooms, offices or college programs. Terms of the settlement, alerts regarding access changes and policy/procedure information are posted to the DSPS website.

Additionally, DSPS staff is available to faculty and staff for general consultation, presentations of DSPS services and disability related trainings. Please contact the Department Chair to arrange for department or group presentations.

VIII. DISABILITY RELATED ACCOMMODATIONS

What are accommodations?

Accommodations are the means by which the college allows the student to compensate for limitations resulting from a disability. Accommodations are not designed to give students an advantage but rather to allow them an equal opportunity in the classroom and student activities. Although equality of opportunity will not guarantee equality of results, it will give students with disabilities the opportunity to live up to their potential for success.

Why do we have accommodations?

Under provisions of Section 504 of the Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act (ADA), CCSF is required to provide accommodations for students with disabilities to ensure that the student receives an equal opportunity. The post-secondary experience of students with disabilities must be comparable to that of non-disabled students to ensure equal opportunity.

Who qualifies?

Students may be eligible for accommodations if they meet course prerequisites or are otherwise qualified to enroll in the class and have a documented disability which substantially interferes with the educational process. Accommodations are always determined on a case-by-case basis.

How does a CCSF student apply for accommodations?

Students with disabilities are encouraged to be seen by a DSPS Counselor who will evaluate disability documentation, review functional limitations and determine reasonable accommodations. When appropriate, the classroom instructor will be notified of recommended accommodations.

Additional Information

- Modifications of academic requirements may be necessary to accommodate qualified disabled students. Modification, if necessary or appropriate, may include changes in the length of time needed for completion of degree requirements, substitution of specific required courses, and adaptations in the manner courses are conducted or learning is demonstrated. Requirements essential to the program of instruction or related to licensing requirements are not regarded as discriminatory and cannot be modified.
- Students with impaired sensory, manual, language or processing skills must be allowed to use educational auxiliary aids. Such aids may include taped texts, readers, interpreters, note takers, tape recorders, scribes, adapted

classroom equipment, and other similar services or equipment. DSPS assists students with auxiliary aid requirements.

- Tests should be administered in such a manner that results for students with impaired sensory, manual, or speaking skills measure the students' acquired knowledge rather than the functional limitations of their disabilities.

Testing Accommodations

A test should measure what it purports to measure, not the effects of the disability. In the event that a disability prevents a student from taking tests under standard conditions, testing accommodations may be approved as reasonable accommodations. Testing accommodations are approved for students with a wide range of disabilities including but not limited to learning, mobility and psychological disabilities, Attention Deficit/Hyperactivity Disorders (ADHD), vision loss as well as for students taking medication for a chronic condition when the side effects impair concentration or cognitive functioning.

The most appropriate method of administering a test depends upon the student's disability and the design of the test. It is usually possible for DSPS to administer the exam in the DSPS Office in the Rosenberg Library to reduce the burden on faculty. Test integrity is important to DSPS and we assure instructors that the testing environment is secure. If a student is caught cheating, the student will not be allowed to continue and the test will be returned to the instructor.

To ensure reasonable, appropriate accommodations it is imperative that students abide by deadlines and procedures for requesting testing accommodations. Advance scheduling is required for all exams and quizzes.

Students must schedule accommodations seven days in advance for regular tests. Deadlines for final exams including summer session are printed at the beginning of each semester. Students may forfeit their right for testing accommodations if they fail to follow deadlines for accommodation requests.

If a deadline is missed, we may recommend the student discuss the option of having the accommodation provided by the instructor. Instructors may choose to provide the approved accommodation before or after class or during an office hour, but are not required to do so.

Testing accommodation needs for other campuses will be arranged on a case-by-case basis.

Procedure for Arranging Testing Accommodations

1. Student requests services through a DSPP Counselor.
2. Eligibility for services is verified by a DSPP Counselor.
3. Student is provided an embossed ***Classroom and Test Accommodation Verification*** (CATAV), indicating the approved accommodations for the current semester.
4. In advance, students must pick up a ***Testing Accommodation Request*** (TAR), complete the left side with student information and give the TAR to the instructor for test information and signature.
5. At least one week before each test date and by deadline for finals, student must turn in the completed and signed (by both student and instructor) TAR form to the DSPP office to schedule the exam. Please assist this process by returning your completed information on the TAR form to the student promptly.
6. On the scheduled day and time, student reports to the DSPP office to take the test under supervision of DSPP proctors. If a student is late for the exam, the time is deducted. If the student does not show up for the exam, the test will be returned to the instructor.
7. Test is returned to instructor in sealed envelope.

If you have any questions regarding a student's request for test accommodations, please contact the DSPP office at 452-5481.

EXAMPLES OF STUDENT NEEDS AND POTENTIAL ACCOMMODATIONS

Needs Based on a Verified Disability	Possible Accommodation
Unable to take tests in traditional manner	<ul style="list-style-type: none"> • Extended Testing Time • Reader • Scribe • Reduced Distraction Environment • Computer
Unable to climb stairs or successfully negotiate barriers	<ul style="list-style-type: none"> • Classroom moved to accessible location • Scooters • Priority Registration
Unable to use standard classroom furniture or sit for long periods of time	<ul style="list-style-type: none"> • Special Classroom Seating • Extra Breaks • Testing Accommodations
Unable to produce class notes	<ul style="list-style-type: none"> • Notetaker • Tape Recorder • Alpha Smart
Difficulty with tasks involving manual dexterity (writing, typing)	<ul style="list-style-type: none"> • Notetaker • Voice Activated Software • Extended Testing Time • Tape Recorder for lectures • Scribe for written tests
Unable to see or process visually presented material	<ul style="list-style-type: none"> • Books on Tape/Recordings for the Blind • E-text • Enlarged Print • Tape Recorder • Print transcribed into Braille
Deaf or have difficulty hearing or processing lectures, student discussions or related oral presentations	<ul style="list-style-type: none"> • Special classroom seating • Interpreter/Captioner • Adaptive Listening Devices • Notetaker Assistance

IX. FACULTY RIGHTS & RESPONSIBILITIES

The Disabled Students Programs and Services (DSPS) offers and coordinates support services and special classes for a wide range of students with disabilities so that they can fully participate in academic, vocational and specialized programs for which they are otherwise qualified. Services and reasonable accommodations are designed, whenever possible, to remove obstacles to learning caused by a disability and, when they can't be removed, to reduce their limiting effect.

Instructors are not required to provide the accommodations directly but must allow the identified reasonable accommodation. However, we are available to discuss possible alternate but equivalent accommodations that may more suitably address a particular course or test situation.

Some students with disabilities will identify themselves as such by contacting the DSPS and/or their instructors before or early in the semester. Others, especially those with hidden disabilities, may not. Instructors may want to make an announcement at the beginning of the semester inviting students with disabilities to make an appointment to discuss their disability related course needs. Instructors are also encouraged to include the suggested statement in their syllabus which can assist students in practicing self-advocacy.

A suggested statement:

“Students with disabilities who need accommodations are encouraged to contact the instructor. DSPS is available to facilitate the reasonable accommodation process. The Disabled Students Programs and Services office is located in the Rosenberg Library, Room 323 and can be reached at (415) 452-5481.” DSPS counseling services can be arranged at all campuses by appointment.

Often, instructors find there are students in their class who they suspect may need special accommodations but who have not brought it to the instructors' attention. If you decide to approach a student to discuss a suspected need for services, please be sensitive to the fact that they may either be reluctant to discuss their disability or they may have difficulty explaining it to you. If you are unsure of how to bring the subject up with the student, we are available for consultation. It is good practice to announce early on in class, each semester that the DSPS program exists and how to contact us. We can provide you with DSPS brochures to hand out to interested students. Feel free to contact DSPS directly for any needed assistance.

X. STUDENT RIGHTS & RESPONSIBILITIES

Rights:

1. Registration by students with disabilities in DSPS is voluntary. Not all students with disabilities require accommodations.
2. Receiving support services from DSPS does not prevent a student from participating in any other course, program or activity offered by the college.
3. All records maintained by DSPS pertaining to students with disabilities are protected from disclosure and are subject to all other requirements for handling of student records.
4. Depending upon the level of services needed, students may choose to request accommodations without going through the complete DSPS registration process. For example, the use of “service animal” on district property requires only that a student register for eligibility with the DSPS Department Chair.

Responsibilities:

Students receiving services and/or instruction through the DSPS office shall:

1. Provide DSPS with the necessary information, documentation and/or forms (medical, educational, etc.) to verify the disability.
2. Meet with a DSPS Counselor/Specialist to complete a ***Student Educational Contract***. The student will meet at least annually (once a semester preferred) to update the ***Student Educational Contract***.
3. The student will utilize DSPS services in a responsible manner and adhere to written service provision procedures adopted by DSPS.
4. Comply with the ***Student Code of Conduct*** adopted by the college and published in the college catalog.
5. Demonstrate measurable progress toward the goals established in the student’s ***Student Educational Contract***, and meet academic standards established by the college.

Failure to comply with these standards may result in the termination of students’ DSPS services. Students should direct any questions or concerns regarding the continuation of their services to a DSPS counselor.

XI. POINTS TO REMEMBER

Ask the student:

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

Be aware of your language:

Using terms such as “students with disabilities” rather than “disabled students” puts the emphasis on the person rather than the disability.

Relax:

Don't be afraid to approach a person with a disability. Don't worry about using words like “walk” with a person in a wheelchair. As with anyone else, just treat them as you would like to be treated, with respect.

Speak directly to the student:

Don't consider a companion to be a conversation go-between. Even if the student has an interpreter present, speak directly to the student, not to the interpreter.

Give your full attention:

Be considerate of the extra time it might take for a person with a disability to get things said or done. Don't talk for the person who has difficulty speaking and ask the student if they require assistance. Keep your manner encouraging rather than correcting.

Speak slowly and distinctly:

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

Appreciate abilities:

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

Use common sense:

Although some students with disabilities may require significant adaptation and modification in the classroom, more often simple common sense approaches can be applied to ensure that students have access to course content.

Keep in mind that each student is unique:

Do not assume that all persons with a similar disability have the same needs or that solutions to their problems will always be the same.

Confidentiality:

Confidentiality is an extremely important issue when interacting with any student. Students with disabilities may be very guarded in the information that they may want to share. It is important to respect a student's right to exercise personal discretion in the disclosure of individual disabilities. Students are under the protection of confidentiality laws and need not disclose the specific nature of the disability.

Standards of Performance:

Expect the student with a disability to meet the same standards of academic performance as all students. They are here because of their abilities and/or goals, not their disabilities.

Students with disabilities are like everybody else. They pass; they fail; they succeed; they have the right to try. Make the student more important than the disability.

Please contact the DSPS office for any additional questions or concerns.

XII. FREQUENTLY ASKED QUESTIONS

What if I don't believe a student really needs an accommodation or is really disabled?

DSPS specialists base their recommendations on current medical/educational information and their professional knowledge of the student's disability. If a student presents you with a **Classroom and Test Accommodation Verification** form (CATAV), that student's disability has been documented. You may contact DSPS if you have any questions. But, as the student's records are confidential, DSPS staff will not be able to provide you with any information about the student's specific disability. With a signed **Release of Information**, we can discuss specific situations and assist with problem solving.

You should know, however, that denial of a legitimate request is a violation of the student's civil right. It is your responsibility to work closely with the student and DSPS to provide reasonable accommodations required under the law.

How do I know if an accommodation request is reasonable for my class?

If the student has requested an accommodation that conflicts with the goals of your class, please discuss your concerns with a DSPS Counselor. In this way, a reasonable compromise can be achieved which upholds the goal of equal opportunity for students with disabilities while maintaining the academic integrity of your class.

If a student with a disability is already getting good grades in my class, why is it necessary to provide accommodations?

Title 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 establish that students with disabilities must have equal opportunity. A disabled student's excellent performance in a class (or his/her ability to finish exams on time) is not, by itself, a compelling argument that the student is being given equal opportunity. In order to have equal opportunity, the student may require accommodations: extended exam time, the use of a computer, or other techniques specified on the CATAV.

What should I do if a student does not present a CATAV from DSPS, but instead speaks with me personally to negotiate accommodations?

You should refer them to DSPS. Providing an accommodation without verification of disability-related needs can establish a precedent which may give an unfair advantage or the perception of an unfair advantage and is not warranted under the law.

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

DSPS students are informed that test accommodations must be arranged 7 days in advance and by deadline for final exams. In some cases, when a student has just been found eligible for this accommodation or when a test/quiz was not scheduled in advance, every effort will be made to provide the test accommodation without 7 days notice. However, under most circumstances, it is the student's responsibility to schedule the testing accommodation in advance. One way to aid timely arrangements is to provide a notice on your syllabus alerting students with disabilities who are requesting accommodations to give you and the DSPS office reasonable advance notice of their needs.

Is it appropriate to let a student take an exam home?

Only if you let all other students take the exam home and work unsupervised. Fair treatment of students with disabilities does not mean that you give up good teaching practices.

Can I authorize unlimited time for a test?

Never offer unlimited time on tests as an accommodation. Most often, testing time is extended 1-1/2 times the amount of time your other students have to take a test. When an interpreter is needed, the student has especially labored use of equipment, or there are extraordinary limitations, then twice the time or even longer may be approved.

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

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

I'm an "evening/weekend" instructor. How can I get an exam proctored? Won't the student have to take the exam either a day before or after the rest of the class?

Proctored test services are available through Disabled Student Programs and Services Monday through Friday during a time prearranged with the Testing Accommodation Assistant. The scheduling of the exam should be negotiated as far in advance as possible (see Procedure for Arranging Testing Accommodations in this

handbook). For students who are in evening or weekend classes, we are open Tuesdays and Thursdays until 7pm as well as on Saturdays from 9am to 2pm.

Why can't I get a list of the students with disabilities who have registered for my class?

Information about a student's disability is confidential. It is the individual's choice whether to ask for an accommodation or not, or how much to reveal about his/her disability. In post-secondary education it is up to the adult student to decide whether an instructor is to be made aware of disability-related information. Such information might prejudice an instructor's opinion about the student. The only information an instructor needs to know is what accommodations (academic adjustments) are approved by the Disabled Student Programs and Services counselors.

If a student says that a medical condition prevents them from handing in an assignment on time, how can I be sure without offending them?

DSPS requires that the student provide documentation from their doctor or medical practitioner or from educational testing. Specific approved accommodations related to the medical information provided and resulting educational limitations will be noted on the ***Classroom and Test Accommodations Verification*** (CATAV). DSPS encourages students to plan a realistic, reasonable and manageable course load taking into consideration stamina and stability of the student's functional limitations. Occasionally, an exacerbation of symptoms can occur and with documentation if necessary, may influence the instructor's decision to extend a deadline. These circumstances should be handled on a case by case basis.

Do all students with disabilities receive support from the Disabled Student Programs and Services?

Students with disabilities are not required to register with DSPS. However, to receive accommodations, students must register with DSPS to verify eligibility. Many students with disabilities do not require or request services.

What if a student with a disability causes discipline problems?

Students with disabilities are expected to conform to the same ***Student Code of Conduct*** rules as all CCSF students. Issues related to discipline problems are to be referred to the Dean of Student Affairs.

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

Yes, the laws specify that you provided the approved extended time beyond what the class is provided, during each exam.

What should I do if a student needs help to use the restroom?

Post-secondary students are expected to provide their own assistance for personal care such as toileting, eating, and other activities, which are not strictly school-related, activities which must be attended to no matter where the student might be. This is a major change for students from services provided under the K-12 system.

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

A personal assistant or class aide is considered an accommodation and will be noted on the CATAV. If the student does not have this document, refer them to the DSPTS office. Aides are guests in the classroom and are expected to adhere to the **Student Code of Conduct**.

Sometimes there is alternate furniture in the classroom. How can I be sure the person it is reserved for is using it?

The alternate furniture located in classrooms each semester is labeled with a DSPTS sticker and the course and time for which it is reserved. Students will have this accommodation noted on their **Classroom and Test Accommodations Verification** Form (CATAV) and can show this to indicate it is reserved for them. It is sometimes necessary to request another student vacate the chair when s/he is not receiving this approved accommodation.

What if I am asked to change classrooms because access issues and other students are resistant to the move?

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

How do I refer a student to DSPTS?

Feel free to contact us directly as well as provide contact information to the student and encourage them to make an appointment to inquire about available services and resources. Keep in mind, a student's participation in DSPTS is voluntary and they have the additional option of requesting accommodations directly through the Americans with Disabilities Act (ADA) coordinator.

All related policies and procedures regarding DSPTS programs and provision of services can be found on the CCSF/DSPTS website.