CITY COLLEGE OF SAN FRANCISCO

Disabled Student Programs and Services (DSPS)

Faculty Handbook

Due to the COVID-19 Pandemic, City College of San Francisco is conducting student services and classes remotely. Disabled Students Programs and Service (DSPS) is providing counseling, accommodations, and DSPS classes remotely. Some of the services, phone numbers, and locations outlined in this handbook may not be available during this time. Please contact **DSPSacom@ccsf.edu** to reach a DSPS counselor to discuss options.

Main Office - Ocean Campus
Rosenberg Library, Room 323
50 Frida Kahlo Way
San Francisco, CA 94112

415-452-5481 (voice)
DSPSacom@ccsf.edu
www.ccsf.edu/dsps

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I. CONTACT INFORMATION

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808 Kearny Street
San Francisco, CA 94108
Voice: (415) 395-8611

Due to the COVID-19 Pandemic, please contact DSPS offices by sending an email to **DSPSacom@ccsf.edu** (email is recommended) or call (415) 452-5481.

Deaf/hearing impaired students can contact the DSPS using the California Relay Service (CRS) at (800) 867-4323 or email DSPS at deafserv@ccsf.edu.

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

II. INTRODUCTION

Since its inception the Disabled Student Programs and Services at City College of San Francisco has grown to serve over 2,500 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 physical disabilities, blindness & low vision, deafness & hard of hearing, Autism Spectrum disorders, learning disabilities, acquired brain injuries, intellectual disabilities, mental health disabilities, Attention-Deficit Hyperactivity Disorder (ADHD), or other health conditions and disabilities 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 are shown 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 the student 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. 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 request 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.

Possible Extended Time on Assignments
Extended time on course assignments may be a reasonable accommodation in certain situations because one's medical or clinical situation poses challenges with completing the assignment by deadlines with short notice. Those assignments with longer notice are a time management issue and not a disability related issue. For the short notice assignment extension specifically, DSPS recommends this accommodation when:

- An assignment was not listed on the syllabus initially and is given to students one week or less to complete and/or
- The assignment deadline is listed on the syllabus but students do not get the necessary information to complete it until there is one week or less to the deadline.
- Deadline date adjustments are pre-arranged with the instructor.

First and foremost, DSPS promotes good time and project management skills as well as effective decision-making. This accommodation does not address inefficiencies in these areas. Thus, DSPS's position is that assignments with more than one week to complete can be done successfully with proper management and planning and need not warrant an accommodation.

Student Responsibilities

- Accommodations are not meant to be retroactive. Missed assignments that occur prior to the instructor receiving the accommodation letter are not covered under the accommodation process. DSPS recommends that those missed assignments be handled in accordance with the course assignment policy.
- Deadline date adjustments must be pre-arranged with the instructor. Assignments cannot be submitted whenever desired.
- Each outstanding assignment should be discussed individually.

Students must factor in the reality of their own personal situation and use time effectively to complete assignments. For example, if a student is prone to frequent migraine headaches and waits to the last day to complete an assignment, having a last minute migraine headache may not be an effective reason to extend a deadline. Adequate work should have been done prior to the fact in order to avoid such a situation knowing that the possibility of a migraine existed. This accommodation does not correct poor time management skills or decision-making.

Instructor Responsibilities

When listed on the accommodation letter, course instructors are asked to determine whether an assignment falls into one of two categories:

- Category 1: An assignment was listed on the syllabus initially and the necessary information was given out with at least a week's notice (accommodation not applicable)
- Category 2: The assignment was not listed on the syllabus initially and the deadline for completion is less than one week and/or the information necessary to complete the assignment was given less than one week prior to due date (accommodation applicable).

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 DSPS Counselor.
2. Eligibility for services is verified by a DSPS 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 student information portion 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 DSPS 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 DSPS office to take the test under supervision of DSPS 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 a sealed envelope.

If you have any questions regarding a student's request for test accommodations, please contact the DSPS office at DSPSacom@ccsf.edu or (415) 452-5481.

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 audio texts, readers, interpreters, note takers,

audio 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.

VII. FACULTY RIGHTS & RESPONSIBILITIES

The Disabled Student 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.

Instructors are not expected to determine appropriate accommodations. If the student is registered with DSPS, the student must come to DSPS each semester to receive an official document from DSPS that outlines reasonable classroom/testing accommodations determined by a DSPS Counselor. The student then shows this document to instructors while discussing accommodations.

If the student does not have this document or is not registered with DSPS, please refer the student to DSPS. If the student is reticent to go to DSPS, some faculty members have found it helpful to escort the student to the Rosenberg Office. Alternate procedures are available for students who are requesting a disability related accommodation but do not wish to register with DSPS. Students may obtain information about these alternate procedures from the DSPS office in Rosenberg 323.

Please note that a student can file an accommodation complaint against both the college and the individual instructor.

Useful Tips to Avoid Complaints

- Do not identify the student as a DSPS student in public. (ie. "Susan, remember you go take your test with DSPS tomorrow"). Meet with the student in private to discuss accommodations, grades, etc. Maintain confidentiality at all times.

- Do not assume that a student's disability will make it impossible for them to pass your class and suggest that the student pick a different course or another section of the course.

- Please share information about DSPS with a student, but be mindful not to infer that a student should or must see someone at DSPS.

- Please suggest that the student meet with both you (the instructor) and a DSPS counselor if there are questions about an accommodation. Do not refuse an accommodation request prematurely.

- If you offer to provide testing accommodations to the student yourself, it may be best to check with DSPS first.

- Do not offer unlimited time on a test to a DSPS student unless you also allow the entire class unlimited time. Talk with a DSPS counselor if you have any concerns.

- Do assign all students in your class the appropriate grade that they earned.

- Service /Assist Animals can be removed from the classroom if:
    - the animal is not on a leash or the leash is longer than 8 feet.
    - the owner is not in control of the animal.
    - the animal is disrupting the class.
    - the animal is blocking safe entry or exit or blocking the aisle.
    - the animal poses a health hazard.
    - the animal is aggressive towards persons or other animals.

- Service/Assist animals are not permitted in the swimming pool, shower areas, on furniture or at the level of food.

DSPS counselors are available for disability related presentations to your students or to consult with faculty members about their accommodation questions or concerns. Contact DSPS at (415) 452-5481 to reach a DSPS counselor.

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 class syllabus statement:

In response to several requests for what to add to a class syllabus with regards to Disability Accommodations, DSPS offers the following:

If you
- need classroom or testing accommodations because of a disability
- have emergency medical information to share with me
- need special arrangements in case the building needs to be evacuated
Please make an appointment with me as soon as possible. My office hours are....

Students seeking disability related accommodations are encouraged to also register with Disabled Student Programs and Services located in Room 323 of the Rosenberg Library. You can send an email to DSPSacom@ccsf.edu or call (415) 452-5481.
Students can make appointments for all Center locations by calling the Ocean campus office.

DSPS suggests that instructors read their syllabus out loud to the students in their class. This will give the students time to ask for clarification, and it also provides access for students who may have visual impairments.

It may also be beneficial for instructors to include a statement in their syllabus regarding their attendance policy, adherence to the Code of Student Conduct including details about what behavior is expected in the classroom. (i.e. cell phones off, paying attention, being quiet during the lecture, raising one's hand to ask a question, etc.)

In the event of disruptive behavior, faculty members are encouraged to document each instance and follow the disciplinary guidelines available at Conlan Hall Rooms 206/207 - Office of Student Affairs, Student Code of Conduct/disciplinary questions should be directed to the Office of Student Affairs at (415) 239-3711. Student Affairs webpage can be found at https://www.ccsf.edu/about-ccsf/administration/student-affairs

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.

VIII. STUDENT RIGHTS & RESPONSIBILITIES

Rights:

- Registration by students with disabilities in DSPS is voluntary. Not all students with disabilities require accommodations.
- Receiving support services from DSPS does not prevent a student from participating in any other course, program, or activity offered by the college.
- 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.
- Depending upon the level of services needed, students may choose to request accommodations without going through the complete DSPS registration process.

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

- Provide DSPS with the necessary information, documentation, and/or forms (medical, educational, etc.) to verify the disability.
- Meet with a DSPS counselor or instructor to complete an **Academic Accommodation Plan (AAP).**
- The student will utilize DSPS services in a responsible manner and adhere to written service provision procedures adopted by DSPS.
- Comply with the ***Code of Student Conduct*** adopted by the college and published in the college catalog.
- Demonstrate measurable progress toward the goals established in the student's ***Academic Accommodation Plan***, 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.

IX. 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 students are, to the best of their ability, encouraged to 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:

- **Acquired Brain Injury:** a deficit in brain functioning which results in a total or partial loss of cognitive, communicative, motor, psycho-social and/or sensory-perceptual abilities, and limits the student's ability to access the educational process. An acquired brain injury or traumatic brain injury (TBI) may come from a variety of causes such as a traumatic event (accident, combat, physical altercation), or other medical conditions such as stroke or brain tumor.

- **Attention-Deficit Hyperactivity Disorder (ADHD):** a neurodevelopmental disorder that is a persistent deficit in attention and/or hyperactive and impulsive behavior that limits the student's ability to access the educational process.

- **Autism Spectrum Disorders:** neurodevelopmental disorders described as persistent deficits which limit the student's ability to access the educational process. Symptoms must have been present in the early developmental period, and cause limitations in social, academic, occupational, or other important areas of current functioning. Autism spectrum disorders are characterized by significant limitations and may include, but not be limited to any of the following: 1) Limitations in social-emotional reciprocity 2) Limitations in nonverbal communicative behaviors 3) Limitations in developing, maintaining, and understanding relationships 4) Repetitive motor movements, use of objects, or speech 5) Insistence on sameness, inflexible adherence to routines, ritualized patterns, or verbal nonverbal behavior 6) Highly restricted, fixated interests that are abnormal in intensity or focus 7) Hyper- or hypo-reactivity to sensory input or unusual interests in sensory aspects of the environment.

- **Blind and Low Vision**: level of vision that limits the student's ability to access the educational process. Blindness or low vision results from a level of visual disability so significant that, without accommodation other than regular corrective lenses, vision no longer serves as a major channel for information processing.

- **Deaf and Hard of Hearing (DHH):** total or partial loss of hearing function that limits the student's ability to access the educational process.
  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.

- **Intellectual Disability (ID):** significant limitations both in intellectual functioning and in adaptive behavior that affect and limit the student's ability to access the educational process. An individual may have an intellectual disability when: (1) the person's functioning level is below average intellectual ability; and (2) the person has significant limitations in adaptive skill areas as expressed in conceptual, social, academic and practical skills in independent living and employment; and, (3) the disability originated before the age of 18.

- **Learning Disability:** a persistent condition of presumed neurological dysfunction which may exist with other disabling conditions. The dysfunction is not explained by lack of educational opportunity, lack of proficiency in the language of instruction, or other non-neurological factors, and this dysfunction limits the student's ability to access the educational process. To be categorized as a student with a learning disability, a student must meet the following criteria through psycho-educational assessment verified by a qualified specialist certified to assess learning disabilities: (a) Average to above-average intellectual ability; and (b) Statistically significant processing deficit(s); and/or (c) Statistically significant aptitude-achievement discrepancies.

- **Mental Health Disability:** persistent psychological or psychiatric disorder, emotional or mental illness that adversely affects educational performance. A mental health disability is a condition which:
  1) Is listed in the most current American Psychiatric Association Diagnostic and Statistical Manual (DSM) and/or the Americans with Disabilities Act, as amended, and/or the International Classification of Diseases. (ICD)
  2) Reflects a psychiatric or psychological condition that interferes with a major life activity; and
  3) Poses a functional limitation in the educational setting.

  Examples of mental health conditions covered in the section include: Post Traumatic Stress Disorders (PTSD), obsessive compulsive disorders (OCD), bi-polar disorder, schizophrenia, anxiety disorder, and major depression.

- **Other Health Conditions and Disabilities:** other health conditions, and/or disabilities that affect a major life activity, which limit the student's ability to access the educational process. Examples of a health condition or other disability identified for this section, include but are not limited to, a speech disorder, cardiovascular disease, Chronic Obstructive Pulmonary Disease (COPD), asthma, diseases of various organ systems, cancer, HIV-AIDS, hepatitis, lupus, Tourette syndrome, seizure disorders, chronic fatigue producing diseases, multiple chemical sensitivity, or severe allergies. Students with

health conditions or other disabilities covered in this category, may have impacts that result in educational limitations which may be nonspecific and vary widely from individual to individual.

- **Physical Disability**: limitation in locomotion or motor functions. These limitations are the result of specific impacts to the body's muscular-skeletal or nervous systems, and limit the student's ability to access the educational process. Examples of a physical disability include, but are not limited to, absence of a limb or limbs, paraplegia, hemiplegia, or quadriplegia, short stature, polio, Cerebral Palsy (CP), Multiple Sclerosis (MS), and Muscular Dystrophy (MD). A physical disability may also include the limitations which arise from significant back and lumbar problems, arthritis, and a wide range of other physical conditions.

- **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 an academic environment.

X. COUNSELING AND OTHER 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 resources such as New and Continuing Student Counseling, Extended Opportunity Programs and 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.

Other Services

- ***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.
- ***Hearing Screenings:*** Free hearing screenings are available at all Centers and the Ocean Campus by appointment only. Please call (415) 452-5481 for more information.
- ***Academic Assistance:*** Drop-in strategy instruction in Math and English. Contact DSPS at (415) 452-5481 for current day/time and location.
- ***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, audio 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.

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

XI. EDUCATIONAL ASSISTANCE CLASSES

DSPS educational assistance classes are **open to all students with or without disabilities**.

CCSF offers specialized classes for students with disabilities to include training and retraining in vocational, academic, computer adaptive technology, creative arts and life skills areas. These include:

Accessible Computer Lab (ACL)	Located at Ocean Campus and John Adams Center. 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.	DSPS 4035
Study Strategy and Skill Development Courses (credit)	Ocean Campus Batmale Hall Rm 231	DSPS M (2 units) DSPS O (1 unit)
High School Level Learning Strategies: (noncredit)	John Adams Center	DSPS 4305
Acquired Brain Injury/Cognitive Retraining (noncredit)	John Adams Center	DSPS 4028
Vocational Classes in Job Search and Job Support (noncredit)	John Adams Center and Downtown Center	DSPS 4023
Community and Campus-Based Art and Theatre Classes (noncredit)	John Adams and other locations	DSPS 4014 (Art) DSPS 4017 (Theatre)
Breath Sound Motion for Well-Being (noncredit)	Ocean Campus	DSPS 4222

XII. FREQUENTLY ASKED QUESTIONS

How do I refer a student to DSPS?

Feel free to contact us directly as well as provide DSPS 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 DSPS is voluntary and they have the additional option of requesting accommodations directly through the Americans with Disabilities Act (ADA) coordinator.

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 their 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 and ½ 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 ***Code of Student 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). Students needing evening or weekend testing accommodations can either:

1. schedule to take the exam at DSPS during regular DSPS weekday hours, with the instructor's permission, or
2. discuss having the instructor provide the testing accommodation for the student during the scheduled exam time in the classroom.

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 their 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.

What if a student with a disability causes discipline problems?

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

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 requests that the student make every effort to 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*** form (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 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 the instructor provide 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 comes with an aide to the classroom? 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 DSPS office. Aides are guests in the classroom and are expected to adhere to the ***Code of Student 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 DSPS 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 they are 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.

XIII. 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.

XIV. EXAMPLES OF STUDENT NEEDS AND POSSIBLE ACCOMMODATIONS

Needs Based on a Verified Disability	Possible Accommodation
Unable to take tests in traditional manner	• Extended Testing Time • Reader • Scribe • Reduced Distraction Environment • Computer
Unable to climb stairs or successfully negotiate barriers	• Classroom moved to accessible location • Scooters • Priority Registration
Unable to use standard classroom furniture or sit for long periods of time	• Special Classroom Seating • Extra Breaks • Testing Accommodations
Unable to produce class notes	• Notetaker • Audio Recorder
Difficulty with tasks involving manual dexterity (writing, typing)	• Notetaker • Voice Activated Software • Extended Testing Time • Audio Recorder for lectures • Scribe for written tests
Unable to see or process visually presented material	• Audio Recordings • E-text • Enlarged Print • Digital Recorder • Print transcribed into Braille
Deaf or have difficulty hearing or processing lectures, student discussions, or related oral presentations	• Special classroom seating • Interpreter/Captioner • Adaptive Listening Devices • Notetaker Assistance

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