

# DSPS 101: ACCOMMODATIONS, UDL AND ACCESSIBILITY.

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## **Presenters:**

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Terence Chuck, Full Time DSPS Counselor



## DSPS Role at CCSF

Determine educational accommodations for students who request services based on disability information provided and interactive process

Advise college community on accommodations, fundamental alteration and accessibility matters.

Share responsibility for providing accessible educational environment to students in collaboration with administration, instructors and classified

Provide accessibility tools and training to students

# Different Populations and Implications

Life long/ long term disabilities vs  
recent/ temporary conditions

Online Services vs In person services/  
classes

HS Students vs Adults

Ocean Campus vs Other campuses

Medical Conditions

People from other cultures

Veterans

Homeless Individuals

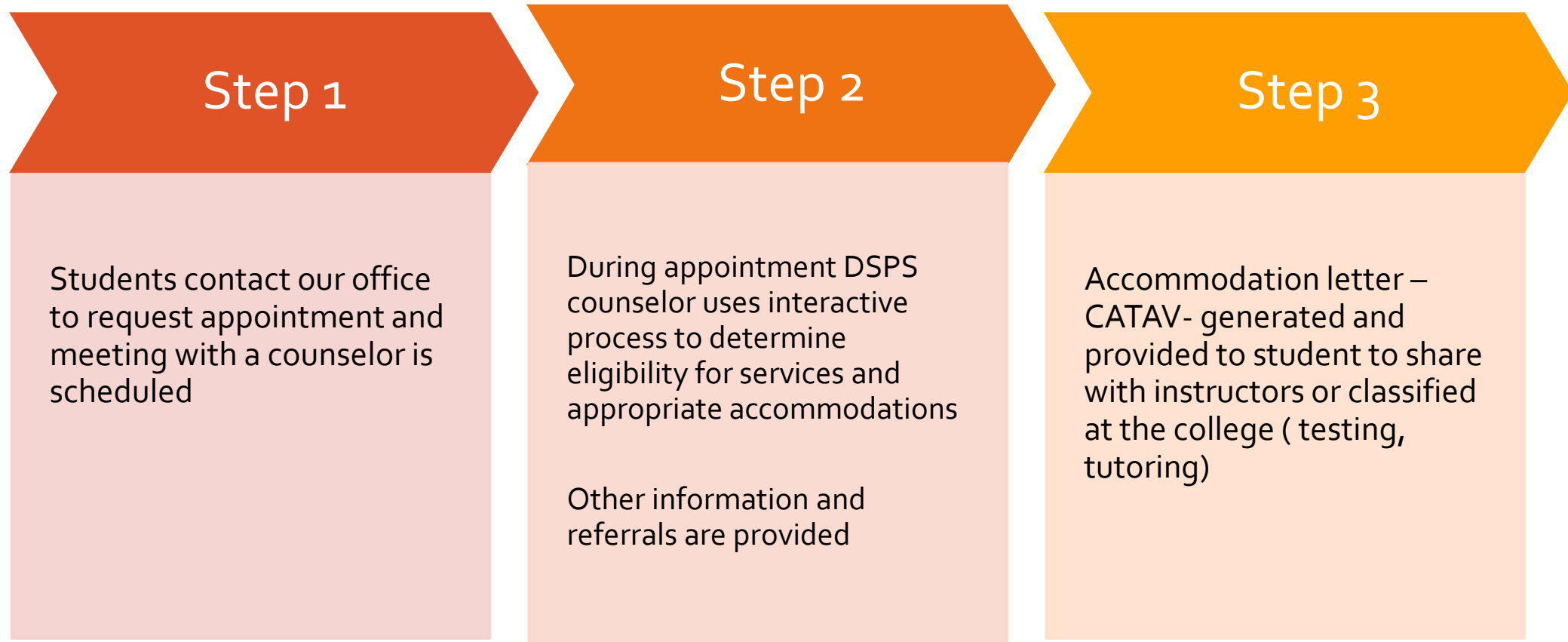
## Disclosure, Nondisclosure and Confidentiality

- \* Not all students with disabilities will want to register with DSPS.
- \* DSPS registration is voluntary.
- \* Student disclosing disability to faculty/staff = student disclosing to the institution.
- \* If they don't disclose, don't assume, even if its obvious.
- \* Never identify a student as a DSPS student in public or in class
- \* Rather than assuming students may benefit from specific services, provide general information about available services in the syllabus, on Canvas and in first class meeting.

**TAKEAWAY:** Unless disclosed and accommodation is requested, focus should be general provision of information.

# DSPS Process Overview

This process takes one meeting if student has medical / disability information already. It may take longer if they do not.





## Typical Accommodations

- Extra Time on Exams and/ or Testing in with Reduced Distractions ( 1 ½ or double time)
- Preferential Seating/ Reserved Seating/ Furniture
- Hearing Amplification device/ teacher use microphone
- Sign language interpreter/ captioning
- Notetaker/ and/ or Audio Record Lectures

## Accommodations that require additional interactive process

- Extra Time on Assignments
- Flexibility with attendance policy
- Replacement of specific assignment with another
- Aide in class
- Course waiver and substitutions



A screen shot of the current Testing Accommodation Request form available on the DSPS website

Disabled Students Programs & Services (DSPS) | Rosenberg Library, R323  
(415) 462-5489 or (415) 462-6481 | [dspstest@ccsf.edu](mailto:dspstest@ccsf.edu)

### TESTING ACCOMMODATION REQUEST (TAR) FORM

**Test Proctoring Hours:** Mondays: 8:15 AM - 4:00 PM, Tuesdays: 8:15 AM - 8:00 PM,  
Wednesdays: 8:15 AM - 4:30 PM, Thursdays: 8:15 AM - 4:00 PM, and Fridays: 8:15 AM - 2:30 PM

#### DEADLINES

Classroom exams/quizzes must be scheduled **7 DAYS IN ADVANCE**.  
Final exams must be scheduled by **MONDAY, NOVEMBER 28, 2022**.

#### TO BE COMPLETED BY STUDENT:

Student's Name: \_\_\_\_\_ CCSF ID: \_\_\_\_\_  
Contact Phone: \_\_\_\_\_ Email: \_\_\_\_\_  
Instructor's Name: \_\_\_\_\_ Course: \_\_\_\_\_

*\* I authorize DSPS staff members to discuss issues related to the accommodation(s) requested with my instructor.  
\* I have read the provided test guidelines (on the back of this form) and acknowledge my understanding of them.*

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### TO BE COMPLETED BY INSTRUCTOR:

Instructor's Name: \_\_\_\_\_ Email/Phone: \_\_\_\_\_

Exam Date: \_\_\_\_\_ Exam Time: \_\_\_\_\_ Length of Classroom Exam: \_\_\_\_\_

**Scheduling Options:** (Please see test proctoring hours above.)

- Same Date/Time: Student MUST schedule the exam at the same Day/Time as the classroom exam.
- Same Date: Student may take exam any time on the same day as the classroom exam.
- Different Date/Time: Student may take exam on a different date: \_\_\_\_\_ and time \_\_\_\_\_  
(To be worked out between instructor and student)

#### Materials allowed for the exam:

(All approved notes and scratch paper will be returned with the exam, OR  Opt-out, do not return item with exam.)  
\_\_\_\_\_  
\_\_\_\_\_

**Delivery of Exam:** (If the exam is not received at the time of the exam, the exam may need to be rescheduled.)

- Instructor will hand deliver exam. (Rosenberg Library, R323)
- Instructor will email exam to [dspstest@ccsf.edu](mailto:dspstest@ccsf.edu) (For online exams, please extend the time and provide password, if required.)
- Student will deliver exam in a sealed envelope (Security envelopes can be picked up at DSPS.)

#### Return of Exam:

- Instructor will pick up the exam. (Rosenberg Library, R323)
- Student will return exam in a DSPS security envelope to room #: \_\_\_\_\_
- DSPS will scan and email the exam (within 2 working days) to the following email: \_\_\_\_\_

*\* Please sign only if you have verified the student's Classroom and Test Accommodation Form (CATAV):*

Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### DSPS USE ONLY

Date of Exam: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_ Length of exam: \_\_\_\_\_

Accommodations requested by student (based on CATAV):  1.5x  2x  Enlarged Print - Size: \_\_\_\_\_

Write directly on test form (not scantron)  Scribe/Reader  Computer Adaptations: \_\_\_\_\_

Comments/Other approved accommodation: \_\_\_\_\_

Accommodations Verified (Date and Initial): \_\_\_\_\_ Exam Received (Date and Initial): \_\_\_\_\_

Search tools

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# Important Terms To Know- Interactive Process

## Interactive Process

The ADA and Title 5 require that DSPS certificated staff engages in the ‘interactive process’ as part of the development of an Academic Accommodation Plan (AAP) to determine the most appropriate accommodations for the student.

The interactive process requires communication and good-faith exploration between DSPS and individual students. The shared goal is to identify appropriate academic adjustments and/or auxiliary aids or services that facilitate equal access to the educational process.

## Instructor Role in the Interactive Process

The instructor’s role in the interactive process is to share their knowledge of the essential elements of the course or program.

It is also the instructor’s role to contact the DSPS if they believe that the recommended academic accommodation may compromise the essential requirements of a course/program or constitute a **fundamental alteration** to a course/program.

This determination usually involves your department chairperson or dean.



# Important Terms To Know- Fundamental Alteration

## Fundamental Alteration

A change to a college course or program that is **so significant** that it alters the essential nature of learning outcome, class or program. (removing/ waiving acquisition of a skill that is considered essential or is directly related to the health and safety of others. Excusing or waiving requirements directly related to licensing requirements)

The Office for Civil Rights has provided guidance in determining if an accommodation request constitutes a fundamental alteration.

### Decision should be made:

In coordination with DSPS, through a meaningful, informed, interactive and collaborative process on a case-by-case basis.

By a group of people who are trained, knowledgeable and experienced in the subject, course, field of study area.

After consideration of a series of alternatives as essential requirements.

With a careful, thoughtful and rational review of the academic program and its requirements.

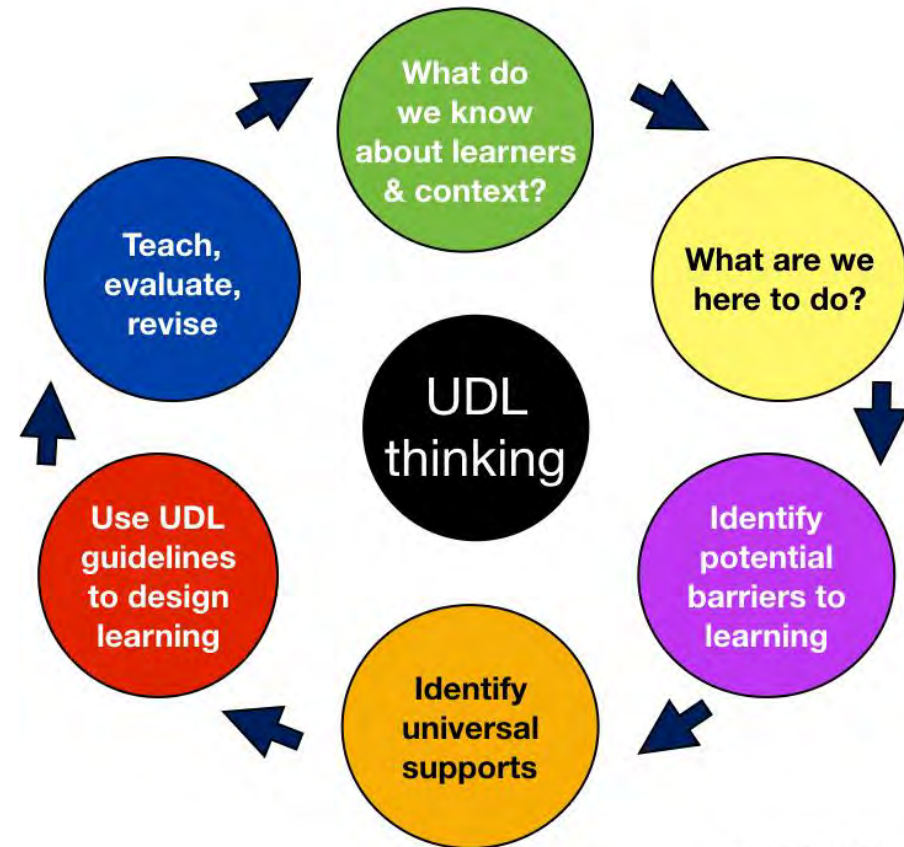
While considering a specific student.

# Vignettes to Discuss

- You are teaching a Beginner Japanese class. Your quizzes and exams test both an expressive and receptive language components. The students hear different words and must write the correct symbol to show they understand the word. You have a student who has no use of his arms and requests an accommodation for quizzes and tests. What would be a good accommodation? How can you make the class more accessible? Is this a fundamental alteration?
- You are a teacher in a Basic Culinary Skills class. You have a student who has requested an accommodation not to work around knives. How would you go about delivering this accommodation? Is this a fundamental alteration?
- You are teaching a math class and you have weekly assignments that you grade. You have a student who regularly asks for time extensions on these assignments. Your syllabus states that you do not accept late assignments. Is this a fundamental alteration? How can you make class more accessible?

# Accommodations vs. Accessibility and Universal Design

- **Accommodations** are reactive solutions to address special cases.
- **Accessibility** is a proactive solution to providing equal access for all. Pursuing accessibility means starting the design process with accessibility in mind, not applying principles of accessibility after the fact or only when special cases merit attention. Accessibility is about anticipating the needs of all students and providing them with the best opportunity to succeed. It benefits all students, those with or without disability. It is in alignment with diversity and inclusion principles we are striving to implement.



Chrissie Butler CORE Education CC attributi

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Accessibility and UDL focus on inclusive educational practices.

Ensuring all students (including those with disabilities) have access to content, while providing multiple options to acquire information are key to student success.

Provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged

Reduces barriers in instruction, provides appropriate accommodations, supports, and challenges

Maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

# Assessing for Accessibility

Informally evaluate if your class for accessibility by asking yourself how would a blind, deaf or quadriplegic person do this assignment or complete this requirement.

If gaps are evident, note what they are and incrementally work to find substitutions/ solutions.

Setting standards (time or deadlines) helps provide accommodations. Extra time is provided at 1/1/2 or double time of a standard time for a student. That way if extra time for DSPS student is requested, that can be provided based on some clear expressed standard, otherwise it will appear like discrimination/ unfair advantage.

Strive to spend a few minutes with a DSPS students privately to determining what part of your class are least accessible to them or most difficult to them. You may discover information that you may not have previously considered.

Have prepared resources to help you refer students for support and to provide accessibility services if requested in a confident manner.

List deadlines that the college sets for midterm/ final grade submission on syllabus so that you can refer to it when/ if you are granting time extension on assignment.

# The UDL Lens of Access, Engage and Express <sup>TM</sup>

## **Access**

**by transforming usable information into usable knowledge through:**

digital media  
print  
touch  
audio  
visual media

## **Engage**

**with contents and concepts using:**

interactives  
problem-solving  
designing  
video  
graphics  
collaborating  
reflection

## **Express**

**my understanding through:**

writing  
presenting  
storytelling  
multimedia  
building/making  
making sense of learning

The UDL Lens of Access, Engage and Express is an express trademark of Kathleen MClaskey. All rights reserved. Reference: How to Personalize Learning by Bray and MClaskey, 2016. <http://y.bit/Learner-Profile>



# Examples of UDL in online class

When designing an online course, an accessibility mindset

Prepare podcasts and video lectures along with transcripts and/or captions.

Posting images with concise and meaningful alt tags.

Ensuring that documents are in pdf format and legible with a screen reader.



LEARN MORE ABOUT  
UDL

[CAST - Center for Applied Special Technology](#)

[National Center on Universal Design for Learning](#)



## Welcome to DSPS

In line with [CCSF mission and vision](#), DSPS is committed to providing [educational accommodations](#), [DSPS classes](#) and supportive services to students with disabilities to promote [equity](#) and increase [access](#) resulting in student success in reaching their educational, vocational and personal goals.

[DSPS team](#) offers services in multiple [CCSF locations](#). We work with the college community and our partners to provide [information and resources](#) to help support students in accessing educationally related activities consistent with the mission and vision of CCSF and in compliance with [local, federal and state laws](#).

### DSPS Services

DSPS Counseling and Accommodations	Faculty Resources	High School Transition Resources
Additional DSPS Services	DSPS Forms	DSPS Classes
Frequently Asked Questions	Links to Helpful CCSF Information	Alternate Media Information
DSPS Mission and Team	SLO & SSO Information	Accessibility and Universal Design Resources






#### For Immediate Assistance

If you need immediate assistance or need to make an appointment with a DSPS counselor, contact the DSPS main office at:

- 415-452-5481
- [dpsacom@ccsf.edu](mailto:dpsacom@ccsf.edu)

Review the [Contact Information](#) page for our locations and other phone numbers.

#### Helpful Links

- [COVID-19 UPDATES](#) 
- [Faculty Handbook \(PDF\)](#) 
- [Student Handbook \(PDF\)](#) 
- [DSPS Glossary of Terms \(PDF\)](#) 
- [Our Team](#) 

# DSPS WEBSITE UPDATES

# Introducing - Simplicity

In efforts to modernize the accommodation request process with a fully ADA-compliant interface DSPS has purchased **Simplicity Software**

- It will allow for entirely online and secure document management
- Accommodations requests and services delivered virtually ( for those who can)
- Easier information exchange between instructors, students and DSPS staff

## Timeline

Initial and IT set up – Fall 2022

Training of DSPS Staff and Faculty - Spring 2023

Training of CCSF Faculty and Students – end of Spring- Summer 2023

Roll out campus wide and additional training– Fall 2023



# Q & A TIME

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