



# Fresno City College

Disabled Students Programs and Services

## Faculty Resource Guide

DSP&S is committed to the inclusion and accessibility of all students. Fresno City faculty has a key role in assuring that their classes are fully accessible to all populations. Depending on the student's disability related barriers, faculty might be asked to allow for a wide range of reasonable accommodations as mandated by state and federal law.

This guide, which describes the educational implications of the various disabilities and provides a listing of the support services available through the office of Disabled Student Programs & Services, is just one way in which we assist in your efforts to assure reasonable accommodations to students with disabilities.

**If we can be of assistance, please do not hesitate to contact us!**

Disabled Students Programs and Services

Building A

(559) 442-8237

**Due to the COVID-19 pandemic and the move to remote delivery of services,  
the information contained in this handbook is subject to change.**

This handbook is available in Alternate Format by request.

Revised July 2020

# Table of Contents

<b>DSP&amp;S Staff Contact Information</b> .....	3
<b>Student Rights and Responsibilities</b> .....	4
Student Confidentiality .....	4
Student Rights .....	4
Student Responsibility .....	4
<b>Faculty Rights and Responsibilities</b> .....	5
Faculty Rights .....	5
Faculty Responsibilities .....	5
<b>DSP&amp;S Rights and Responsibilities</b> .....	5
DSP&S Rights .....	5
DSP&S Responsibilities .....	6
<b>Institutional Rights and Responsibilities</b> .....	6
<b>Accessible Information Management (AIM)</b> .....	6
AIM Faculty Login .....	7
Faculty Notification Letter (FNL) .....	7
<b>How Do Students Qualify for DSP&amp;S?</b> .....	7
<b>Faculty Role in Providing Accommodations</b> .....	8
Syllabus Statement .....	8
Referring students to DSP&S .....	8
<b>Accommodations Procedures</b> .....	9
Adaptive Equipment .....	10
Alternate Media .....	10
Audio Recording of Lectures .....	10
Notetaking .....	11
Seating .....	11
Sign Language Interpreters .....	11
Test Taking Accommodations .....	11
Mobility Assistance .....	12
<b>Laws Supporting Students with Disabilities</b> .....	12

Section 504 of the Rehabilitation Act .....	12
Rehabilitation Act Amendment (Section 508) .....	12
Title 5 of the California Code of Regulations (5600 through 56076) .....	12
Americans with Disabilities Act (ADA) 1990 .....	13
<b>Types of Disabilities</b> .....	14
<b>Instructional Strategies</b> .....	15
Acquired Brain Injury (ABI).....	15
Attention-Deficit Hyperactivity Disorder (ADHD) .....	16
Autism Spectrum Disorder .....	17
Blind and Low Vision .....	18
Deaf and Hard of Hearing .....	19
Learning Disability.....	20
Mental Health Disability .....	22
Other Health Conditions and Disabilities.....	23
Physical Disability.....	24
<b>Disability Etiquette and Language Guide</b> .....	26
<b>Universal Design</b> .....	27
<b>Accessibility and Canvas Support Resources</b> .....	29
<b>Faculty Resources</b> .....	29
<b>Accessibility Regulations and Requirements</b> .....	29
<b>Guides for Creating Accessible Documents</b> .....	29
<b>California Community College Technology Center</b> .....	29
<b>Other Resources</b> .....	29
<b>Frequently Asked Questions</b> .....	30
<b>Service Animal Use on Campus</b> .....	33
<b>AIM Guides</b> .....	35

## DSP&S Staff Contact Information

Due to the COVID-19 pandemic and the move to remote delivery of services, DSP&S contact information may be subject to change. You may also reach DSP&S staff by calling (559) 442-8237 or emailing: [dsp@fresnocitycollege.edu](mailto:dsp@fresnocitycollege.edu).

Name	Email	Phone	Ram Pathways Team
<b>DSP&amp;S Administration &amp; Staff</b>			
Susan Arriola, Director	<a href="mailto:susan.arriola@fresnocitycollege.edu">susan.arriola@fresnocitycollege.edu</a>	Ext. 8563	Culture, Education & Society
Jo Lewis, Administrative Asst.	<a href="mailto:jo.lewis@fresnocitycollege.edu">jo.lewis@fresnocitycollege.edu</a>	Ext. 8561	
Isaac Gallegos, Mobility	<a href="mailto:Isaac.gallegos@fresnocitycollege.edu">Isaac.gallegos@fresnocitycollege.edu</a>	Ext. 8237	
Jahaziel Ibarra - Mobility	<a href="mailto:Jahaziel.ibarra@fresnocitycollege.edu">Jahaziel.ibarra@fresnocitycollege.edu</a>	Ext. 8237	
Elvira Navarro-Arellano - Student Records	<a href="mailto:Elvira.arellano@fresnocitycollege.edu">Elvira.arellano@fresnocitycollege.edu</a>	Ext. 8356	
Jaskarnprit (Prit) Pahal - Reception	<a href="mailto:Jaskarnprit.pahal@fresnocitycollege.edu">Jaskarnprit.pahal@fresnocitycollege.edu</a>	Ext. 8237	
Arien Reed – Budget Technician	<a href="mailto:Arien.reed@fresnocitycollege.edu">Arien.reed@fresnocitycollege.edu</a>	Ext. 8937	
<b>Counselors</b>			
Sam Alvarado	<a href="mailto:sam.alvarado@fresnocitycollege.edu">sam.alvarado@fresnocitycollege.edu</a>	Ext. 8708	Tech and Trades
Ryan Blodgett	<a href="mailto:ryan.blodgett@fresnocitycollege.edu">ryan.blodgett@fresnocitycollege.edu</a>	Ext. 8707	Business
Augustin Cisneros (Adjunct)	<a href="mailto:Augustin.cisneros@fresnocitycollege.edu">Augustin.cisneros@fresnocitycollege.edu</a>	Ext. 8237	Culture, Education & Society
Saul Fernandez	<a href="mailto:saul.fernandez@fresnocitycollege.edu">saul.fernandez@fresnocitycollege.edu</a>	Ext. 8740	Health & Stem
Jesse Llanos (Adjunct)	<a href="mailto:Jesse.llanos@fresnocitycollege.edu">Jesse.llanos@fresnocitycollege.edu</a>	Ext. 8007	Tech & Trades
Tiffany Myers – Coordinator C2C Program	<a href="mailto:tiffany.myers@fresnocitycollege.edu">tiffany.myers@fresnocitycollege.edu</a>	Ext. 8355	
Leslie Silva	<a href="mailto:leslie.silva@fresnocitycollege.edu">leslie.silva@fresnocitycollege.edu</a>	Ext. 8709	Culture, Education & Society
Sage Talbot (Adjunct)	<a href="mailto:sage.talbot@fresnocitycollege.edu">sage.talbot@fresnocitycollege.edu</a>	Ext. 8316	Health & Stem
<b>Alternate Media/Adapt. Furniture</b>			
Michael Gerard	<a href="mailto:michael.gerard@fresnocitycollege.edu">michael.gerard@fresnocitycollege.edu</a>	Ext. 8374	
<b>Faculty</b>			
Jessica Fisher - English	<a href="mailto:Jessica.fisher@fresnocitycollege.edu">Jessica.fisher@fresnocitycollege.edu</a>	Ext. 8706	
Jerry Hentzler – Adaptive Ornamental Hort.	<a href="mailto:Jerry.hentzler@fresnocitycollege.edu">Jerry.hentzler@fresnocitycollege.edu</a>	Ext. 8377	
Darlene Loftis – High Tech	<a href="mailto:Darlene.loftis@fresnocitycollege.edu">Darlene.loftis@fresnocitycollege.edu</a>	442-8249	
Bobbie Wells – Developmental Services	<a href="mailto:Bobbie.wells@fresnocitycollege.edu">Bobbie.wells@fresnocitycollege.edu</a>	Ext. 2235	
<b>Learning Disability Assessments</b>			
Patrick Tackett	<a href="mailto:patrick.tackett@fresnocitycollege.edu">patrick.tackett@fresnocitycollege.edu</a>	Ext. 8157	Arts, Communication & Language
<b>Outreach/Transition to College</b>			
Pam Tibbet	<a href="mailto:pam.tibbet@fresnocitycollege.edu">pam.tibbet@fresnocitycollege.edu</a>	Ext. 8783	Health & Stem
<b>Sign Language Interpreters</b>			
Tabitha Dubois	<a href="mailto:tabitha.dubois@fresnocitycollege.edu">tabitha.dubois@fresnocitycollege.edu</a>	Ext. 8781	
<b>Testing Center</b>			
Cindy DeSutter (morning)	<a href="mailto:cindy.desutter@fresnocitycollege.edu">cindy.desutter@fresnocitycollege.edu</a>	Ext. 8390	
Maria Wiget (afternoon)	<a href="mailto:maria.wiget@fresnocitycollege.edu">maria.wiget@fresnocitycollege.edu</a>	Ext. 8391	

Questions regarding	Contact
A student's accommodation request(s)	Counselor (see Faculty Notification Letter (FNL) for name)
Alternate media; adaptive furniture	Michael Gerard
Testing; scheduling exams	Cindy DeSutter or Maria Wiget
Referring a new student for services	Student Success Team member; Susan Arriola; Pam Tibbet
Sign Language Interpreters	Tabitha Dubois
Speaker for my class	Student Success Team member; Susan Arriola
Learning Disability testing	Patrick Tackett

# Student Rights and Responsibilities

## Student Confidentiality

Under the Right to Privacy Act and related laws affecting higher education, students have the right to confidentiality. Students with disabilities often mention having a disability revealed 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 notetaker, or to discuss the student's disability in class or in the presence of other students.

When you receive a Faculty Notification Letter (FNL) that states a student has a disability and needs accommodations, 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.

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

## Student Rights

According to Title 5, Section 56008, Student Rights:

- Participation in DSP&S by students with disabilities is voluntary. Not all students with disabilities require accommodations
- Receiving academic accommodations, services and/or instruction authorized by DSP&S does not preclude a student from participating in any other course, program or activity offered by the college
- All records maintained by DSP&S personnel pertaining to students with disabilities shall be protected from disclosure and shall be subject to all other requirements for handling of student records as provided in Subchapter 6 (commencing with Section 54600) of Title 5, and are also subject to all other requirements for handling of college student records by Fresno City College
- Students have the right to be evaluated on ability, not disability

## Student Responsibility

- Complete the DSP&S New Student Intake Process and meet with a DSP&S counselor for an interactive dialog regarding services and accommodations
- Provide professional, documented verification of disability to DSP&S
- The student will request and utilize DSP&S services in a timely and responsible manner and adhere to written service provision procedures adopted by DSP&S
- Students assume responsibility for transportation, service animals, medications, personal needs and/or provide their own personal attendant and/or personal aids per SCCC policy (see current catalog).
- Students are the primary person responsible to notify instructors of all absences. In extreme circumstances when a long-term absence which is disability related occurs and notification by the student is not possible, the DSP&S office will assist the student in notifying instructors
- Students assume personal responsibility for their education and accommodations
- Students are expected to work collaboratively with SCCC staff and instructors to determine and implement accommodations
- Students must meet with a DSP&S counselor to complete an Academic Accommodation Plan (AAP) and a Student Educational Plan (SEP)

- Students are responsible for logging into their AIM Portal and requesting that their Faculty Notification Letters (FNL) of accommodations to be sent to their instructors each semester
- Students will comply with the Student Code of Conduct adopted by the college
- Students must demonstrate measurable progress toward the goals established in the student's Student Educational Contract (Board Policy No. 5410, Education Code 66300), and meet academic standards established by the college
- Failure to comply with these standards may result in the suspension of DSP&S services

Students seeking to appeal the denial of services should seek remedy through the Director of DSP&S. If, after consulting with the DSP&S Director, students are still not satisfied, they may appeal via the Student Grievance Process. (see current college catalog, Grievance Policy for Students).

## **Faculty Rights and Responsibilities**

### Faculty Rights

- Set and post academic standards for all students
- To evaluate all students based on the standards of the class and to grade accordingly
- Academic freedom of subject matter of educational content
- To appeal a decision regarding the provision of an accommodation, when doing so would pose a fundamental alteration to the course or program curriculum

### Faculty Responsibilities

- Faculty will cooperate with DSP&S in providing authorized accommodations and/or support services for students in a timely, reasonable, effective and equal manner
- Select and use accessible methods to deliver educational content
- Provide handouts and exams in a timely manner and in accessible formats for alternate media provision
- Select textbooks in a timely manner so that e-text can be ordered from the publisher or converted to e-text by the DSP&S Alternate Media Specialist
- To respect and maintain a student's right to confidentiality by not announcing or discussing the student's disability in the presence of other students or staff
- Faculty will consult with DSP&S immediately if there is any question regarding how to implement authorized academic accommodations
- Faculty will include a statement in their syllabus each semester reminding students with verified disabilities to contact the instructor to arrange accommodations
- Faculty do not have the right to refuse to provide accommodations, to question whether the disability exists when accommodations have been authorized by DSP&S, or to request to examine the student's documentation
- Faculty have the responsibility to monitor their SCCCD email accounts for receipt of Faculty Notification Letters (FNL) of accommodations for students who are approved for academic accommodations through the DSP&S program

## **DSP&S Rights and Responsibilities**

### DSP&S Rights

- Request and receive current documentation that supports the needs for accommodations
- Deny a request for accommodations if the documentation demonstrates that the request is not warranted or if the individual fails to provide adequate verification
- Suspend services if a student persistently violates DSP&S Policies and Procedures regarding academic accommodations

## DSP&S Responsibilities

- Advising faculty/staff in providing or arranging accommodations and/or auxiliary aids
- Hold student information confidential except where permitted or required by law
- Communicate to students, faculty, and staff the process to request accommodations
- Verify the student's disabilities and authorize accommodations based on functional limitations caused by the disability

## **Institutional Rights and Responsibilities**

The institution has the right to:

- To request and review documentation that supports requests for accommodation
- To hold all students to the Student Code of Conduct

The institution has the responsibility to:

- Establish college policies and procedures to ensure equal access for students with disabilities
- Inform applicants and students with disabilities about the availability and range of accommodations
- Communicate policies and procedures to college employees and students
- Ensure that all of its programs are accessible
- Establish college policies and procedures for access and a process to resolve disputes
- Provide accessible college materials when necessary
- Support an atmosphere of respect and inclusion
- Adjust, substitute, or waive any requirements that has a disproportionately adverse impact on a student with a disability and is not a fundamental to the student's academic program

## **Accessible Information Management (AIM)**



AIM is an online accommodation management portal used by DSP&S to help students independently coordinate their accommodation(s). AIM protects confidential information about students and allows more transparency and streamlined communication among students, faculty and DSP&S staff.

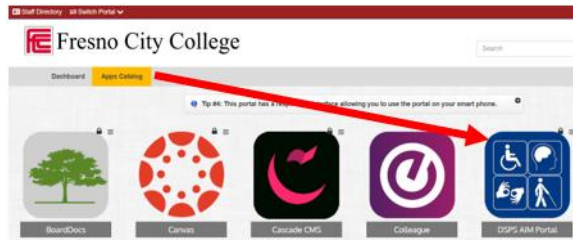
Current options in AIM:

Students can:

- Request accommodations each semester
- Generate a Faculty Notification Letter (FNL) of approved accommodations that they will use for your course
- Download textbooks and course materials converted to alternative format by DSP&S

Faculty can:

- Access the AIM app through your Faculty Portal
- View a list of all students with DSP&S who have requested accommodations for each course they teach
- Download copies of the FNL of accommodations for each course they teach



## AIM Faculty Login

After you have accessed AIM through your Faculty Portal:

- Instructor Authentication Page: Review FERPA (Confidentiality Statement). Click “Continue to View Student Accommodations”
- List Instructor Profiles: Select (view) one of your courses
- List of Students who requested Accommodation: Select “View” to see the student’s FNL of accommodations
- If no students are listed, then no student has currently requested accommodations in that course
- See Appendix section for step-by-step instructions

## Faculty Notification Letter (FNL)

The Faculty Notification Letter (FNL) letter of accommodation is confirmation for faculty members that the student has completed the DSP&S Intake Process and is eligible for accommodations. When students request approved accommodations, an FNL will be generated and sent to instructors via email.

- The FNL will list the student, the course and section number, and accommodations the student has been approved to request
- Please keep the information in the FNL confidential
- The counselor assigned to that student will be listed in the FNL, should you have additional questions regarding the student’s accommodation request(s)
- Please provide only the accommodations listed on the student’s FNL
- If a student requests an accommodation that is not on their FNL, please direct them to speak with their DSP&S counselor

## **How Do Students Qualify for DSP&S?**

Students who have temporary or permanent disabilities that affect academic functioning may be eligible for a variety of support services. Following are the eligibility requirements to request services and accommodations from DSP&S:

- Students must complete the FCC matriculation process
- All requests for accommodations are the responsibility of the student
- Students requesting to apply for services from the DSP&S Program must complete an online application via the Accessible Information Management (AIM) system, accessed through My Portal
- Disability must be verified and student must provide documentation from an appropriate licensed medical professional, or by direct observation with a DSP&S professional staff
- All disability verification documentation is review by DSP&S professional staff
- Once a student completes the AIM application for services and provides disability verification, they are required to complete an intake interview with DSP&S professional staff and, if necessary, complete additional testing and/or or provide additional documentation to establish eligibility



- All required DSP&S program paperwork and disability verification forms must be completed prior to participation in or receiving services offered by DSP&S
- Students must have an eligible, verifiable disability, such as Attention-Deficit Hyperactivity Disorder, deaf and hard of hearing, autism spectrum, blind and low vision, acquired brain injury, mental health, intellectual, and physical, which limit one or more major life activities and impose an educational limitation that precludes them from participating in general instruction without an accommodation (Title 5 Regulations, Section 56032-56044, 56002). For more information regarding eligible disabilities, please see the Disability Categories list in the appendix

## **Faculty Role in Providing Accommodations**

Faculty play a key role in the accommodation process. The level of involvement faculty will have in the accommodation process will vary depending upon the type of accommodation prescribed, the setting for the accommodation, and the functional limitations of the student's disability.

### Syllabus Statement

DSP&S recommends that each course syllabus contain a statement reflecting compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973.

Ideally, faculty should provide a detailed syllabus that includes course objectives, weekly topics, classroom activities, required reading and writing assignments, and dates of tests, quizzes, and vacations. This information provides valuable information to all students and allows students with disabilities to identify the accommodations they will need to request for the class as well as arrange for materials in an alternate format, if necessary. Whenever possible, provide syllabi and other course materials in an electronic format to provide direct access.

Following is a sample statement that faculty may use to open the lines of communication regarding necessary accommodations and encourage students with disabilities to seek assistance early in the semester.

- "If you have a documented disability that may require classroom accommodations, please see me immediately after class, or contact the FCC Disabled Students Programs and Services (DSP&S) office in Building A, or call (559) 442-8237 for assistance. If you think that you may have a learning disability but are not sure, DSP&S may still be able to assist you. All information will be kept confidential.

### Referring students to DSP&S

There may be several situations that come up when you might want to refer a student to DSP&S. Following are a few examples of ways to do that. Remember, conversations with students should be confidential and in a private location.

#### Direct Referral to DSP&S staff

If you have concerns about a student in your class but aren't quite sure how to approach them, please feel free to reach out directly to the DSP&S director, a DSP&S counselor, or Senior Program Specialist for assistance and guidance.

#### General referral

If you notice a student in your class who has an observable disability (e.g., a wheelchair or white cane, limitation in locomotion or motor functions, missing limbs, difficulty concentrating, or lack of impulse control, etc.) who has not already shared an FNL with you from DSP&S, you may want to make a general referral. Share information about resources on campus that would benefit the student and include DSP&S, Student Health Services, Tutorial Center, etc. Example: "I want to share some information about some campus services that you might find helpful."

#### Early Alert/Starfish

The Early Alert Program in Starfish promotes student success by improving communication between students, instructors, and student support programs. You can raise flags for students who may be struggling academically or expressing personal concerns.

### Student has identified to you that they have a disability

If a student comes to you and discloses that they have a “hidden” disability (one that is not immediately apparent) but he/she does not have paperwork from DSP&S, please explain that connecting with DSP&S would be a useful and helpful way to obtain academic support. The student may not feel their disability is “severe” enough to qualify for services. Help the student understand that DSP&S serves all types of disabilities and that he or she might benefit from DSP&S support. Example: “DSP&S is a confidential program on campus which helps students with disabilities. They have many services available and may be able to provide academic accommodations to help support you.”

### You suspect that a student may have a learning disability

While most learning disabilities are identified early in a student’s education, that is not always the case.

A learning disability is a learning difference or challenge that affects the way a person takes in, remembers, understands, and expresses information. Learning challenges may be found in one or more of the following areas: reading comprehension, spelling, written expression, math computation, and problem solving. This may create difficulties in:

- Oral and/or written expression
- Reading comprehension and basic reading skills
- Following directions and concentrating
- Problem solving
- Unorganized written work
- Mathematical calculation and reasoning

If you have a student whom you suspect may have a learning disability, you can:

- Direct referral to DSP&S staff
- Make a general referral by speaking confidentially with the student
- Send out an Early Alert in Starfish

### Once your student is interested in DSP&S services

- You may advise your student to go to the DSP&S office, located in Building A, or to call the DSP&S office to schedule an appointment at (559) 442-8237, or
- Refer the student to My Portal to complete the AIM online application for services, or
- Contact one of the DSP&S staff directly regarding the student, or
- To ensure that the student is connected to someone who can provide what he or she needs, please feel free to accompany your student directly to the DSP&S office

## **Accommodations Procedures**

**PLEASE NOTE: Due to the COVID-19 pandemic and the move to remote delivery of services, the procedures to access accommodations may be subject to change. Stay up-to-date on any changes by monitoring the DSP&S webpage for updates, or contacting DSP&S staff.**

- Only students who have completed the DSP&S Intake Process, provided verified disability verification and met with a DSP&S counselor are eligible for services and accommodations
- Reasonable accommodations are approved on a case-by-case basis

- Accommodations are determined by the student's verified disability, functional limitations, and through an interactive dialog with a DSP&S counselor
- Students are required to log in to their AIM account at the beginning of each semester to request that a Faculty Notification Letter (FNL) of accommodations to be emailed directly to their instructor(s)
- Not every accommodation that DSP&S provides is listed on the FNL form; only those that require the involvement of the classroom instructor

Following is a brief overview of the most frequently authorized accommodations on the FNL form.

## Adaptive Equipment

Adaptive equipment may include magnification devices, tape recorder, spell checkers, Smart Pens.

- Coordinate with DSP&S staff for delivery of services
- If accommodation is not on the FNL, refer student to DSP&S
- Direct questions regarding Adaptive Equipment to: Michael Gerard, [Michael.gerard@fresnocitycollege.edu](mailto:Michael.gerard@fresnocitycollege.edu); DSP&S office: (559) 442-8237; Google Voice: (559) 387-4782

## Adaptive Furniture

Most common accommodations include: adaptive chairs, tables, modified computer work station.

- Coordinate with DSP&S staff for delivery of services
- If adaptive table/chair are not already in your classroom, request through your division office
- Give priority for use of adaptive equipment to students approved via an FNL
- Direct questions regarding Adaptive Furniture to: Michael Gerard, [Michael.gerard@fresnocitycollege.edu](mailto:Michael.gerard@fresnocitycollege.edu); DSP&S office: (559) 442-8237; Google Voice: (559) 387-4782

## Alternate Media

Federal and state laws require California Community Colleges and faculty to provide access to all programs and activities in a manner that is accessible to persons with disabilities. DSP&S assists faculty by providing access to alternate media formats for students with verified disabilities. Alternate formats may include: Braille; Electronic text; enlarged print; compressed audio (MP3); tactile graphics. Conversion of material to alternate format can take time, so plan accordingly.

- Select your textbooks as early as possible
- Select textbooks that are already available in alternate formats (if possible)
- Select videos that are already closed captioned
- Provide classroom notes, handouts and other materials in alternate formats
- Submit alternate format quests to DSP&S Alternate Format Specialist as early as possible
- Post all materials in an accessible format on Canvas
- Direct questions regarding Alternate Format to: Michael Gerard, [Michael.gerard@fresnocitycollege.edu](mailto:Michael.gerard@fresnocitycollege.edu); DSP&S office: (559) 442-8237; Google Voice: (559) 387-4782

## Audio Recording of Lectures

Recording of lectures may be available to students whose disability impacts their ability to listen or take notes in class

- All students approved for Audio Recording sign a Course Recording Agreement regarding confidentiality of recorded notes.
- Allow use of tape recorder as an accommodation if noted on the FNL
- Use of Sonoscent or any other notetaking software as indicated on student's FNL

- Post all classroom notes and other materials in an accessible format on Canvas
- For questions regarding the use of in class Audio Recording, please contact a DSP&S counselor

## Notetaking

**Please note: The Notetaker module roll-out in AIM is planned for release fall 2020. Please check your email for details.**

Notetaking will only be provided to a student whose disability-related limitations interfere with the student taking his or her own notes.

- Because most classes will be online for Fall 2020, an in-class notetaker may not be necessary
- Post all classroom notes and other materials in an accessible format on Canvas
- For live lectures, in-class notetakers may be available; please contact the DSP&S office for additional information
- If noted on the FNL, allow use of notetaking software such as Sonoscent
- For questions regarding Notetaking, please contact a DSP&S counselor

## Seating

Due to a student's verified disability, they may need preferential seating so that they can fully benefit from instruction.

- If request is for furniture, please refer to Adaptive Furniture section
- For in-class lectures, please assist the student in reserving the seating choice that is indicated on the FNL (e.g., front row, near an open exit or door)
- For questions regarding seating, please contact a DSP&S counselor

## Sign Language Interpreters

Sign language interpreters are provided when they are considered reasonable and appropriate accommodations. Instructors should refrain from asking the interpreter to participate in class activities, or perform other tasks.

- For in-class lectures, arrange seating so that the student has an unobstructed view of the interpreter
- Face and speak directly to the student, not the interpreter
- Provide copies of class material and handouts to interpreter
- All required video content must be properly captioned through <https://www.3cm mediasolutions.org/>; see toolbox in Canvas for additional information
- For questions regarding interpreting services, please contact the DSP&S Interpreter Coordinator: [Tabitha.dubois@fresnocitycollege.edu](mailto:Tabitha.dubois@fresnocitycollege.edu): (559) 442-4600, Ext. 8781

## Test Taking Accommodations

**PLEASE NOTE: Due to the COVID-19 pandemic and the move to remote delivery of services, most testing accommodations for Fall 2020 will be provided by instructors online via Canvas.**

Test accommodations are any modifications made to tests or testing conditions that allow students with disabilities to demonstrate their knowledge and skills. Common test accommodations include: extended amount of time student is given to complete a test; take the test in an alternate format; use of a scribe or proctor; a less distracting environment; access to assistive technology and adaptive furniture.

Extended time exams:

- Instructors provide through Canvas

## Proctored Exams:

- Exams must be scheduled in advance
- Exams will be proctored via Zoom

For questions regarding Testing Accommodations, please contact:

- Cindy DeSutter; [cindy.desutter@fresnocitycollege.edu](mailto:cindy.desutter@fresnocitycollege.edu); Google Voice, (559) 403-0419, or
- Maria Wiget; [maria.wiget@fresnocitycollege.edu](mailto:maria.wiget@fresnocitycollege.edu); Google Voice, (559) 666-1031, or
- Email [dspstesting@fresnocitycollege.edu](mailto:dspstesting@fresnocitycollege.edu)

## Mobility Assistance

Tram services are only available to students who have completed the DSP&S intake process and have been identified as having a temporary or permanent mobility impairment, and is for on-campus, class use only. Not all mobility impairments are observable. Due to liability issues, only authorized students may ride the tram.

- Please be flexible re student showing up to class on time
- Due to situations beyond the student's control, they may occasionally be late for class or have a short window of time to travel between classes, excessive crowds, etc.
- If student is habitually late for class, please contact a DSP&S counselor

## Laws Supporting Students with Disabilities

Disclaimer: Realizing "the vagueness of Section 504 and the ADA reflect the reality that no two students - and no two colleges- are exactly alike, and no universal rule can govern individual needs and college resources", the DSP&S Faculty handbook herein is a living document subject to fluctuation due to ongoing judicial decisions. Policies may be revised to comply with legal opinions that reflect continuing Office of Civil Rights (OCR) opinions and judicial rulings.

### Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act of 1973 is civil rights legislation which ensures students with disabilities have equal access to education. Section 504 states that: "No qualified handicapped student shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training, counseling, physical education, or other postsecondary education program or activity". The regulations further state that students must be educated in the most integrated setting appropriate to the individual's needs.

### Rehabilitation Act Amendment (Section 508)

Section 508 requires universal access to "electronic information technology," including school and classroom websites. All videos you show must be closed captioned, all written materials need to be accessible. Videos with audio descriptive files should be chosen if available.

### Title 5 of the California Code of Regulations (5600 through 56076)

Title 5 of the California Code of Regulations sets regulations for the academic adjustments which community colleges provide to students with disabilities. In addition to protections for students, it adds a provision protecting the instructor's academic program: "adjustments must [...] not include any change to curriculum or

course of study that is so significant that it alters the required objectives or content of the curriculum in the approved course outline, thereby causing a fundamental alteration [...]”

These regulations cover all aspects of SCCCD services. Therefore, all faculty, staff, and students of SCCCD are covered, and the law applies to instruction, non-instruction and employment practices.

### Americans with Disabilities Act (ADA) 1990

The Americans with Disabilities Act (ADA) extends the framework of civil rights laws and of Section 504. Mandates reasonable access for people with disabilities with all public and private entities. Provides essentially the same protection as Section 504, except it is broader in context and coverage, and redress is more specifically defined.

In summary:

#### 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 DSP&S or through the ADA/504 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.

## Types of Disabilities

The disability categories served by California Community Colleges include:

- Acquired Brain Impairment (ABI) – 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 which limits the student's ability to access the educational process.
- 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 Disorder - A neurodevelopmental disorder described as a persistent deficit which limits the student's ability to access the educational process. Symptoms must have been present in the early developmental period and must cause limitation in social, academic, occupational, or other important areas of current functioning.
- Blind and Low Vision - A level of vision that limits the student's ability to access the educational process.
- Deaf and Hard of Hearing - A total or partial loss of hearing function that limits the student's ability to access the educational process.
- 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:
  - The person's functioning level is below average intellectual ability; and
  - The person has significant limitations in adaptive skill areas as expressed in conceptual, social, academic, and practical skills in independent living and employment; and
  - The disability originated before the age of 18.
- Learning Disability (LD) – A persistent condition of a 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 the 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 a psycho-educational assessment completed by a qualified specialist certified to assess learning disabilities:
  - Average to above-average intellectual ability; and
  - Statistically significant processing deficit(s); and/or
  - Statistically significant aptitude-achievement discrepancy
- Mental Health Disability - A persistent psychological or psychiatric disability, or emotional or mental illness, that limits the student's ability to access the educational process.
- Other Health Conditions and Disabilities – Includes all other health conditions and/or disabilities that affect a major life activity which are otherwise not defined but which limit the student's ability to access the educational process. These include, but are not limited to: Cancer, Diabetes, Heart Conditions, Morbid Obesity with Underlying Medical Issues, Epilepsy, Arthritis, Asthma, Fibromyalgia, Narcolepsy, Degenerative Disc Disease, and more.
- Physical Disability - A limitation in locomotion or motor function that limits the student's ability to access the educational process.

## Instructional Strategies

Due to confidentiality laws, you may be aware that you have a student with a disability in your classroom, but not know the student's diagnosis. If a student chooses to confidentially disclose their disability diagnosis with you, having some general knowledge about the different disability categories could be helpful in your effort to support the student and their accommodation needs.

Following is a brief description of some of the most common disability categories, including the impact in the academic setting, possible accommodations, and instructional strategies. This list is by no means exhaustive, and is intended only to provide the most basic information.

For additional information about the different disability categories and how you can best support a student with a disability, please contact the DSP&S Director, or a DSP&S counselor at (559) 442-8237.

### Acquired Brain Injury (ABI)

Though not always visible and sometimes seemingly minor, brain injury is complex. It can cause physical, social, cognitive, and vocational changes that affect an individual for a short period or permanently. Depending on the extent and location of the injury, symptoms caused by a brain injury vary widely. Some common results or symptoms are seizures, loss of balance or coordination, difficulty with speech, limited concentration or attention deficits, memory loss, behavior problems, anxiety attacks, problems of judgment and loss of organization and reasoning skills.

Acquired brain injury typically results from accidents; however, brain injury may also be caused by insufficient oxygen, stroke, poisoning or infection.

### Impact in the Academic Setting

- Difficulty remembering, concentrating, or making decisions
- Slowness in thinking, speaking, acting or reading
- Getting lost and/or easily confused
- Difficulty taking notes/tests
- Difficulty planning and organizing
- Feeling tired, low energy, decreased motivation
- Increased sensitivity to light, sound, and distractions

- Poor coordination, difficulty walking, sitting, standing
- Mood changes

### Possible Accommodations

- Test-taking accommodations such as extra time, a distraction-reduced setting, and/or materials in alternate formats
- Note-taking assistance or copy of instructor's course notes
- Ability to record lectures
- Preferential seating
- Ability to take short breaks if necessary
- Text and other printed materials converted to audio files
- Access to elevators and modified seating
- Priority registration

### Instructional Strategies

- Provide clear, concise instructions and a detailed syllabus outlining all course expectations, methods of grading, and due dates for homework and exams
- Provide online access to course syllabus and other materials so they are available at any time
- Provide time for the student to process information and respond to questions
- Check for understanding by providing the student an opportunity to repeat instructions



- Encourage use of planners and/or electronic calendar applications to manage appointments, due dates, and exam dates
- Provide clear and consistent feedback regarding the student's performance in-class

### Attention-Deficit Hyperactivity Disorder (ADHD)

ADD and ADHD are neurological conditions affecting both learning and behavior. They result from chronic disturbances in the areas of the brain that regulate attention, impulse control, and the executive functions that control cognitive tasks, motor activity and social interactions. Hyperactivity may or may not be present. Students often have difficulty concentrating on and completing tasks, frequently shifting from one uncompleted activity to another. In social situations, inattention may be apparent by frequent shifts in conversation, poor listening comprehension, and not following the details of instructions.

#### Impact in the Academic Setting

##### Inattention

- Has difficulty concentrating
- Has unrelated thoughts
- Has problems focusing and sustaining attention
- Appears not to be listening
- Performance depends on task
- May have better attention to enjoyed activities
- Has difficulty planning, organizing, and completing tasks on time
- Has problems learning new things
- Demonstrates poor self-regulation of behavior, that is, he or she has difficulty monitoring and modifying behavior to fit different situations and settings

##### Hyperactivity

- Seems unable to sit still (e.g., squirming in his/her seat, roaming around the room,

tapping pencil, wiggling feet, and touching everything)

- Appears restless and fidgety
- May move quickly from one activity to the next
- Often tries to do more than one thing at once

##### Impulsivity

- Difficulty thinking before acting
- Problems waiting for his/her turn, such as when playing a game

##### Possible Accommodations

- Preferential seating away from potential distractions
- Extended time and distraction-reduced location for testing
- Note-taking assistance
- Use of audio recorder during lectures and directions
- Audio books and text

##### Instructional Strategies

- Provide clear and simple directions for homework and class assignments (repeating directions, posting homework assignments on board, supplementing verbal instructions with visual/written instructions).
- Give instructions one at a time and repeat as necessary.
- Use visuals: charts, pictures, color coding
- Create outlines for note-taking that organize the information as you deliver it.
- Divide long-term projects into segments and assign a completion goal for each segment.
- List the activities of the lesson on the board.
- Keep instructions simple and structured.
- Consider alternate teaching methods, such as multisensory instruction, use of visual cues and hands on activities, highlighting or underlining important parts of a task, use of

cues to identify key points of lesson, providing guided lecture notes, outlines and study guides.

- Summarize key points.
- Break information into small steps when teaching many new tasks in one lesson (state objectives, review previous lesson, summarize periodically)

### Autism Spectrum Disorder

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder, characterized by severe and pervasive impairments in reciprocal social communication and social interaction (verbal and nonverbal), and by restricted, repetitive patterns of behavior, interests, and activities. It is sometimes referred to as “high-functioning autism”. The core feature appears to be the individual’s inability to understand the thoughts, feelings and motivations of other people and to use this understanding to regulate his or her own behaviors.

The student may have sophisticated and impressive vocabulary and excellent rote memory but may have difficulty with high-level thinking and comprehension skills. They can give the impression that they understand, when in reality they may be repeating what they have heard or read.

The following characteristics are commonly seen in students with ASD, but due to the complexity of this disability you will not likely see all of these characteristics in a given student. In fact, ASD affects individuals in very diverse ways. Often behaviors that seem odd or unusual or even rude are in fact unintentional symptoms of ASD.

### Impact in the Academic Setting

Impacts of ASD in the academic setting may be most noticeable in the areas of communication, social skills, and in written assignments. Examples include:

- Frequent errors in interpreting others’ body language, intentions or facial expressions
- Difficulty understanding the motives and perceptions of others
- Problems asking for help
- Motor clumsiness, unusual body movements and/ or repetitive behavior
- Difficulty with the big picture, perseverate on the details (can’t see the forest for the trees)
- Difficulties with transitions and changes in schedule
- Wants things “just so”, inflexibility
- Problems with organization (including initiating, planning, carrying out, and finishing tasks)
- Deficits in abstract thinking (may be very concrete, focuses on irrelevant details)
- Unusual sensitivity to touch, sounds, and visual stimuli; may experience sensory overload
- Difficulty in initiating and sustaining connected relationships
- Poor or unusual eye contact
- Problems understanding social rules (such as personal space or eye contact)
- Impairment of two-way interaction (May seem to talk “at you” rather than “with you”)
- Conversation and questions may be tangential or repetitive
- Restricted interests that may be unusual and sometimes become a rigid and repetitive topic for conversation
- Unusual speech intonation, volume, rhythm, and/or rate
- Literal understanding of language (difficulty interpreting words with double meaning, confused by metaphors and sarcasm)

### Possible Accommodations

- Test-taking accommodations (extra time, and/or distraction reduced setting)

- Note-taking assistance or copy of instructor's course notes
- Ability to record lectures
- Preferential seating
- Ability to take short breaks if necessary
- Conversion of text to electronic formats
- Priority registration

#### Instructional Strategies

- Clearly define course requirements, the dates of exams and when assignments are due and whenever possible provide advance notice of any changes
- Provide instructions using a variety of modalities, such as verbally and in writing
- Keep directions simple and declarative and check for understanding by asking the student to repeat them back to you
- Avoid absolute words such as "always" or "never" unless that is exactly what you mean
- Make sure all expectations are direct and explicit without requiring students to "read between the lines" to glean your intentions
- Provide direct and explicit feedback to the student when you observe areas of academic difficulty or lack of appropriate boundaries
- Encourage use of resources designed to help students with study skills, particularly organizational skills
- Avoid idioms, double meaning, and sarcasm, unless you plan to explain your usage
- Use visual examples such as pictures, graphs and histograms
- Allow use of a keyboarding device if the student has poor penmanship due to deficits in motor skills

#### Blind and Low Vision

Visual impairments vary greatly. Most people considered legally blind have some vision. A person

with 20/200 or lower visual acuity with correction has legal blindness. A visual impairment exists when corrected vision is no better than 20/70. The term blindness can be reserved for those with total loss of sight, and visually impaired can refer to people with various gradations of vision.

Examples of conditions which result in low-vision or blindness may include, but are not limited to: cataracts, retinitis, pigmentosa, retinal detachment, glaucoma, strabismus nystagmus.

#### Impact in the Academic Setting

- Compromised ability to see classroom PowerPoint presentations, notes, demonstrations, videos, white boards, etc.
- Compromised ability to independently participate in in-class assignments and/or activities
- Limitations in being able to pick up on social cues;
- Limited access to general information that is learned through informal visual class activities
- Compromised access to necessary text books and supplemental materials
- Compromised ability to access some websites and software programs when sites/software are not compatible with screen reading programs, which is a violation of federal and state laws

#### Possible Accommodations

- Seating near the front of the class, near demonstration or the front board, etc.
- Testing accommodations, such as extended time, tests in an alternate format (such as Braille or electronic format), and/or use of specially adapted equipment (e.g., talking calculator/spell checker, and/or a computer equipped with a screen reader program)
- Note-taking assistance and/or use of audio recorders during class lectures;

- Early access to class handouts so they may be reviewed prior to needing them In-class
- Early access to any videos to be shown In-class so the student has the opportunity to view the video with a person who can provide video descriptions (Video descriptions are short verbal descriptions of action or key visual scenes, such as the setting, costumes, and facial expressions, which are provided to add context and allow people who are blind or have low vision to gain more complete access to video content).

### Instructional Strategies

- Select textbooks as early as possible, which gives the student time to purchase the book and request DSPS to convert it into an accessible format prior to the beginning of the semester
- Provide early access to classroom materials, including syllabus and course outlines with important dates, so they can be converted into an alternate format by DSPS (i.e., digital recordings, MP3, electronic text, large print or Braille). One way to do this is to post all course materials in Canvas.
- If the NOAS indicates notetaker assistance, assist the student with locating a volunteer note-taker from class.
- Provide electronic copies of lecture notes or post them online (Canvas, faculty web page)
- When speaking, face the class and talk in a normal tone. Read all information that is written on the board, Power Point, or handouts out loud. Verbally describe objects and processes when possible.
- When working with a student who has an in-class aide, please direct all questions or inquiries regarding accommodations to the student, not the aide.

- Feel free to talk directly with the student regarding what additional assistance they might require to complete your course. Students are a wonderful resource and can provide insight on what has worked in their past experiences. DSPS faculty are always available for consultation as well.
- When selecting software programs, request evaluation by Technology Services prior to purchase to ensure that they are universally accessible.
- Avoid last minute assignments whenever possible as this could present a problem due to scheduling and preparation issues, especially when materials will need to be produced in an alternate format.

### Deaf and Hard of Hearing

Hearing loss may range from complete deafness to a slight loss in a few frequencies. The earlier the occurrence in life, the greater effect it may have in the development of speech, as well as reading and writing skills.

### Impact in the Academic Setting

- Difficulty hearing lectures, group discussions, or student questions in a classroom setting
- Difficulty taking notes while trying to listen, lip-reading, and/or watching an interpreter
- Difficulty hearing media presentations that involve sound
- Problems communicating in one-on-one situations with instructors or other students
- Difficulty with English grammar due to lack of phonetic access to learning the language
- May misunderstand auditory information without realizing the error
- May not speak clearly or at all

### Possible Accommodations

- Preferential seating
- Note-taker for class lectures

- American Sign language (ASL) or oral interpreter
- Assistive listening device (ALD)
- Captioned videos
- CART services (e.g., computerized note-taking, Real-Time Captioning)
- Extended test taking time
- Priority registration
- Other accommodations based upon the student's educational limitations

### Instructional Strategies

- Provide access and accommodations to the DHH students
- Provide written material and instructions whenever possible
- Provide early access to course syllabus, class outlines, lecture notes and technical terms.
- Write on the board whenever possible
- Ensure that all materials utilized in the classroom are accessible
- On request from the student, assist with finding an effective note-taker or lab assistant from the class
- Provide context to new topics so that all students have the necessary background knowledge
- Allow the DHH student the same anonymity as other students (i.e., avoid pointing out the student or the alternative arrangements to the rest of the class)
- Circular seating arrangements offer DHH students the advantage of seeing all class participants, especially in a seminar setting
- In a lecture setting, keep front seats available to be utilized by DHH students and their interpreters
- Repeat the comments and questions of other students, especially those from the back rows; acknowledge who has made the comment so the DHH student can focus on the speaker

- If possible, provide transcripts of audio information
- Face the class when speaking; if an interpreter is present, make sure the student can see both you and the interpreter
- Films, overheads, diagrams, and other visual aids are useful instructional tools for visual learners
- Ensure that spoken dialogue and commentary in films, videotapes, DVDs, and online course websites are presented with accurate captions
- Refrain from speaking while a DHH student is reading an overhead or handout. Be sure to have visual contact with the student to assure that they are watching you or the interpreter
- Provide adequate lighting
- Use only videos which have captions

### Learning Disability

Learning disabilities affect the manner in which individuals with average or above average intelligence receive, process, retain and/or express information. A learning disability is NOT to be confused with or identified as general low ability. Students with a learning disability cannot be "cured" and are usually "invisible" in comparison to many other types of disabilities. It is generally accepted that a learning disability is a result of some factor intrinsic to the individual due to one or more disturbances in underlying neurological processes, such as perception, memory conceptualizations attention, receptive or expressive language, etc.

### Impact in the Academic Setting

#### Reading

- Confusion of similar words, difficulty using phonics, problems reading multi-syllable words.

- Difficulty finding important points or main ideas
- Slow reading rate and/or difficulty adjusting speed to the nature of the reading task
- Difficulty with comprehension and retention of printed material, but not with materials presented orally

#### Writing

- Difficulty with sentence structure, poor grammar, omitted words
- Frequent spelling errors, inconsistent spelling, letter reversals
- Difficulty copying from board
- Poorly formed handwriting choosing to print instead of using script
- Compositions lack organization, and development of ideas

#### Listening

- Difficulty paying attention in various settings
- Difficulty listening to a lecture and taking notes at the same time
- Easily distracted by background noise or visual stimulation
- Inconsistent concentration

#### Oral Language

- Difficulty expressing ideas orally which the student seems to understand
- Difficulty describing events or stories in proper sequence
- Difficulty with grammar
- Using a similar sounding word in place of the appropriate one

#### Math

- Difficulty memorizing basic facts
- Confusion or reversal of numbers, number sequences or symbols
- Difficulty copying problems, aligning columns
- Difficulty reading or comprehending word problems

- Problems with reasoning and abstract concepts

#### Social Skills

- Difficulty “reading” facial expressions, body language
- Problems interpreting subtle messages, such as sarcasm or humor
- Appears disorganized in space: confuses up and down, right and left
- May become easily disoriented when a familiar environment is rearranged
- Seems disoriented in time: is often late to class, appointments or is unable to finish assignments in the standard time period
- May display excessive anxiety, anger, or depression, due to an inability to cope with school or social situations

#### Possible Accommodations

- Notetaker, tape recorder, laptop
- Alternative testing (extended time, reader, scribe, enlarged text, distraction-reduced setting, word processor, use of assistive technology such as text to voice software)
- Textbooks and other materials provided alternate format, such as MP3
- Calculator, spell-checker or Smart Pen

#### Instructional Strategies

- Provide a detailed syllabus that includes course objectives, weekly topics, classroom activities, required reading and writing assignments, and due dates for long term assignments or projects
- Emphasize due dates for exams and quizzes
- Clarify rules in advance; explain and document how students will be graded, whether make-up tests or rewrites of papers are allowed
- Practice multi-modality teaching methods for lectures, in-class assignments, exams, and quizzes
- Speak at an even speed, emphasizing important points with pauses, gestures, and

body language to assist students with learning disabilities in following lectures and in-class activities

- Check for comprehension by requesting students to repeat instructions
- Provide immediate individual feedback regarding assignments and exams
- Paraphrase abstract concepts using specific terms and illustrate them with clear examples, personal experiences, hands-on models and such visual structures as charts and graphs
- Keep oral instructions concise and reinforce them with brief cue words
- Repeat or re-word complicated directions
- Repeat and summarize segments of each presentation or lecture and review its entirety

### Mental Health Disability

Students with mental health disabilities represent a growing population on our campuses. Mental health disabilities affect people of any age, gender, ethnicity, socioeconomic and intellectual level. These disabilities may be hidden with little or no apparent effect on a student's learning. These behaviors persist over time; they are not in response to a particular event. Examples of commonly diagnosed mental health disabilities include: depression, bi-polar disorder, anxiety disorders, and schizophrenia.

### Impact in the Academic Setting

Possible impacts of a psychological disability in the academic setting may include, but are not limited to:

- Easily distracted
- Panic in unfamiliar surroundings and situations
- Poor concentration
- Difficulty focusing for extended periods of time

- Difficulty formulating and executing a plan of action
- Difficulty overcoming unexpected obstacles
- Difficulty with time management and study skills
- Memory problems
- Absences related to a flare up of symptoms and/or hospitalization

### Possible Accommodations

- Alternative testing (e.g., extended test time, distraction reduced testing environment)
- Note-taking assistance and/or use of audio recorders
- Textbooks in an audio or other electronic format
- Modified seating (e.g., close to open door/exit, or back against corner of room, etc.)
- Water allowed In-class to manage possible medication side effects
- Occasional need for incomplete or late withdrawals (e.g., in the event of prolonged illness or crisis)

### Instructional Strategies

- Provide instructions in a clear and concise manner with expectations and due dates clearly delineated
- Provide writing assignments as an alternative to oral presentations
- Encourage use of academic support services on campus and instructor office hours when clarification of instructions is needed
- Offer to meet with students privately to discuss their progress in-class and provide them with clear, straightforward feedback regarding their performance
- Provide information on good study habits, including where students can go to receive time management and study skills assistance as this may be an area of difficulty

- All students are held to the Student Conduct Code (no exceptions)
- If abusive or threatening behavior occurs, contact the Campus Police

### Other Health Conditions and Disabilities

Some students may have medical conditions that are not apparent to the casual observer, but can cause serious barriers in the academic setting.

Other health conditions and disabilities vary considerably, and may include conditions that affect strength, vitality, alertness, stamina, mobility, cognitive processing, etc. Some examples of other health conditions and disabilities may include, but are not limited to: heart conditions, sickle cell anemia, hemophilia, leukemia, epilepsy, acquired immune deficiency syndrome (AIDS), HIV, environmental illness, asthma, diabetes, lupus and other autoimmune conditions, arthritis, fibromyalgia, chronic fatigue immune deficiency syndrome, and cancer. Other debilitating conditions that often create intense and continual nerve pain are repetitive stress injuries, post-surgical procedures, and chronic neck and back conditions.

### Impact in the Academic Setting

- Physical limitations such as lack of energy, difficulty walking, standing, or sitting a long time
- Cognitive issues such as distractibility, memory and concentration issues, difficulty focusing for extended periods of time, “brain fog”, etc.
- Symptoms which are often unpredictable and fluctuating, resulting in inconsistent performance
- Impacts from side-effects of medications, which may include dry mouth, dizziness, sleepiness, and/or confusion
- Frequent medical appointments and/or hospitalizations

### Possible Accommodations

- Alternative testing accommodations, which may vary widely depending on the educational limitations
- Note-taking assistance and/or ability to record lectures
- Ability to have water in the classroom to manage side-effects of medications and/or the illness
- Ability to have a snack or take a quick break for those who need to regulate their blood sugar, or adhere to a strict medical regimen
- Ability to get up and stretch periodically or stand during lecture
- Preferential seating (e.g., close to the door/exit, in front, back against the wall, etc.)
- Modified seating (e.g., a DSPS table and/or chair, etc.)
- Occasional need for incomplete or late withdrawals (e.g., in the event of prolonged illness or crisis)

Absences are also sometimes unavoidable for students with frequent medical appointments, medical emergencies, and/or chronic disability-related complications such as infections or flare-ups. Providing advance notice of the absence is not always possible. In most situations, students are able to make up the incomplete work, but they will need to be given extended time to complete it.

### Instructional Strategies

- In courses that require field trips or internships, discuss the accommodations the student will need early on in the term because those who require specialized transportation, seating, etc. will need to plan for this in advance. Collaboration with the student’s DSP&S counselor may be necessary



- Provide students in advance with a detailed course outline/syllabus that clearly delineates course expectations and due dates
- When possible/appropriate, understand that lateness is sometimes an issue for students with low stamina as it may take longer to get from class to class. However, chronic lateness should be addressed as it would be with any student
- Consider offering incompletes to students who are unexpectedly unable to complete the requirements for your course due to hospitalization and/or significant flare-up of their condition

### Physical Disability

A variety of physical disabilities result from congenital conditions, accidents, or progressive neuromuscular diseases and may limit mobility and/or energy. These disabilities may include such musculoskeletal disabilities such as partial or total paralysis, amputation or severe injury, arthritis, spinal cord injury (paraplegia or quadriplegia), spina bifida, cerebral palsy, active sickle cell disease, muscular dystrophy, multiple sclerosis, polio/post-polio, and stroke. Additionally, respiratory and cardiac diseases, which are debilitating, may affect mobility. Any of these disabilities may also impair the strength, speed, endurance, coordination, or dexterity necessary for college life. While the degree of disabilities varies, it is important to recognize that for many reasons, some students may have difficulty getting to and from class, performing in class, taking notes, and managing out-of-class assignments and tests.

### Impact in the Academic Setting

- Difficulty writing or performing manual tasks
- Difficulty sitting for long periods of time

- Significant time or effort necessary to produce coursework
- Unpredictable and fluctuating periods of intermittent flare ups and remissions
- Easily distracted
- Memory and concentration issues
- Difficulty focusing for extended periods of time
- Frequent medical appointments, treatments, and/or hospitalizations
- Side effects from treatment and/or medications

### Possible Accommodations

- Alternative testing accommodations, which may vary widely depending on the limitations (e.g., extended time, alternate format, access to specially adapted equipment)
- Note-taking assistance and/or ability to record lectures
- Modified seating (e.g., a DSPS table and or chair, etc.) or preferential seating (e.g., in front, close to the door/exit, back against the wall, etc.)
- Ability to stand up temporarily to stretch muscles or leave the classroom to take care of an unavoidable personal need
- Use of an accessible lab station, which may involve working directly with the student to identify any necessary modifications to the work station; possible considerations include under-counter knee clearance, working countertop height, horizontal reach and aisle widths
- Occasional unavoidable lateness or absences for students with low stamina, those who rely on attendant care, mobility assistance, or encounter inaccessible travel routes on and off campus, inclement weather, waiting for assistance in opening doors, maneuvering along crowded paths,

and campus elevators that are not operating

### Instructional Strategies

- Provide students in advance with detailed course outline/syllabus that clearly delineates course expectations and important dates, preferably in an electronic format
- Be prepared to have your class moved if it is held in an inaccessible location
- Do not move accessible furniture or use for other purposes
- Students who use wheelchairs or have other mobility related disabilities and are frequently late may benefit from discussing the situation with you to identify possible solutions. Most students will schedule their classes with ample time in between but this is not always possible. Students who rely on an attendant for personal care or mobility assistance may sometimes experience schedule disruptions beyond their control
- Be aware that a wheelchair is part of the person's body space and should not be leaned on. When talking to a student who uses a wheelchair for more than a few minutes, sit down and make eye contact on their level
- Students who rely upon the assistance of a partner or In-class aide for assistance in a lab class should be allowed to participate in lab activities to the fullest extent possible. The student can give all instructions to the assistant, such as which chemical to add to a certain type of test tube, or where to dispose of used chemicals, etc. The student will learn everything except the physical manipulation of the materials. The student's DSPS counselor can discuss possible strategies, if necessary
- Always consider the accessibility of a field trip and avoid inaccessible locations. However, if this is not possible consult with the student and the DSPS counselor for some creative solutions, such as an alternative assignment for the student. If transportation is being furnished for the class, then special ADA compliant transportation must be made available for students with disabilities.

## Disability Etiquette and Language Guide

**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.

**ASK BEFORE DOING** – Don't assume people with disabilities need your help. Ask if you can be of assistance.

**BE AWARE OF YOUR LANGUAGE** – Using terms such as “students with disabilities” rather than “disabled students” puts the emphasis on the person rather than their disability.

**RELAX** – Don't be afraid to approach a person with a disability. Don't worry about using words like “walk” with a person using a wheelchair. As with anyone else, just treat them as you would like to be treated – with the same respect and consideration that you have for everyone else.

**SPEAK DIRECTLY TO THE STUDENT** – Don't consider a companion or aide to be a conversation “go-between”. Even if the student has an interpreter present, speak directly to the student, not to the interpreter. Make eye contact.

**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, but give help when needed. Keep your manner encouraging rather than correcting.

**SPEAK SLOWLY AND DISTINCTLY** – When talking to a person who is hard of hearing or has other difficulty understanding, speak slowly without exaggerating your lip movement. Stand facing 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.

**SIMPLE SUPPORTS** – Although accommodating some students with disabilities may require forethought and additional effort, more often simple approaches can be applied to ensure that students have access to course content.

WORDS WITH DIGNITY	WORDS TO AVOID
Person with a disability	Handicapped; crippled; the disabled; physically or mentally challenged
Person who has Multiple Sclerosis; Person who has Cerebral Palsy; Person who has Muscular Dystrophy	Affected by MS; victim of CP; stricken by MD
Person with epilepsy or seizure disorder; seizures	Epileptic; epileptic fits
Person who uses a wheelchair	Restricted/confined to a wheelchair; wheelchair bound (i.e., the chair enables mobility. Without the chair the person may be confined to bed.)
Person who is blind	The blind
Person who is deaf or hard of hearing	Suffers a hearing loss; the deaf
Person with a psychological or mental health disability	Crazy; insane; nuts
Person who is unable to speak or uses synthetic speech	Dumb; mute. Inability to speak does NOT indicate lowered intelligence.
Person with an intellectual disability	Slow; retarded
Successful; productive	Has overcome his/her disability
Person without a disability or non-disabled	Normal (referring to non-disabled persons as “normal” implies that people with disabilities are abnormal.)
Says he/she has a disability	Admits he/she has a disability

## Universal Design

Why should faculty implement Universal Design (UD)?

In terms of learning, universal design means the design of instructional materials and activities that make learning goals achievable by individuals with wide differences in their ability to see, hear, speak, move, read, and remember. UD is achieved by means of flexible curricular materials and activities that provide alternatives for students with differing abilities. These alternatives are built into the instructional design and operating systems of educational materials— they are not retrofitted into a course. Therefore, the materials are usable by all students, without the need for adaptation or specialized design later in the semester. While nondiscriminatory in intent, accommodations are rarely based on pedagogical decisions by faculty concerning the best way to promote student learning. UD offers a proactive alternative for ensuring access to higher education for all college students, not just students with disabilities.

Some of the immediate benefits for faculty are:

- Time efficiency: Less time needed throughout semester for development of additional teaching tools
- Enhances student engagement in the learning process
- Reduces the need for last-minute modifications to accommodate students with a variety of needs, including but not limited to students with disabilities
- UD is barrier-free, meaning fewer individual accommodations are needed overall

How do instructors apply UD in their classroom?

- UD curriculum reflects an awareness of the unique nature of each learner and the need to address differences and offers these essential qualities:
  - ✓ Multiple means of representation, to give learners various ways of acquiring information and knowledge
  - ✓ Multiple means of expression, to provide learners alternatives for demonstration of what they know
  - ✓ Multiple means of engagement, to tap into learner’s interests, offer appropriate challenges, and increase motivation
  - ✓ Employing UD principles in everything we do makes a more accessible world for all of us and minimizes the need to alter it for anyone

### Implementation Suggestions:

- Put course content on Canvas, allowing students to “pick up” material missed in lecture.
- Use peer mentoring, group discussion and cooperative learning situations rather than strictly lecturing.
- Use guided notes to enable students to listen for essential concepts without copying notes off of overhead.
- Update course materials based on current events and student demands.
- Provide a comprehensive syllabus with clearly identified course requirements, accommodation statement and due dates.
- Vary instructional methods, provide illustrations, handouts, auditory and visual aids.

- Clarify any feedback or instructions, ask for questions and use multiple examples.
- Relate a new topic to one already learned or a real-life example.
- Allow the student to demonstrate knowledge of the subject through alternative means.
- Permit and encourage the use of adaptive technology.
- Develop study guides.
- Make all handouts and text-based materials readily available in electronic format.
- Instead of giving two (2) long exams in one semester, consider giving frequent, shorter exams.

**Additional Resources regarding Universal Design**

[Applications of Universal Design](#)

[Making Distance Learning Accessible to Everyone](#)

[Universal Design in Education: An Online Tutorial](#)

[Universal Design of Instruction \(UDI\)](#)

# Accessibility and Canvas Support Resources

## Faculty Resources

### [FCC Distance Education Office](#)

Find access to your online course materials, instructor homepages, guides, tutorials, and helpful links to support your access and success. For additional information, please call (559) 489-2246.

### [Canvas Community](#)

Here you will find Canvas user guides and videos for instructors and students.

### [Hoonuit](#)

Hoonuit has over 100 video tutorials on how to use Canvas.

### [Self-Paced Accessibility Canvas Courses](#)

FCC has available several self-paced Canvas courses on accessibility:

- Microsoft Word Accessibility
- PDF Accessibility
- PowerPoint Accessibility
- Accessibility in Canvas

### [Vision Resource Center](#)

An online learning and collaboration platform for all professionals in the California Community Colleges. Available courses include:

- Creating Accessible Documents in Microsoft Office
- Creating Accessible Documents in Microsoft Word
- Adobe Acrobat DC: Creating Accessible PDFs

## Accessibility Regulations and Requirements

### [508 Compliance Requirements](#)

### [Accessibility Requirements \(web\)](#)

### [Accessibility Requirements for Documents](#)

## Guides for Creating Accessible Documents

### [Microsoft Word to PDF Guide](#)

## California Community College Technology Center

The CCC Technology Center has a number of accessibility resources available to California Community Colleges:

### [CCC Accessibility Center](#)

### [CCC Accessibility Help Center](#)

## Other Resources

### [PDF Accessibility](#)

### [Principle of Accessible Design](#)

## Frequently Asked Questions

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

DSP&S can provide information and assistance with many of the concerns you may have about accommodating students. Please contact our staff at (559) 442-8237.

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

If you receive an FNL, you can be assured that the student has: 1) completed the DSP&S intake process, 2) provided appropriate verification of disability, 3) met one-on-one with a DSP&S counselor to develop an Academic Accommodation Plan (AAP) of accommodations.

**3. Am I required to lower the standards of a required assignment because the student has a disability?**

No. The standards should be the same for all students; however, some students with disabilities may exhibit their knowledge, production, and other course expectations differently than their peers.

**4. Are all students with disabilities registered with DSPS?**

No. It is likely that many students with disabilities have chosen not to be registered with DSPS or they may not have met the eligibility criteria for service. In either case, faculty do not need to provide these students with accommodations, but should refer the student to DSP&S.

**5. Is the information regarding a student's disability and his/her need for academic accommodations confidential?**

Yes. Privacy of student information, including that regarding students' disabilities or accommodation needs, should generally be handled according to guidelines of the Federal Family Education Rights and Privacy Act (FERPA). Personal information of this nature should only be shared with those people within the institution who have an educational need to know.

**6. Do I have the right to fail a student with a disability?**

Yes. The student with a disability has the same right to fail as anyone else. Their work should be equivalent to that of their peers and grades should be an accurate indication of their work in the class. It may be a good idea to discuss your observations with the student with a disability just as you would with anyone else in your class who is experiencing difficulty.

**7. Do I have any recourse if I disagree about requested accommodations?**

To clarify any disagreement about a requested accommodation, you should first contact a DSP&S counselor. The DSP&S counselor will be happy to discuss your concerns to determine whether or not the approved accommodation poses a fundamental alteration of your course. If no fundamental alteration exists, then the accommodation stands.

**8. When I have a student who is deaf in my class, am I required to have an interpreter or real time captionist in the class?**

Yes. You are required by law to have what is essential for the student to have equal access to an education. Required accommodations include sign language interpreters or real time captionists, and captioned video presentations. All videos must be captioned, whether or not there is a student who is deaf or hard of hearing in that particular class.

**9. Is providing an accommodation to a student giving them an unfair advantage over other students?**

No, the standards should be the same for all students; however, some students with disabilities may exhibit their knowledge, production, or other course expectations differently than their peers. For example, a student with a learning disability in writing may produce an exam by using a computer or

scribe rather than writing out an answer without the use of accommodations. The quality of the work should be the same.

**10. What does DSP&S do to ensure that a student does not cheat on a proctored exam?**

All tests are monitored and proctored by DSP&S staff. Only students who are approved for accommodations are allowed in the room. Students are not allowed to take backpacks, purses or other such items into the testing room. We administer the exam expressly as you indicate on the DSP&S Extended Testing Cover sheet and allow students to have only the materials you identify as acceptable. All students must read, acknowledge and follow the campus Academic Dishonesty Policy as outlined in the current college catalog.

**11. What if the FNL indicates that the student be allowed to audio tape my class?**

If recording lectures is a reasonable and appropriate accommodation that has been approved by a DSP&S counselor, you must allow the student to audio tape record the class. Many times, faculty are concerned that the use of an audio tape recorder in their classroom may infringe on their freedom of speech or potential copyrighted material. All students sign a Course Recording Agreement form regarding confidentiality of taped lectures as part of the DSP&S New Student Intake process.

**12. I have quizzes almost every day in my class. If a student's FNL indicates that they be allowed testing accommodations, must all of the quizzes be administered in the DSP&S Testing Center?**

It depends on the student and the type of disability. Many students can complete a simple 5-minute quiz in the classroom setting, but some cannot and will need to arrange to take their quiz in the DSP&S office. If you have concerns regarding a student, please contact at DSP&S counselor immediately for guidance.

**13. My syllabus clearly states the course requires participation and attendance, and that both are part of a student's grade. What do I do if a student with an approved FNL is absent a significant amount of time?**

If classroom attendance and participation are deemed essential components of your class and it is written as such in your syllabus, then all students have to be held to the same standard. It is the hope of DSP&S that faculty will work with students who must miss occasional classes for reasons related to their disability.

**14. I have a student who is blind in my classroom. How is she/he going to participate and be graded in his/her lab work?**

If the student is enrolled in a lab class, please assist the student in getting a lab partner or assign a student assistant to work with the student with a disability. In either situation, the student who is blind should direct the assistant to carry out the functions of the lab assignment. If a volunteer lab partner is not available, suggest to the student that he/she needs to make an appointment to meet with their DSP&S counselor immediately for assistance in getting an in-class aid.

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

If a personal attendant or class aide is considered an accommodation, that will be noted on FNL. If the student does not have FNL, refer them to DSP&S. Approved personal attendants and classroom aides are guests in the classroom and are expected to adhere to the Student Code of Conduct.

**16. What if I am asked to change classrooms because of access issues?**

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 college to provide every section of every course in an accessible location. However, if the course is unique or



no other course section is available in an accessible location, then FCC is 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.

**17. What if a student asks for a test accommodation the day before the exam?**

DSPS students are informed that test accommodations must be arranged at least 24-hours 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 a 24-hour notice, but there are no guarantees. However, 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.

**18. May I require that a student take an 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 Extended Testing Cover Sheet. 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.

**19. I'm an "evening/weekend" instructor. How can I get an exam proctored?**

Contact the DSP&S Testing Center for availability and additional information.

**20. What if I give the entire 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 as indicated on the FNL, beyond that the class is provided.

**21. If a student has just presented me with an FNL form near the end of the term, must I let him/her re-take tests on which he/she did poorly earlier?**

No. Our obligation to a student with a disability commences when the student self-identifies with appropriate documentation. Accommodations are not retroactive.

**22. I have an online class, in which I give timed quizzes and exams. How do I meet a student's accommodation request?**

Campus accessibility requirements must be addressed when developing learning materials for electronic distribution to students. Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. If the course has timed quizzes/exams, the assigned class duration must be adjusted to meet the student's accommodation needs.

## Service Animal Use on Campus

The use of Service Animals and Emotional Support/Comfort Animals on District Property is governed by [Board Policy 3440](#), and [Administrative Regulation 3440](#) and [3442](#). Other animals on district property is governed by [Board Policy 3442 – Animals on District Property](#).

Following are some general guidelines regarding the use of a service animal on campus.

### **What constitutes a service animal?**

Service animals are specifically trained to do work for or perform tasks for individuals with disabilities that are directly related to the individual's disability. The need of the individual with a disability and the specific function the service animal is trained to perform legitimizes the use of such an animal under federal and state laws. The task the animal performs must be active, not passive. Legally, only dogs and miniature horses are recognized as service animals. Documentation of an animal's training is required under the law. Students may go through DSPS to have the use of a service animal included on the FNL; however, it is not required.

Emotional support animals (ESAs) are also referred to as "comfort", "companion", or "therapy" animals. ESAs do not meet definitions of a service animal and, therefore, do not have the same ADA protections.

### **What task do service animals perform?**

The work or tasks of the service animal must be directly related to the individual's disability. The work of the service animal must be active, not passive. The provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks. Examples of work or tasks performed include, but are not limited to:

- Guiding individuals who are blind
- Alerting individuals who are deaf
- Reminding an individual to take medication
- Alerting and protecting an individual who is having a seizure

### **What questions may I ask students regarding service animals?**

It is illegal to ask an individual to disclose their disability or the reason they have a service animal.

When it is not obvious what service an animal provides, college faculty/staff may ask only two questions:

1. Is the service animal required due to a disability?
2. What work or task does the animal provide?

### **Under what circumstances may use of a service animal be restricted?**

Individuals using service animals may be asked by college faculty/staff to remove their service animal (not themselves) from the classroom and/or campus in the following circumstances:

- The animal is behaving in a disruptive manner; or
- The animal is behaving in a directly threatening or aggressive manner; or
- The animal is not housebroken or clean; or
- The presence of the animal poses a direct threat to the health or safety of others that cannot be eliminated by modification of policies, practices, or procedures, or by the provision of auxiliary aids or services

Allergies or fear of animals are not valid reasons for denying access or refusing service to individuals using service animals. If another student in the classroom has concerns about exposure to the animal, they may be required to provide DSP&S with medical documentation that identifies their conflicting disability and need for accommodation(s). Please refer any students with concerns to the DSP&S office, Building A, (559) 442-8237.

**How should faculty/staff behave with service animals?**

All college faculty/staff should behave with service animals in the following manner:

- Allow the animal to accompany the student at all times and in public areas on district property.
- Do not attempt to pet the animal.
- Do not attempt to feed the animal.
- Do not deliberately startle or distract the animal.
- Do not attempt to separate the animal from its partner or training handler.

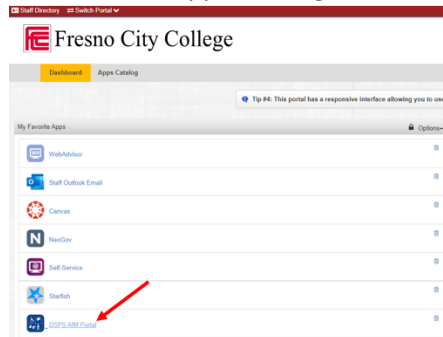
# AIM Guides

# AIM Faculty Login

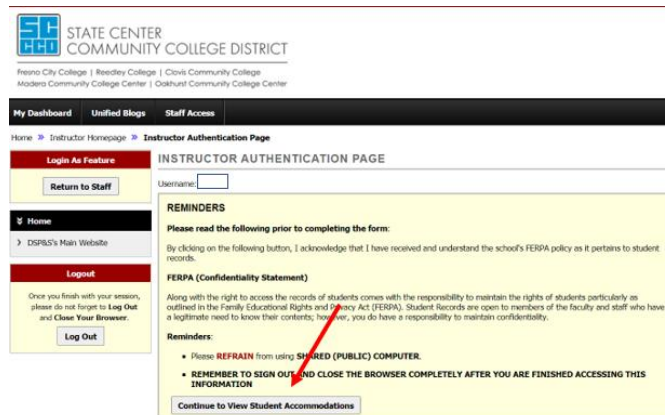
1. Log into your Faculty Portal
2. From My Dashboard, click on the DSP&S AIM App



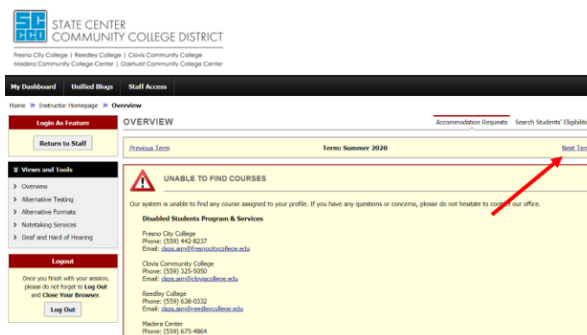
3. If you do not see the AIM app, look for it in the Apps Catalog



4. Instructor Authentication Page:
  - Read the FERPA Confidentiality Statement
  - Click “Continue to View Student Accommodations”



5. Overview:
  - If “Unable to Find Courses” pops up, change “Next Term” to the correct semester



6. List Instructor Profiles:

- Select a Course Section and click “View”

STATE CENTER COMMUNITY COLLEGE DISTRICT  
 Fresno City College | Reedley College | Clovis Community College  
 Hanford Community College Center | Colusa Community College Center

My Dashboard | Unfiled Blogs | Staff Access

Home > Staff Access > List Instructor Profiles

Search Databases  
 Enter Keyword or Scan a Barcode

LOCATE STUDENT(S) ...

Authorized Session Expires  
 Status: OFF  
 Turn On Now

Complex View

Manage Users  
 List Users  
 List Instructor Profiles  
 List Case Notes  
 User Services Center  
 Add User Profile  
 Student Applications  
 Additional Documentations  
 List of Profiles  
 List Announcements  
 List B&B Emails  
 List Department Dates  
 List Custom Documents  
 List Release Information  
 List Signed E-Form Agreements  
 List Signups  
 List Student Check Ins

LIST INSTRUCTOR PROFILES  
 Last updated: Wednesday, November 27, 2019 at 03:11:33 AM  
 Overview | Access Request | Login on User

INSTRUCTOR PROFILE: OVERVIEW  
 IMPORTANT REMINDER  
 It may take up to 24-hour (except Saturdays) to update Instructor Profile, including manually overwrite instructor information or add additional instructor under a Class Detail.

Login Information  
 Username: [Redacted]  
 Email Address: [Redacted]  
 Profile Created on: Wednesday, November 27, 2019 at 03:11:33 AM  
 Last Login on: Not Specified  
 Status: Active  
 Note: If Status is set to In-Active, instructor will not be able to login.  
 Update Status

Previous Term | Terms: Spring 2020 | Next Term

CRN	SEI	CIS	SEC	Course Title	CRPS	TS	AK	SY	View
330016	ENGL	1A	38745	Read & Comp	PCC	4	2		View
330917	ENGL	1A	64245	Read & Comp	PCC	1			View
330912	ENGL	205	38742	Accelerated Read/Comp	PCC	4	1		View

## 7. Overview – View Student FNL

- Select student name and click

STATE CENTER COMMUNITY COLLEGE DISTRICT  
 Fresno City College | Reedley College | Clovis Community College  
 Hanford Community College Center | Colusa Community College Center

My Dashboard | Unfiled Blogs | Staff Access

Home > Instructor Homepage > Overview

Login As Faculty | Returns to Staff

Overview | Alternative Testing | Alternative Formats | Notetaking Services | Deaf and Hard of Hearing

Logout  
 Once you finish with your session, please do not forget to Log Out and Close Your Browser.  
 Log Out

Accommodation Requests | Search Students' Eligibilities

Previous Term | Terms: Fall 2020 | Next Term

Click To Expand Advanced Search Panel  
 Sort Result: Course Information | Sort

LIST OF STUDENTS WHO REQUESTED ACCOMMODATION

Legend:  
 ATS: Alternative Testing | ETK: Alternative Formats  
 DHH: Deaf and Hard of Hearing | NTS: Notetaking Services

Export Search Result To CSV (Comma Separated Values) File  
 For Accommodation Export, Sort Column by: Alphabetically | Accommodation Requests

View	CRN	SEI	CIS	SEC	Student's Full Name	ATS	ETS	ETK	DHH	Status
View	330924	ENGL	1A	37726	Sam the Ram	Yes				
View	330924	ENGL	1A	37726	Sam the Ram 2	Yes	Yes		Yes	
View	330906	ENGL	205	38626	Sam the Ram	Yes				
View	330906	ENGL	205	38626	Sam the Ram 1	Yes	Yes		Yes	

## 8. Faculty Notification letter includes:

- Student name and ID#
- DSP&S Counselor contact information
- List of approved accommodations

STATE CENTER COMMUNITY COLLEGE DISTRICT  
 Fresno City College | Reedley College | Clovis Community College  
 Hanford Community College Center | Oakes Community College Center

My Dashboard | Unified Stage | Staff Access

Home | Instructor Homepage | Overview

OVERVIEW | Accommodation Requests | Search Student's Eligibilities

Login As Feature | Return to Staff | Return to Previous Page

Waves and Tools

- Overview
- Alternative Testing
- Alternative Formats
- Notetaking Services
- Deaf and Hard of Hearing

Logout

Once you finish with your session, please do not forget to Log Out and Clear Your Browser

Log Out

Notification Letter

FACULTY NOTIFICATION LETTER  
 Fall 2020 - ENGL 1A.37726 - READ & COMP (CRN: 328924)

**Important Notice:** This information in this letter is strictly confidential.

Disability Students Programs and Services (DSPS) has provided DSPRS with verified documentation that qualifies the student for the academic adjustments and/or auxiliary aids listed below.

The purpose of providing academic adjustments and/or auxiliary aids is to ensure that the student has an equitable opportunity provided to teach that allows them to maximize their full academic potential. Fresno City College is not required to provide any academic adjustments and/or auxiliary aids that would fundamentally alter the course curriculum or cause an undue hardship on the instructor indicating that a student with disabilities is enrolled in the course.

It is the student's responsibility to contact DSPS to discuss specific academic adjustments and/or auxiliary aids for the student listed below. Your prompt response in ensuring that approved academic adjustments and/or auxiliary aids are provided to the student will ensure that Fresno City College stays in compliance with State and Federal Disabilities.

If you have any questions or concerns regarding academic adjustments and/or auxiliary aids, please contact the student's primary DSPRS Counselor at [redacted] at [redacted].

Reason Note: The student's primary DSPRS Counselor may not be on the same campus as this course. The counselor will still be able to assist with general academic and course regarding academic adjustments and/or auxiliary aids for the student. If the counselor finds that there are any specific concerns that relate to the campus, it is recommended that the student contact the appropriate staff member/counselor at the campus.

**Specific accommodations the student is eligible to receive:**

1. **Alternative Testing**

- \*Proctor Outside of Classroom**  
The student may take exams and quizzes at the DSPRS testing center.
- \*Reduced Distraction Environment**  
The student should be provided a room with reduced distraction for exams and quizzes. This should be a place with limited noise and visual distraction.
- \*Extra Time 2.5x**  
20% extra time on all timed exams and quizzes.

Approved Accommodations

Thank You!  
 Disability Student Programs & Services  
 Fresno City College  
 (559) 442-6237

## Extending Exam Clock in Canvas

**Please note: The following information is meant as a quick-reference guide only. For full details and additional information, please log into Canvas and go to [Canvas Guides](#)**

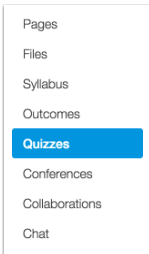
If you have set a time limit on your quiz, you can grant access for extra time. If the student hasn't taken the quiz, the extra time will be added to the student's initial attempt and additional attempts.

If a student is currently taking the quiz while you are viewing the Moderate Quiz page, you can extend the quiz time as part of their current attempt. You can choose how many minutes to extend the quiz, and whether you want to add those minutes to the current time or the current (scheduled) end time.

**Note:** The maximum time you can extend a current attempt is 1440 minutes (24 hours). You may also give students additional attempts.

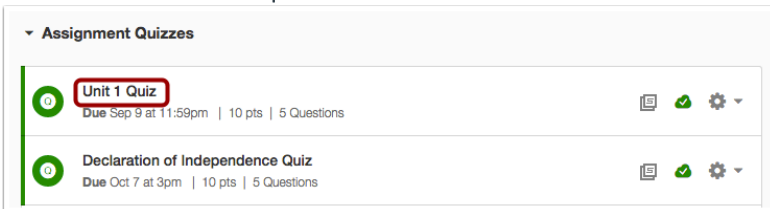
### Open Quizzes

In Course Navigation, click the **Quizzes** link.



### Open Quiz

Click the name of the quiz.




### Moderate this Quiz


Click the **Moderate This Quiz** link.




Related Items

---

 Quiz Statistics

 **Moderate This Quiz**









 SpeedGrader™

## Moderate Quiz

To moderate a quiz for one student, locate the student and click the **Edit** icon [1]. You can also filter students in your course by using the **Search People** field [2].

Moderate Quiz

Search People Filter **2**









<input type="checkbox"/> Student	Attempt	Time	Attempts Left	Score	
<input type="checkbox"/> Boone, Emily	2	finished in 3 minutes	0	7	
<input type="checkbox"/> Doe, Jessica	--		2		
<input type="checkbox"/> Johnson, Max	1	finished in less than a minute	1	7	
<input type="checkbox"/> Jones, Bruce	1	finished in 1 minute	1	9	
<input type="checkbox"/> Rogers, Joe	1	finished in 1 minute	1	9	
<input type="checkbox"/> Sanderson, Nora	1	finished in less than a minute	1	7	
<input type="checkbox"/> Smith, Jane	1	finished in 1 minute	1	6	 <b>1</b>


## Moderate Quiz for Multiple Students

If you want to select multiple students, click the checkbox [1] next to each of their names. If you want to select all students, click the top checkbox [2]. Click **Change Extensions for [#] Selected Students** button [3].

Moderate Quiz

Search People Filter

<input type="checkbox"/> Student	Attempt	Time	Attempts Left	Score	
<input checked="" type="checkbox"/> <b>1</b> Boone, Emily	2	finished in 3 minutes	0	7	
<input type="checkbox"/> Doe, Jessica	--		2		
<input checked="" type="checkbox"/> Johnson, Max	1	finished in less than a minute	1	7	
<input type="checkbox"/> Jones, Bruce	1	finished in 1 minute	1	9	
<input checked="" type="checkbox"/> Rogers, Joe	1	finished in 1 minute	1	9	
<input type="checkbox"/> Sanderson, Nora	1	finished in less than a minute	1	7	
<input type="checkbox"/> Smith, Jane	1	finished in 1 minute	1	6	

 Change Extensions for 3 Selected Students **3**

## Add Extra Time on Attempt

Type the number of extra minutes in the **Extra Time on Every Attempt** field. Extra time can only be added in full-minute increments.

If you are adding time for multiple students, the student extension box will apply the extra time for all selected students.

If the student hasn't taken the quiz, the extra time will be added to the student's initial attempt and additional attempts.

Student Extensions x

Extensions for Smith, Jane

Extra Attempts:  
everyone already gets 2  attempts

Extra time on every attempt:  
everyone already gets 3 minutes  minutes

Manually unlock the quiz for the next attempt

**Click Save.**