

Students with Disabilities

Faculty and Staff Resource Guide



**A public, two-year college of the
Foothill-De Anza Community College District
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About This Guide

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INTRODUCTION

Purpose of the Resource Guide

With this Resource Guide, the Special Education Division of De Anza College hopes to provide faculty and staff with the information they need to interact effectively with students who have disabilities and to help faculty and staff meet the legal obligations of the college.

The Special Education Division seeks to encourage ongoing collaboration among faculty, staff, administrators, and students to foster a campus climate of respect for all students. We hope this guide serves as a springboard for dialogue about the issues of access and equity for students with disabilities.

Highlights of the Resource Guide

- Guidelines about the law and De Anza's policies and responsibilities
- Practical suggestions for on campus and in the classroom
- Recommendations for handling accommodation requests
- Information about specific disabilities
- Instructional strategies for classroom use
- Assistance available from the Special Education Division
- Resources for further information

De Anza College and Students with Disabilities

Disability affects a large number of Americans, including those who attend post-secondary educational institutions. The Disability Rights Education and Defense Fund estimates that a permanent disability affects nearly 17% of the population of the United States. At least one in seven persons in Santa Clara County will have a disability by the year 2000. Statistics indicate that 8.8% of full-time freshmen nationwide have disabling conditions (American Council on Education, American Freshman, National Norms: 1992).

De Anza College has served students with disabilities since 1973. Today, the college enrolls more than 2,000 students each year into programs that support students with disabilities. Five on- and off-campus programs serving these students comprise the Special Education Division:

- Disabled Student Services
- Educational Diagnostic Center
- Adapted Physical Education
- Career Development and Employment Program
- Hope-De Anza

In addition, the Special Education Division includes the Assistive Technology Training Center and the state-funded High Technology Center Training Unit. (See *Program Descriptions*, page 14, for more information.)

Between 5% and 7% of De Anza's day student population currently receives disability-related services and accommodations. Although some students have disabilities that are easily discernible, many students have non-visible disabilities. The Special Education Division estimates that as many as 70% of our students with disabilities have such hidden disabilities. These students may use services or assistance that do not require the intervention of instructors. Because they often do not disclose their disability to faculty and staff, they represent a significant population that receives assistance, but whom few on campus would readily identify as students with disabilities.

Students with disabilities have similar goals as those without disabilities. They want to succeed in classes, obtain certificates and degrees, transfer, prepare for employment, and develop themselves as individuals. De Anza's mission is to serve all students equitably, including those with disabilities.

Students with disabilities enrich our educational community. When people have little or no direct experience with persons who have disabilities, stereotypes and misinformation can flourish. Students with disabilities offer life stories that challenge commonly held assumptions and

provide examples in adapting to change. When these students are part of the college experience, educators gain opportunities to expand learning and to help all students and themselves develop new insights.

Check Your Disability Awareness:

How often do you:

- Challenge others who tell derogatory jokes about people with disabilities?
- Accept and reinforce the fact that not everyone has to look or act a certain way to be successful or valuable?
- Take responsibility for helping persons with disabilities feel welcomed and accepted?
- Empower people with disabilities by assigning them responsibilities as often as you do others?
- Disregard physical characteristics when making decisions about competence or ability?
- Get to know people with disabilities on a social level?



PART 1
DISABILITIES IN THE COLLEGE ENVIRONMENT



INTRODUCTION TO DISABILITIES IN THE COLLEGE ENVIRONMENT

Disability Defined

A person with a disability is an individual with a physical or mental impairment that substantially limits one or more major life activities. Major life activities include caring for oneself, walking, seeing, hearing, breathing, learning, and working. Individuals are considered to be persons with a disability if they:

- Have a verifiable disability.
- Have a history of a disability.
- Are perceived by others as having a disability.

Disabilities can be classified as:

- Visible disabilities—These include physical and sensory disabilities such as visual, hearing, or mobility impairments.
- Hidden disabilities—Non-visible disabilities cover chronic health impairments such as asthma, AIDS, heart disease, and seizure disorders. They also include disabilities affecting cognition such as learning disabilities, acquired brain injuries, psychological disabilities, and attention deficit disorders.

Specific disabilities most commonly seen at De Anza College are discussed in *Part 4* and *Part 5* (starting on pages 27 and 41).

Common Educational Limitations

To be eligible for special services or accommodations in post-secondary education, a student must have a verified disability that limits a major life activity and hinders the ability to participate in instruction or programs.

Academic Activities

The disability may cause difficulty with academic activities including, but not limited to:

- Producing class notes, homework assignments, and other written course requirements.

- Completing assignments and tests within the designated time frame.
- Taking tests in a traditional manner.
- Seeing or processing visually presented material.
- Seeing or processing text, including handouts and other printed material.
- Hearing or processing lectures, student discussions, and other oral presentations.
- Using or manipulating classroom equipment, including computers.

College Requirements and Activities

Verified disabilities may also cause students to have significant difficulty with the following college requirements or activities:

- Planning appropriate classes.
- Completing the registration process.
- Interacting with instructors, counselors, and other staff in regard to special needs.
- Completing course requirements without individual or group tutoring.
- Developing basic skills.
- Developing study and time management skills.
- Understanding consequences and interpreting social cues.
- Dealing with disability and related personal issues.
- Traveling distances within a specific time.
- Climbing stairs and successfully negotiating other physical obstacles.
- Establishing appropriate career goals.

Suggestions for Positive Interaction

Relax

Approach a person with a disability as you would anyone else. Offer to shake hands if warranted. Don't worry about using words like "walk" with a person in a wheelchair, or "see" with a person with a vision impairment. Normal courtesy and respect in social situations are the key.

Be Aware of Labeling

Using the term "students with disabilities" rather than "disabled students" puts the emphasis on the person rather than the disability. Avoid outdated, potentially pejorative labels.

Give Your Full Attention

Consider that it may take extra time for a person with a disability to get things done or said. Be patient and offer help when needed. Keep your manner encouraging rather than correcting or impatient.

Responsibilities of Students, Faculty, Administrators, and Staff

In order to meet the needs of students with disabilities at De Anza College, students, faculty, administrators, and staff have clearly defined responsibilities.

Students

In order to participate in Special Education Division classes and services or to receive accommodations, students will:

- Provide verification of the disability as outlined in Title V of the California State Education Code.
- Meet enrollment requirements and all applicable De Anza student guidelines, including those in the Student Code of Conduct.
- Meet with a Special Education counselor or Educational Diagnostic Center advisor to determine the appropriate accommodations.
- Inform the instructor of any needed accommodations in a timely manner.

The best way to request accommodations is through Special Education, although students can, and occasionally do, request accommodations directly from the instructor.

Faculty

When approached by a student with a disability, faculty should:

- Meet with the student to review the accommodation requests and to determine if the student uses Special Education Division services.
- *Address any disability verification questions or accommodation concerns to Special Education staff.*
- Sign the appropriate forms in a timely fashion.
- Provide the recommended accommodations in the specified time and in the manner agreed upon.

Administrators

Division deans and other responsible administrators should:

- Assist faculty and staff in fully complying with the legal and education code.
- Make a copy of this guide available in each division or program office.
- Meet with all parties in the event of a problem, and, in good faith, attempt to informally resolve complaints involving disability-related accommodations.
- Ensure that appropriate policies are adhered to while a student grievance is being formally reviewed.

All Staff

All De Anza College staff should:

- Be aware of general institutional responsibilities and practices and of their role in serving students with disabilities.
- Be able to refer students to the appropriate college personnel or programs.
- Be familiar with this guide and attend professional growth activities related to services for students with disabilities.

Ineffective Approaches or Some Ways to Get Yourself and Your Institution into Hot Water

The following mistakes can lead to serious problems. Be cautious and consult the professionals at the Special Education Division if you find yourself in the following situations.

Situation #1: Presuming you already know enough about the disability

Do not carry assumptions from one experience to another. It is better to rely on the student with the disability and the experts on campus to gather accurate and up-to-date information.

Situation #2: Ignoring the recommendations of disability professionals

Ask questions and voice your concerns in an open dialogue with the Special Education Division staff. They are mindful of institutional integrity and academic freedom while advocating for the student with a disability. Respect and follow their professional recommendations, and ask for clarification as needed.

Situation #3: Over-accommodating the student

A disability does not suspend social or academic expectations. In fact, it is a disservice to the student to excuse performance and behavior standards. Be careful to provide only accommodations that make sense and seem reasonable. Consult the Special Education Division if in doubt.

Situation #4: Recognizing rights, but excusing a student from any responsibilities

Students with disabilities have an obligation to exercise their rights in a responsible fashion. The institution has a right to protect the integrity of the educational experience. Working collaboratively, rights can be safeguarded, and mutual respect and responsibility can be maintained.

LEGAL IMPACT ON THE COLLEGE ENVIRONMENT

Two major federal laws govern De Anza College's response to students with disabilities: the Americans with Disabilities Act (ADA) of 1990 and the Rehabilitation Act of 1973, Section 504 (reauthorized in 1992). These laws protect the civil rights of students with disabilities. The legal obligations under the ADA and Section 504 apply to the whole institution and are not the sole responsibility of the Special Education Division or its programs.

The main difference between the laws is that Section 504 applies to entities that receive federal financial assistance while the ADA expands and clarifies application to include private entities. De Anza must comply with the provisions of both statutes.

Americans with Disabilities Act of 1990

The ADA is best understood as civil rights legislation whose purpose is to provide a comprehensive national mandate for the elimination of discrimination against individuals with disabilities. It gives individuals with disabilities the same civil rights protection as that provided on the basis of race, gender, national origin, and religion. Its five parts extend universal civil rights protection covering public and private sector employment, public accommodations, transportation, and telecommunications. The ADA applies to all institutions of higher education regardless of the receipt of federal funds.

The ADA protects qualified individuals. In a college setting, these are students who meet the academic and technical standards for admission and participation but, due to their verified disability, need adjustments to do so.

The ADA requires that existing facilities be free of physical barriers. De Anza College has a compliance plan to make all facilities readily accessible.

Rehabilitation Act of 1973, Section 504

“No otherwise qualified individual with a disability in the United States...shall solely by reason of his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

As a public institution that receives federal assistance, De Anza is legally bound by Section 504, Subpart E, to prohibit discrimination in the recruitment, admission, and education of students with disabilities. Students with documented disabilities are entitled to receive approved modifications, appropriate academic adjustments, or auxiliary aids that enable them to participate in, and have the opportunity to benefit from, all the college's educational programs and activities.

California State Education Code, Title V Governing Regulations

In addition to operating under the mandates of the ADA and Section 504, the Special Education Division is governed by the California State Education Code, Title V Governing Regulations. Title V, enacted in 1977 and since revised, guides the provision of services and instruction to students with disabilities. It also provides funding that offsets some of the additional costs of providing services.

Title V specifies that any services or instruction must:

- Not duplicate those available to all students.
- Be directly related to the educational limitations of the verified disabilities of the student.
- Be directly related to the student's participation in the educational programs.
- Support participation in educational activities consistent with the mission of the college.

- Promote maximum independence and integration.

Prohibitions

Specifically, colleges may *not*:

- Limit the number of qualified students with disabilities.
- Establish rules and policies that have the effect of limiting participation by students with disabilities in educational programs or activities.
- Exclude qualified students with disabilities from any course of study.
- Provide less financial assistance to students with disabilities than is provided to students without disabilities or limit eligibility for scholarships on the basis of disability.
- Measure student achievement using methods that discriminate against students with disabilities.
- Counsel students with disabilities into more restrictive career paths than those recommended to students who are not disabled.

Reasonable Accommodations

Colleges are required to make academic adjustments or modifications so that students with verified disabilities can fulfill academic requirements. These accommodations may include:

- Changes in teaching methods or materials.
- Increased time allowances.
- Alternate assignments.
- Substitution of equivalent courses.

Effective accommodations relate directly to the student's educational limitation. They are designed to:

- Overcome disadvantages imposed by a disability.
- Provide equal opportunity for achievement.
- Address individual needs.
- Be provided as a legal right, not as a privilege.

Effective accommodations preserve academic integrity. They do *not*:

- Provide a competitive advantage.
- Lower the academic standard by "watering down" content.
- Lower the academic standard by grading the student more leniently.
- Continue if ineffective or no longer required.

Academic accommodations are not required if they would alter the fundamental nature of the program. However, the burden of proof is on the institution to demonstrate this. A central consideration is that the institution and the faculty or staff member have made good faith efforts to provide appropriate and equal access to the educational programs, services, and activities.

Auxiliary Aids and Alternative Formats

Colleges and universities must provide auxiliary aids to ensure that students are not, in effect, excluded from programs. These include such assistance as that provided by sign language interpreters, real time captioners (see *Interpreting and Captioning Services*, page 36), readers, or scribes. Specialized equipment may be required, including equipment to make laboratories, computers, and information systems accessible. Video materials, distance learning courses, libraries, and information provided on the World Wide Web must likewise be accessible.

Campus materials made generally available to the public and instructional materials requested by a student for a specific class must be translated in a timely fashion into an alternative format usable by those with print disabilities. Alternative formats may include audiotape, large print, Braille, and electronic text made accessible by assistive technology.

Colleges are not required to provide assistance or devices of a personal nature or which are individually prescribed.

Confidentiality

Faculty and staff should be aware that strict legal provisions protect student privacy. Key points are summarized here. Questions should be *addressed to Disabled Student Services, the Educational Diagnostic Center, or the ADA Compliance Officer.* (To contact the ADA Compliance Officer, see *Appendix D, District Board ADA Policy*, page 65.)

- Disability information is privileged and highly confidential.
- Disability records are separate from the student's other college and academic records.
- Prior to providing the accommodation, faculty may *verify with the Special Education Division* that a student has documented the disability and that accommodations are reasonable.
- A student with a non-visible disability may prefer not to disclose the specific diagnosis, but if the student requests accommodation, a faculty member should require that the student's eligibility be verified. *Contact Special Education for assistance.*
- Some students request that Special Education inform faculty members of their enrollment. If a particular service provider, such as a sign language interpreter, is assigned, that information will be forwarded.
- Any discussion of disability issues should be conducted in private with the student.
- The student, and no one else, may share the diagnosis and other particulars of the disability with faculty, and doing so is entirely voluntary.
- Faculty must make general classroom announcements and not single out a student with a disability unnecessarily.
- Information cannot be shared with other staff or students without the student's expressed consent. The only exception is a "specific professional need to know," and if this rare circumstance arises, the faculty member is advised to first consult with the ADA Compliance Officer.



PART 2
THE SPECIAL EDUCATION DIVISION



Goals Statement

De Anza's Special Education Division offers a comprehensive service and instructional program. Its goals are to:

- Deliver to students with disabilities essential academic support services that promote equal access and opportunity and that help students realize their academic potential.
- Design and implement instructional programs not offered in the college's curriculum that meet special disability-related educational needs, with an emphasis on programs that contribute to students' educational and vocational goals.
- Advocate for the needs and interests of students with disabilities to faculty, staff, and students.
- Empower students with disabilities to advocate on their own behalf.
- Assist the college in meeting its legal and educational code obligations.

A Comprehensive Approach

Each program in the Special Education Division contributes a unique piece of a comprehensive approach. Students with disabilities frequently participate in the services or instruction of more than one program. Although each program has its special focus and offers distinct services, three key approaches are shared:

Disability Management Assistance

Counselors, advisors, and instructors are available to consult with students about how the disability might impact the student's educational or vocational program. The emphasis is on problem-solving strategies to remove barriers by using accommodations, assistive technology, adapted materials, or curricular modifications.

Campus and Community Liaison

Staff members in each Special Education Division program are knowledgeable about, and coordinate with, campus and community agencies to ensure that students receive a comprehensive array of appropriate services. Staff members interact with educational, vocational, rehabilitation, consumer, medical, and social service agencies and refer students according to their needs.

Transition Planning

Each program works to help students enter De Anza, complete their program, and progress to the next phase of their lives. This assistance may consist of additional training, higher education, or employment. The programs work closely with the California State Department of Rehabilitation, high schools, colleges and universities, employers, and other appropriate programs to assist students in the transition process.

Informational Meetings

Information meetings are held monthly for students and others interested in the Special Education Division. These one-hour orientation sessions cover programs, services, eligibility, and enrollment processes. For dates and times, check the quarterly De Anza Schedule of Classes or call the Educational Diagnostic Center at (408) 864-8839.

Program Descriptions

Disabled Student Services Seminar 2A (408) 864-8753

Disabled Student Services (DSS) works with students who have chronic health impairments or physical, sensory, or psychological disabilities. Among others, services include:

- Verification of disability and educational limitations.
- Registration assistance.
- Classroom liaison and accommodation consultation.
- Mobility assistance and shuttle services.
- Special materials acquisition, equipment loan, and notetaking paper.
- Interpreting and real-time captioning.
- Test accommodation.
- Access to the Assistive Technology lab.
- On- and off-campus services liaison.
- American Sign Language curriculum.

Educational Diagnostic Center Learning Center West, Room 110 (408) 864-8839

The Educational Diagnostic Center (EDC) works with students who have learning disabilities. Services include, among others:

- Learning disability assessment.
- Registration assistance.
- Classroom liaison and accommodation consultation.
- Group and individual tutoring.
- Test accommodation.
- Access to the Assistive Technology lab.
- On- and off-campus liaison.
- Developmental skills classes.

Developmental skill courses are offered in math, language skills, self-advocacy, and student learning skills development.

Assistive Technology Training Center Hoeffler Building (21050 McClellan) (408) 996-0211

Disabled Student Services and the Educational Diagnostic Center work closely with the Assistive Technology Training Center (ATTC) lab. The ATTC provides instruction in adapted computer skills and a lab with a variety of hardware and software for use by students with disabilities and staff. The lab also offers translation services for Braille, large-print, and print-to-speech computer services.

**Adapted Physical Education
Physical Education 64J
(408) 864-8873**

The Adapted Physical Education program offers a broad range of courses to meet the fitness needs of students with disabilities. These include aquatics, strength development, and total fitness exercise programs. The curriculum is designed to accommodate individualized program development as well as appropriate group instruction. Group classes include a class for students with back disorders and an approved exercise and education program for students with cardiac impairments. Classes are also offered in the community, including a class for students with Parkinson's disease and classes in arthritis self-management.

**Hope-De Anza
Off-campus sites
(408) 282-0427**

The De Anza program with Hope Rehabilitation Services, called Hope-De Anza, provides services for students through the California Department of Rehabilitation and the San Andreas Regional Center. Services include work training, employment preparation, and employment support. Training takes place in one of four work activity centers operated by Hope Rehabilitation Services. The majority of students in this program have developmental disabilities and qualify for Supported Employment assistance.

**Career Development and Employment Center
Hoeffler Building (21050 McClellan)
(408) 996-4600**

The Career Development and Employment Center (CDEC), jointly funded program by the Special Education Division and the California Department of Rehabilitation, provides vocational assessment, career planning, job development, and placement services. De Anza students with verified disabilities and clients of the Rehabilitation Department may utilize their services. Instruction includes short workshops on the Americans with Disabilities Act, vocational assessment, resumes, and job search strategies. A quarter-long career planning class is also offered.

**High Technology Center Training Unit
Hoeffler Building (21050 McClellan)
(408) 996-4636**

The High Technology Center Training Unit (HTCTU) is a training and support facility for community college faculty wishing to acquire or improve teaching skills, methodologies, and pedagogy in assistive and instructional computer technology. The HTCTU supports assistive computer technology programs at 106 California community colleges. It performs research, testing, and evaluation of new technologies of potential benefit to persons with disabilities. Findings are made available through trainings and workshops attended by faculty.



PART 3
CLASSROOM CONSIDERATIONS



INTRODUCTION TO CLASSROOM CONSIDERATIONS

General Suggestions

Include a Statement on the Course Syllabus

Some instructors find it helpful to include an announcement about disability on their green sheet. Not only does this encourage students to come forward, but it also reminds them it is their legal responsibility to request accommodations. It protects against later claims of non-accommodation. Here are some sample statements:

“Students with disability-related accommodation requests: to discuss options, please meet with me during my office hours in the first two weeks of class.”

“If you will need any classroom accommodations or services due to a disability, please see me after class. You will need to have verified your disability and accommodation needs. The Special Education Division can help with this.”

Remember That Each Student Is Unique

Individuals with disabilities vary in their abilities and limitations. Even with the same disability, no two people have the same needs, nor are the solutions to their challenges the same.

Ask the Student

Students are encouraged by the Special Education Division to discuss their needs with instructors, but they don't always do so. If you have questions or concerns, the student is the first and the best source of information.

Expect Performance

Expect students to meet the same academic standards as anyone else. Students want to achieve, and they can claim success only if it is genuine. Remember, though, that “equal” does not necessarily mean “identical.” A student with a disability may master material and demonstrate that mastery differently than peers without disabilities.

Support the Student

If you foresee problems, discuss them, but remember that students have the right to try a course for which they are qualified and for which they meet placement and prerequisite requirements. Give feedback about performance early so that students can make adjustments or request help to succeed.

Consider Electronic Formats

Make the syllabus, assignment sheets, and reading available on disk, by e-mail, or on the Web. Allow students to communicate and turn in materials electronically if they wish.

Know About Services

Inform yourself about relevant campus services. *Use the Special Education Division staff for additional information, referral, and advice.*

Determining Disability

Instructors learn there is a student with a disability in the class in several ways:

- A student informs the instructor and requests accommodation.
- A referral notice is sent at the request of the student.
- The student has a visible disability and may or may not request specific accommodation.

Although most students with disabilities register with the Special Education Division, which verifies the disability and assesses the accommodation needs, students are not required by law to do so. Some students with disabilities attend De Anza without affiliating with Special Education. Although these students are still protected by all applicable laws, instructors are not required to provide accommodations without appropriate verification of the disability. If a student submits such verification directly to the instructor, the instructor is advised to *consult with Special Education staff*, who can help evaluate the

verification and determine the appropriate accommodations. Confidentiality, as required by law, can be kept by maintaining the student's anonymity. (See *Confidentiality*, page 10.)

Referring Students for Disability Assistance

To encourage students to connect with the Special Education Division, make an announcement during the first week of class that services are available to students with disabilities. Placing a statement on your syllabus is also effective. (See *General Suggestions* on the previous page for examples.) To receive Special Education services, a student must verify the disability with a counselor in Disabled Student Services or with a learning disabilities specialist in the Educational Diagnostic Center.

If you suspect a student in your class may need special assistance, approach the student privately. Be sensitive to the fact that the student may be reluctant to discuss needs or may have difficulty articulating them. If you are unsure how to approach a student, *call either Disabled Student Services or the Educational Diagnostic Center* for assistance.

State in a matter-of-fact way your observation of any difficulty the student seems to be having, and offer your assistance. You may learn that the student is already enrolled with Special Education.

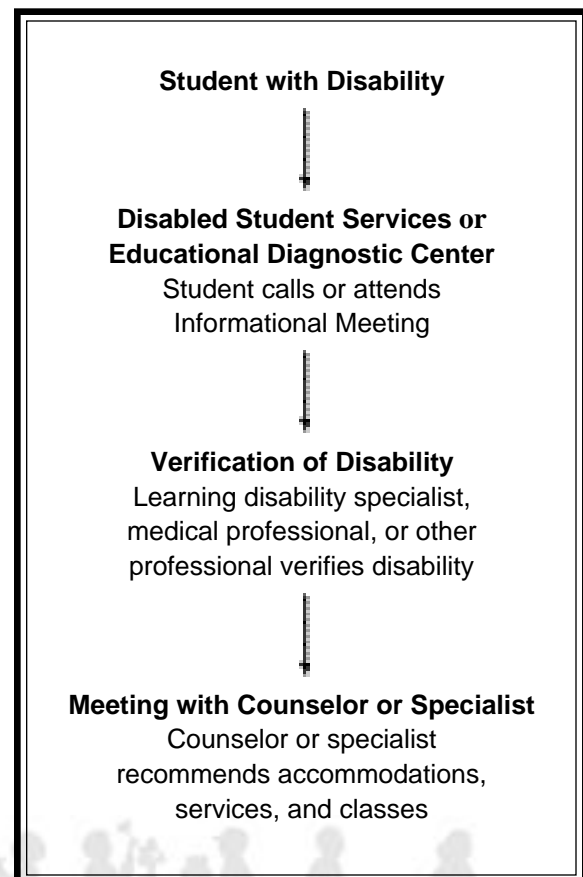
If the student is not enrolled with Special Education, remember that students are often unaware of all the campus services available. Be sure to inform students of Special Education services in addition to Counseling, Health, Tutorial, or other services. If a student is interested, provide the phone number of either Disabled Student Services or the Educational Diagnostic Center. You may also refer students to the Special Education information meetings held monthly. (See *Informational Meetings*, page 13.)

Of course, students struggle in courses for many reasons other than disabilities. If a disability does not appear to be involved in the classroom difficulties, the student may benefit from a

referral to Counseling or other campus services. However, learning disabilities are often overlooked and undiagnosed. Some warning signs that might indicate a learning disability are listed in *Learning Disabilities, Signs and Characteristics*, page 45.

It can be difficult to know which program to refer students to, especially if you are unsure of the nature of the problem or the specific disability. Faculty members can *call a Disabled Student Services counselor or a learning disabilities specialist in the Educational Diagnostic Center*, who will then help connect the student to the appropriate program.

REFERRAL FLOW CHART



PROVIDING EFFECTIVE ACCOMMODATIONS

Faculty members are charged with ensuring that students with disabilities in their classrooms have equal access to the educational experience, but they have both the Special Education Division and the student as resources. In many cases, accommodations are provided for which the faculty member has little direct responsibility, such as a textbook in Braille. Sometimes the instructor simply adjusts for an alternative method, such as a sign language interpreter in class. In other cases, the faculty member is more involved. The instructor might provide a copy of lecture notes, give an alternate assignment, or assist in making arrangements for test accommodations.

In many cases, accommodations are flexible ways to help students achieve course objectives using simple, commonsense approaches. For examples of accommodations, refer to the classroom strategies listed in *Part 4* and *Part 5*. If it appears that an accommodation will require an inordinate amount of time or effort, the instructor should *consult with the Special Education Division*.

Instructors retain the right, based on course outline and syllabus, to assess how well the student has mastered course material and to grade accordingly. Appropriate accommodations ensure access but do not guarantee success.

If a student makes a disability known or the disability is visible, the instructor can discuss accommodation needs based on course requirements. Once a disability has been verified, an instructor should provide only those accommodations that:

- Are requested by the student.
- Will compensate for the educational limitations.
- Seem reasonable and appropriate.
- Do not compromise the course's academic standards.

Students registered with the Special Education Division have met with a counselor or specialist

to assess their accommodation needs. These are determined on a case-by-case basis in a dialogue with each student and must be supported by disability documentation.

If there is a question about a requested accommodation, a disagreement, or other problem, faculty members should *contact the staff at Disabled Student Services or the Educational Diagnostic Center*.

Three frequently used classroom accommodations are note-taking services, materials in alternative media, and test accommodation.

Note-Taking Services

With many disabilities, the student cannot take adequate notes. The Senate Policy on tape recording lectures (*Appendix D, Senate Policies*, page 63) permits instructors to decide taping rights in the classroom with the exception that students with verified disabilities always retain this right.

Some students prefer written notes in addition to, or instead of, recordings of lectures. They may request assistance in locating a volunteer notetaker, who will then use non-carbon reproduction (NCR) paper provided by the Special Education Division. If the student requests that an instructor make a class announcement, the instructor should indicate that a classmate requires a notetaker. The student with the disability, whether visible or not, should *not* be identified without express permission. Ask that any potential volunteers meet after class. This preserves anonymity while enabling the student to make the preferred arrangements.

Another option is to provide copies of the instructor's lecture notes or overheads if these are in a usable form.

Materials in Alternative Media

In Spring 1999, the State Academic Senate passed Resolution 3.04, Meeting ADA Requirements. This resolution affirmed the Senate's

support of the Chancellor's efforts to help colleges develop effective systems to provide alternative media. It further urged local senates to work collaboratively with campus groups to develop policies and procedures so that colleges provide materials in appropriate media in a timely and effective manner.

When students' disabilities impair the ability to read print, they acquire books and materials in alternative media. Many students use tape-recorded materials or electronic print magnifiers that enlarge copy, available in a number of campus locations: the Learning Center, Seminar, the Computer Applications and Office Systems (CAOS) lab, and the Assistive Technology Training Center. Large print photocopying and printing materials in a larger font, usually 18 to 24 point, can enable students with vision impairments to access materials and perhaps to take exams in class.

A more recent development is to scan print materials electronically and display them by computer in large print, output them to speech, or output them to Braille. The Assistive Technology Training Center, the Learning Center, and the Open Media Lab make the necessary equipment available.

If students require that materials be transcribed onto tape, into Braille, or into large print, instructors should provide materials as early as possible directly to the student or to the Special

Education Division. Materials can then be completed in a timely manner.

Test Accommodation

Test accommodation is an essential service for students with verified disabilities whose educational limitations impair their ability to take exams and demonstrate mastery of the course objectives in a standard way. In the case of students with learning disabilities, visual impairments, limited dexterity, or psychological disabilities, the need for, and type of, accommodation depends on the impact the disability has on test taking. Students with other verified disabilities may also be eligible for accommodations. Disabled Student Services and the Educational Diagnostic Center work with each student individually to determine the most appropriate accommodation.

Although test accommodations are determined on a case-by-case basis, frequently used accommodations include:

- Readers and scribes.
- Braille and large-print tests.
- Reduced distraction environments.
- Use of assistive technology.
- Extended time.
- Use of dictionaries, spell-checkers, and calculators.

Key Points Regarding Accommodations

- **Use Disabled Student Services and the Educational Diagnostic Center resources for information and assistance with accommodations.**
- Students must have their disability verified prior to receipt of accommodations.
- Accommodations are determined individually and are based on educational limitations.
- Test accommodation is mandated by law.
- Special Education test proctoring (864-8927) is a service to instructors to help them meet De Anza's legal obligations.

To ensure fairness to all students, test accommodations should preserve course integrity. In general, Special Education does not support unsupervised exams or unlimited time unless all students are permitted these conditions.

Students are asked to speak with instructors as early as possible about testing to explain how their disabilities affect their test taking and which accommodations they need. Students normally obtain a Test Accommodation Verification (TAV) form (*Appendix C*, page 61) from their Disabled Student Services counselor or Educational Diagnostic Center advisor. They are responsible for bringing the TAV form to the instructor. The form authorizes and specifies the accommodation to be provided. Instructors are advised to not provide test accommodation without this authorization form or to *consult with Special Education Division staff* if a student not enrolled through the division asks for accommodations.

Some test accommodations, such as large-print tests, can be delivered to the classroom. Instructors may also provide the accommodation themselves. Sometimes the college's Instructional Testing service can be used. Nevertheless, arrangements must always provide the recommended accommodation as indicated on the TAV form.

For instructor convenience and because many accommodations preclude classroom administration, the Special Education Division oversees most test accommodations. A full-time test proctor (864-8927) handles exams and administers the accommodations. Procedures are established to ensure an orderly process that safeguards test integrity and security. (Please see *Appendix B, Test Accommodation Policies and Procedures Form*, page 59.)

General questions about the logistics of testing arrangements can be *addressed to the Special Education testing proctor*. If an instructor has questions or concerns about an individual student's test accommodation, the instructor should *call the Disabled Student Services counselor or Educational Diagnostic Center advisor* who signed the TAV form.

Frequently Asked Questions about Test Accommodations

Is it really necessary to take extra time if you understand the material?

Many students with disabilities use readers, scribes, or assistive devices, which slow test administration. For some, the disability slows mental processing or the ability to write. By law, the college must make adjustments so that these conditions do not preclude a student from completing course requirements.

Do I need to rewrite my test or allow a different measure of achievement?

In most cases, a faculty member will not need to do either. Accommodations are most often achieved by adjusting the manner in which the student takes the test. In some cases, arrangements for alternatives may better meet the student's needs while adequately meeting course objectives. These are individualized decisions best reached through consultation with the student and Special Education staff. Examples include accepting student work on tape or restating the question in different words. The test must maintain course integrity and measure student achievement and performance. In no case would a fundamental alteration of the course content be required.

Do I need to provide an alternative test if it is not possible for the student to take the test at the same time as the class?

This is the instructor's option. Due to scheduling conflicts, it is not always possible for the student to take the test at the exact time the class does, though it is preferable.

What should I do about quizzes?

Each situation should be considered on a case-by-case basis. If an accommodation is needed, the instructor might:

- Have the student take the quiz with the class and speak with the instructor afterward to clarify the answers.
- Allow the student to take a make-up quiz.

- Substitute another activity for the quiz.
- Increase weighting of exams or homework.

Isn't it unfair to allow some students extra time when other students have to work within a time constraint? All my students would like to have extra time.

Some students with disabilities require extra time in order to level the playing field and to demonstrate what they have learned. The time limit for tests is often set by the class period and is not critical in the actual measurement of learning or performance.

If students receive accommodations, how will they handle university workloads or employment realities?

Students eligible for legally mandated test accommodations in the community colleges will be eligible for similar accommodations at the

four-year university. The Americans with Disabilities Act covers employment and job-site accommodations. Certification, placement tests, licensing tests, employment entrance, and promotion tests must include accommodations for eligible applicants with disabilities.

What about cheating?

Students must sign the TAV form, stating that they have read and will abide by the De Anza Academic Integrity Policy and the amendment on cheating (see *Appendix C, Test Accommodation and Verification Form*, page 62). The Special Education Division is responsible for test administration, security, and integrity. Rules regarding the testing conditions are prominently posted. Special Education policy is to inform faculty promptly of any irregularities and to support the college in its enforcement of institutional policies regarding academic honesty.

Problem Practices

When Philippe entered the math course at the beginning of the quarter, the teacher immediately found his dress and demeanor odd. Philippe didn't speak with the instructor about a disability or any special needs until right before the first midterm. He caught the instructor just before class and told him he needed extra time for the test because of his "problems." The instructor asked him how long he needed, and when Philippe said "probably three or four hours," the instructor was at a loss as to how to proceed. The instructor could see that Philippe had some serious problems. When interacting with Philippe, the instructor felt uncomfortable, and in fact, although he couldn't give a specific reason for it, the teacher felt vaguely uneasy and vulnerable around him. The instructor concluded that the best thing all around would be to just let Philippe take the math midterm home, complete it at his leisure, and return it the next class session.

The instructor should have informed Philippe that any test accommodation would need to be based on a verified disability. Furthermore, if an exceptional accommodation, such as taking a test home, is considered, the Special Education Division should be consulted to determine the appropriateness of such a practice.

ADDITIONAL CLASSROOM CONSIDERATIONS

Assistive/Adaptive Technology Resources

To use computers effectively, some students with disabilities require special adaptations. Because of a limitation, they may need specialized software or hardware to access the power of the computer.

Students who are blind may utilize screen readers, which verbalize the information displayed on a computer screen. They may scan print books and use optical character recognition software, then output the text in speech. The student may print materials on a Braille printer, which translates print into Braille symbols and embosses paper with raised Braille cells.

Students with dexterity limitations may use keystroke reduction software, devices for physically inputting information in specialized ways, or voice recognition software, which takes verbal dictation in lieu of keystrokes.

Students with learning or other disabilities that affect cognition, memory, and attention may use specialized software for organization, cognitive retraining, or skills development. Also helpful are scanners and software that allow students to display print material on the computer screen where it can be highlighted, verbalized, or manipulated in other useful ways.

These are just a few examples of assistive/adaptive technology, which is transforming the landscape for persons with disabilities.

The Assistive Technology Training Center (ATTC) lab is the Special Education Division's computer lab that houses much of this technology. It trains students to use computers to participate in the range of programs offered on campus.

The ATTC is also committed to assisting the campus in efforts to integrate such technology into mainstream campus labs. The Computer Information Systems/Computer Applications and

Office Systems (CIS/CAOS) lab, the AutoCAD Lab, the Open Media Lab, and the Learning Center have assistive computer stations. As representatives on campus governance groups and committees and as consultants to interested parties, the ATTC and Special Education Division staff advocates for full access for people with disabilities. It assists in providing technical information. The ATTC can be contacted at 996-0211.

The High Technology Center Training Unit (HTCTU), part of the Special Education Division, is also an excellent resource for up-to-date information on issues of assistive/adaptive technology and instructional technology. It offers a variety of training workshops to interested faculty throughout California but does not work with individual De Anza students. Contact the HTCTU at 996-4636 or through <http://www.htctu.fhda.edu>.

Disability Inclusion in Curriculum Development

The Diversity Vision Statement of the Foothill-De Anza Community College District (a board policy adopted June 15, 1998) encourages the college to broaden course development to meet a variety of learning styles, cultural backgrounds, skill levels, and social experiences. Instructors should consider including disability issues in the following areas:

- Contributions of persons with disabilities to a discipline or vocational field.

For example: describe the contributions and discoveries made by Deaf scientists. (See Appendix A, Web Resources, page 55, for helpful sources of information.)

- The historical treatment of persons with disabilities in a discipline or vocation.

For example: include the development of the "mainstreaming" movement in an education course.

- The inclusion of contemporary social issues of access for persons with disabilities in a discipline or vocational field.

For example: incorporate universal design concepts in a product design and manufacturing course, or cover the application of the Americans with Disabilities Act in a personnel management or business law course.

- An opportunity for students to speak from their perspective as persons with disabilities in response to relevant topics.

For example: have local disability issues presented in a media course or discuss disability etiquette in a communication course.

- The development of course materials that are accessible to a broad number of students.

For example: select textbooks that include study guides, electronic text, closed-captioned videos, and accessible Web sites.

- Alternative formats for all students to demonstrate mastery of course objectives.

For example: permit students to submit papers by e-mail or on audiotape.

The Special Education Division staff is available to consult with faculty who wish to incorporate relevant disability issues in their curriculum.

Contact Disabled Student Services, the Educational Diagnostic Center, or the Diversity Curriculum Committee through the diversity coordinator at 864-8880.

Responding to Disruptive Behavior

All students, including students with disabilities, are expected to follow the Code of Conduct. The presence of a disability is never an excuse for disruption even if the behavior is caused by the disability. The issue must then be defined as a disciplinary issue and handled accordingly.

Most students with disabilities, including those with psychological disabilities, do not draw attention to themselves by behaving disruptively. Rarely do students become threatening. If behavior becomes an issue with any student in class, faculty members need to follow the guidelines in the *Campus Safety Issues: Disruptive Behavior Handbook* or consult the dean of student development. If the student is registered with the Special Education Division, it may be helpful to contact the division for consultation.



PART 4
PHYSICAL DISABILITIES



MOBILITY IMPAIRMENTS AND DEXTERITY LIMITATIONS

Overview

A wide range of neuromuscular and orthopedic impairments causes difficulties with movement and fine-motor activity. These can be congenital, the result of illness, or accident related. Some conditions are stable; others are progressive. In some conditions, limitations are constant; in others, flare-ups increase limitations intermittently. Impairments can be painful. They can affect mobility, strength, speed, endurance, or coordination. Because there is such a range of causes and consequences, accommodations must be made on an individual basis.

Some students have difficulties walking and use a mobility aid, such as a cane, crutches, a walker, or a wheelchair. Some impairments cause paralysis. Fatigue can be a significant factor for students with mobility limitations. Although it is often assumed that people are “confined” to wheelchairs, many students can walk but use wheelchairs to conserve energy or to move about more quickly. Others can stand but cannot walk. Physical access to classrooms, offices, and restrooms is always a concern for persons with mobility impairments, especially for wheelchair users.

Sometimes upper extremity limitations, which involve the use of the hands or arms, accompany mobility limitations. These can be caused by disorders such as arthritis or multiple sclerosis, or they can have congenital causes such as cerebral palsy or muscular dystrophy. They can also be the result of illnesses, accidents, strokes, which usually affect one side of the body, or injury to the upper spinal cord, which limits the use of the arms and hands. Such dexterity limitations can impact the individual’s ability to reach and manipulate. Specialized equipment such as hand splints sometimes increase fine-motor ability.

Some students have dexterity limitations that are the result of repetitive strain injury. These chronic conditions cause pain and reduce agility in, and tolerance for, fine-motor movements.

They can fluctuate in severity and are susceptible to aggravation from overuse. The students themselves may underestimate the seriousness of these invisible disabilities. The impact of the condition can be better appreciated when one considers the many fine-motor tasks required in college, such as writing class notes, taking essays and tests, doing homework, and using computers.

Interaction

Offer Assistance

Offer assistance if you wish or if the situation looks like it might be warranted. Then wait until help is accepted before giving it. Offering assistance is polite, but helping before it’s accepted is not, and could even be dangerous. If you’re unsure of *how* to help, ask.

Respect Personal Space

Avoid holding onto a person’s wheelchair or moving the person without consent. A wheelchair is part of a person’s body space, and it’s intrusive to hold it or lean on it.

Create Comfort in Communication

Communicate directly to a person with a disability, not to a companion or third person. If practical, sit down to communicate at eye level with a wheelchair user, especially if the conversation lasts more than a few minutes.

Use Ordinary Vocabulary

Don’t be oversensitive about using ordinary vocabulary like “run,” “walk,” “dance,” or “trip” when referring to a person with mobility impairments. Censoring your language or apologizing places an unnecessary emphasis on the person’s limitations.

Disability is Part of Reality

Acknowledge disability in a straightforward way. Ignoring the disability is unnatural, and in

fact, can emphasize it. On the other hand, asking personal questions is inappropriate, as is dwelling on the disability. Questions about how a person will accomplish a particular task may be necessary. It's preferable to ask for information rather than to operate on assumptions.

Understanding the Role of Service Dogs

These are specially trained dogs that accompany persons with physical disabilities and help pull them, retrieve items, open doors, or provide other assistance. Persons with mobility impairments have a legal right to take their dogs with them, even where dogs are otherwise prohibited.

Classroom Strategies for Students with Mobility Impairments

- Although most classrooms have adequate access, students may need to enter through a special door, use an elevator, or take a circuitous route. Check to see if the student needs assistance. If a classroom presents an access barrier, the student should report it to Disabled Student Services as soon as possible for a remedy to be initiated.
- If existing seating is unsuitable, students can request that tables or chairs be moved into the classroom and reserved for their use. In labs, it is preferable to include tables with adjustable heights and to keep equipment within easy reach.
- In the lab, some students require adapted materials or help with handling tools, lab

equipment, or chemicals. An assistant or lab partner may be needed to function as the student's hands or legs. Group projects can be one way to enable all students to contribute. Safety considerations should be clearly understood and adhered to.

- When planning off-campus events, consider accessibility, and solicit input from the student.

Classroom Strategies for Students with Dexterity Limitations

- In order to reduce carrying weight, a student might remove a textbook's binding. Explain which materials are required in class so the student can bring only what is necessary.
- Allow flexibility in meeting deadlines for assignments, especially if the student has a flare-up of symptoms or uses an assistant for fine-motor tasks.
- Reduce the quantity of work, or substitute activities when necessary. Assign a representative sample—only enough problems or work to consolidate or demonstrate learning—and eliminate repetitions.
- Students may require extra time for long written assignments and tests or may need scribe services to help with scantron sheets. Students may also use computer equipment, including voice-activated programs.
- Recruit a volunteer notetaker if the student requests help with notes. A student may also choose to record classroom lectures.



LOW VISION

Overview

A student with low vision is one who is able to use impaired vision as a means for acquiring information. The condition may affect sharpness of vision or reduce the ability to see distances, or the person may have reduced central or peripheral vision. Depending on these factors, students with low vision vary greatly in their ability to use vision. If the condition fluctuates, an individual may have varying degrees of visual ability from day to day. Some do not appear as if they are substantially limited in their vision, although they may have difficulty in tasks like reading. It is always best to ask students what their specific needs are.

Some students with low vision read with materials close to their eyes, and others use personal readers, large-print books, large-print materials printed by computer, and audiotapes. They may also use their own personal magnifiers in order to see better. They may or may not use white canes. They may wish to sit in the front of the class or in another designated location that optimizes the effectiveness of their vision. Boards, overheads, and other visual presentations are difficult to see for many students with visual impairments.

Classroom Strategies

- Select course materials and order textbooks early so a student has time to procure them in large print, in electronic text, or on tape.
- Reserve seating in the front of the class or other requested location.
- Use large print—usually 18 to 24 point—on all class handouts, syllabi, lab signs, and equipment labels if requested.
- Ensure that the student has an adequate notetaker, or provide copies of overheads and lecture notes.
- Describe all visual material and any notes written on a board or overhead.
- Make time allowances for students who use speech output or screen enlarged programs for extensive writing assignments.
- *Provide an exam or quiz early to the Special Education Division's test proctor* if students prefer taking large-print exams in class. Lead time is necessary to convert the exam to large print and return it prior to the test date.
- Cooperate with students who work out of class on exams and quizzes if they use an electronic print enlarger, audiotape, large-print materials, a reader, or a scribe.
- Understand the extra time required for exams and quizzes. Twice the time allowance is not unusual when using a reader or scribe or when working on specialized computer equipment.
- Schedule a quiz so the student does not miss classroom activities if it takes only part of the class period. (See *What should I do about quizzes?*, page 23.)
- Give an alternative assignment in place of an unscheduled quiz. It's possible to place an unscheduled quiz, if deemed essential, in a confidential envelope and have the student take it to the test proctor for later administration. For assistance with such arrangements, *contact the student's Disabled Student Services counselor.*
- Use e-mail to disseminate written materials if a student with low vision can access this information with screen reader software.
- Concentrate on the content of written work rather than its appearance. If the writing is large or appears messy, this may be the result of the vision impairment.

Problem Practices

The psychology lecture hall was packed the first day. After people were seated, the teacher passed a chart for permanent seating. During the break, Evie approached the teacher and said she had a vision problem and needed to sit in the middle of the front row. The instructor felt inconvenienced after having completed the seating chart. He identified a third-row seat fairly close to the middle that appeared to be empty and suggested this seat. Evie agreed without enthusiasm, and a week later she came back reporting that this seat wasn't good enough. The teacher felt that he should not have to displace a student who had already chosen a seat. He told Evie to talk to the front row students herself and find someone willing to switch. After all, he thought she should have arrived early and claimed the seat she wanted, rather than impose on him and the other students later.

Sometimes it is difficult for a student to know what to expect. Evie may not have known it would be so difficult to seat herself appropriately, and the instructor's reactions complicated things further. Evie has a right to an appropriate seat, and the instructor should appreciate the legitimacy of this need and assist her in reserving one.



BLINDNESS

Overview

Students who are blind acquire information through tactile and auditory means. Some students want materials in Braille to enable them to read independently. Others do not use Braille but read textbooks and class materials by using a personal reader, audio tape, or electronic text. Many students use a combination of these means.

Technological advancements in the last few decades have enabled persons who are blind to join the information age. Students have benefited from the use of electronic text; some information originally comes in this format, and other information is scanned from printed matter, then converted to text using optical character recognition software. There are direct print-to-speech-output software and computers that translate from print to Braille. These devices allow the user to access text information easily and to produce work without the assistance of a sighted person. At De Anza, this equipment is located in the Assistance Technology Training Center, the Learning Center, and the Open Media Lab. Students may use the equipment, and it is available to Special Education staff for producing instructional materials in Braille, large print, or print-to-speech audio to meet students' academic needs.

Students who are blind may travel independently to and from the classroom, or they may use mobility assistance from Disabled Student Services. If requested, a reserved seat in the class enables a student to more easily locate a place.

Interaction

Identify Those Present

When you enter the room, identify yourself and introduce others so the person who is blind can follow the interaction. If you greet someone you don't know, gently touch an arm to indicate that

you are addressing the person. Inform the person when you leave so the person isn't left stranded.

Assistance Outdoors

Most people who are blind and who travel independently with a cane or a dog are well oriented and negotiate on their own. They request assistance from passersby if necessary. If someone appears as if they could use help, identify yourself, and ask if you can be of assistance. If your offer is accepted, use proper sighted guide techniques:

- Let the person who is blind grasp your arm slightly above the elbow.
- Move naturally so the person can follow the motions of your body.
- Note verbally any obstacles or steps.
- Be specific when giving directions.
- Offer to accompany the person if it's convenient.

Assistance Indoors

- Help someone who is blind and in a new environment make contact with something physical—a wall, chair, or table—so the person is not standing without a physical reference.
- Use auditory information to describe the layout of a room and where important things are located. The person may wish to touch or hold objects. When giving directions, make it plain whether you mean your right or left or the person's right or left.
- Guide the hand of a person who is blind to the back or arm of a chair to seat the person.
- Alert a person who is blind to physical changes, such as furniture that has been moved. Consistent environments are easier to negotiate than ones that change.
- Be alert to hazards. Doors should be completely open or completely closed. A cane can't detect protruding items, especially those above waist level. Floor clutter is also dangerous.

Guide Dog Etiquette

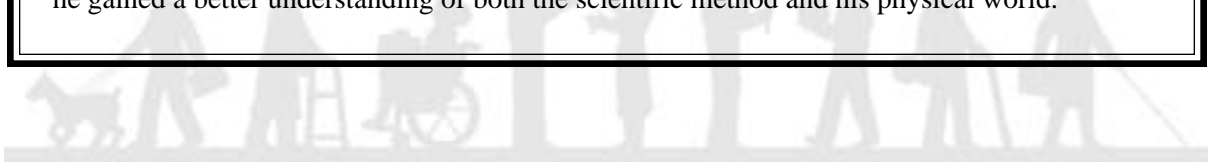
Many guide dog users enjoy sharing information with the public about their dogs, but a guide dog on harness is a working animal, not a pet. Resist the urge to pet, call, or distract a guide dog. If the dog is off-harness, feel free to ask if you can pet the dog. Guide dogs are legally permitted where dogs are otherwise prohibited.

Classroom Strategies

- Submit textbook requests to the bookstore by the due date because procuring textbook materials on tape, on disk, or in Braille takes several weeks or longer.
- Provide either the student or Disabled Student Services with copies of the syllabus and handouts early, if requested, so they may be converted into Braille or put on disk or audiotape.
- Assist the student in obtaining a notetaker. If a notetaker is absent, help to find a substitute if necessary.
- Provide seating near an electrical outlet if necessary to record lectures.
- Orient the student to a lab or class environment by verbally describing it and helping the student to explore the area tactilely. Disabled Student Services can help place Braille labels or large print on lab signs and equipment.
- Discuss lab safety procedures. Agree on an auditory warning signal for use in case of emergency.
- Encourage tactile exploration whenever possible. Provide tactile models, if available. *Consult with Disabled Student Services* for availability and purchasing information.
- Read aloud or describe all visual material on overheads and boards.
- Assist the student in joining a group for collaborative work, and assign a partner in the lab for field trips and other special activities.
- Use software for creating web pages, which are accessible to students who use speech output instead of reading the screen. The Assistive Technology Training Center and the High Technology Center can provide information and training.
- For exams, students who are blind use readers, scribes, and assistive computer technology. Exams may be taped or translated into Braille. *Provide exams as early as possible to the Special Education Division's test proctor.* Procedures for test and quiz accommodations are the same as for students with low vision. (See *Low Vision, Classroom Strategies*, page 31, for more information.)

Creative Solutions

Mark's major was History. He was blind and dreaded the transfer requirement in physical science, feeling this would be both difficult and of little interest. He settled on geology, primarily because of his interest in earthquakes as a Bay Area resident. As it turned out, the geology lab did present some challenges, even with an enthusiastic and competent lab partner who verbalized all the activities well. Rather than visually identifying the physical qualities of minerals and rocks, Mark had to memorize and recite them. The most challenging section of the course involved topographic maps although tactile imaging conveyed the concept. With the instructor's consent, he substituted the topographic mapping project with an alternative assignment on earthquake theory. In the end, Mark passed the course, but more importantly, he gained a better understanding of both the scientific method and his physical world.



DEAFNESS AND HEARING LOSS

Overview

Hearing disability is one of the most prevalent disabilities in the United States. More than two million people are unable to perceive sounds, including speech, in a way for it to have meaning for ordinary purposes. These people have developed a strong cultural identity over many years and are known by those familiar with it as Deaf persons with a capital *D*. Many other people are hard of hearing, meaning that their sense of hearing is impaired but functional for some ordinary purposes, often with the help of hearing aids. Many persons who are hard of hearing affiliate more with the hearing culture than the Deaf culture.

The most significant result of hearing loss is that it cuts people off from the usual means of acquiring and transmitting spoken language. With normal hearing, people can easily engage in spoken conversation, listen to information, and enjoy the radio, television, movies, music, and video games. It enables people to appreciate social nuance, conversational tidbits, jokes, and gossip.

Contrary to what many people believe, hearing aids cannot yet replace normal hearing. Background noise, cross talk, and certain sound frequencies create problems. Even when a person is proficient, lip reading, also called speech reading, can capture only one third of what is said. For these reasons, Deaf and hard-of-hearing persons often miss information.

Deaf people vary in their ability to use any residual hearing or to benefit from hearing aids. Like hearing people, they vary in their communication skills. Some people use hearing aids; others prefer not to. Some rely heavily on lip reading; others are unable to lip read. Some can speak quite well; others choose not to speak at all. None of these skills correlate with intelligence. They are more related to the age of onset and degree of hearing loss.

Some Deaf people are born into families where other members have normal hearing. The

hearing loss of these deaf children may have gone undetected for a period of time. Language development may then have been affected by this delay. Communication difficulty also results from having a restricted language or social frame of reference when learning to speak, write, or lip read.

Other Deaf children are born into families with Deaf members and acquire fluency in sign language as a natural consequence of family interaction. Some Deaf adults function in American Sign Language (ASL) for interpersonal communication and in English for reading and writing. Linguists recognize ASL as an authentic language in its own right that is structured differently than English. Many Deaf adults use other forms of manually-coded signs and may not be fluent in ASL or English.

Deaf children from both hearing and Deaf families may attend special residential schools geared to their needs or may be mainstreamed in regular public schools with support services.

Because of variations in linguistic, social, and educational experience, it is difficult to generalize about academic preparedness or linguistic proficiency. Deaf and hard-of-hearing students may not have mastered English grammatical structure despite intelligence and effort. Existing language skills have often been acquired despite poor signing, lack of signing, or social isolation.

Improving standard written expression is an important but challenging goal. Instruction may emphasize increasing clarity of expression and intent. In some situations it may be acceptable to focus more on content than on precise grammar. In any event, appreciating the complex set of issues is essential in creating a positive environment for students.

Interaction

Deaf individuals use a variety of methods—speech, residual hearing, lip reading, sign language, writing, facial expressions, or even body language—to maximize communication.

For hearing people accustomed only to verbal interaction, this may feel uncomfortable at first.

Most Deaf people understand and will help as much as possible to identify the best way to establish communication. Be flexible, and don't feel apprehensive about trying different methods. These guidelines will help ease your communication with Deaf or hard-of-hearing people.

- Gain the student's attention by tapping a shoulder or gently touching an arm. If at a distance, you may flick the light or wave your hand lightly.
- Look directly at the person when you speak. Don't chew or block your mouth. Speak naturally and clearly, but don't exaggerate lip movements.
- Realize that only 30 to 40 percent of English sounds can be seen on the face, so even good lip readers will not understand everything.
- Speak expressively. Since Deaf people can't hear subtle changes in tone, visual cues are more important. Facial expressions, gestures, and body movements help in understanding.
- Use a normal voice volume and speed unless requested otherwise. Raising your voice is not helpful and may impede understanding, especially if the person uses a hearing aid.
- Remember that background noise is a problem. Move to a quieter area, or close a door.
- Ask a person to repeat a statement if you have difficulty understanding it. If that doesn't work, use paper and pencil or a computer. Don't pretend to understand if you don't.
- Consider learning American Sign Language. De Anza and many other colleges offer classes in ASL, and more than 100 colleges and universities accept it for their language requirements. ASL is among the most widely used second languages in the United States.

You can telephone Deaf people through the California Relay Service. This free service relays phone calls between a person using a regular phone and a person using a teletypewriter (TTY, also called Telecommunication Device for the Deaf, TDD). Specially trained operators are available 24 hours a day.

To telephone a Deaf person, dial 1 (800) 735-2922. (The number is listed in all telephone directories.) An operator takes the number of the person you're calling and transmits what you say by typing it into a device that electronically sends text to the Deaf person. The operator then voices the Deaf person's message to you.

Interpreting and Captioning Services

- Trained sign language interpreters translate spoken English into sign language and sign language into spoken English. They are bound by a strict code of ethics that details their professional responsibilities.
- A trained stenographer does real-time captioning by typing what is spoken in a highly abbreviated symbolic notation. A Deaf person then reads the words in English on a monitor or laptop computer.
- Students are assigned interpreting and captioning services based on meeting the Disabled Student Service's priority registration deadline, their specific requests, and the availability of interpreting or captioning personnel. Last-minute changes in a student's schedule may result in a delay in the start of services.
- Positioning is crucial for maximum communication. Interpreters should be near the teacher so the student can maintain visual contact with both the instructor and the interpreter.
- Two interpreters are often teamed, especially in longer classes. Scheduling and coverage issues may require that they come and go during the class period. They will do so professionally and with a minimum of disruption.
- All service providers are trained communication facilitators. They must translate all auditory information into a usable form for the Deaf student. They do not add, delete, repeat, or explain information. They may not discuss client-related information. They are not permitted to act as teacher assistants or tutors and cannot participate in a class in any way.
- Without prior notice, service providers are paid even if a student does not show up to class or if a provider is not needed that day.

because an exam is given or the class is cancelled.

Classroom Strategies

General Guidelines

- Expect the same standards from Deaf students as from hearing students. They should adhere to the attendance policy and be on time, focused, ready to work, and involved in classroom activities. If hearing students may not chat in class, neither should Deaf students.
- Be aware that there may be time lags in transferring auditory information and that a student can look at only one thing at a time. A Deaf student cannot follow an interpreter, read captions, or lip-read while reading, writing, or doing another class activity. Unlike hearing students, a deaf student cannot carry out an instructor's directions as they are given. Give instructions for an activity first, then start the activity. Check to ensure that the Deaf student is keeping up with the class activity.
- Incorporating visual aids makes use of visual modes of communicating. Use overheads and boards liberally. Offer copies, outlines, lecture notes on main points, written review material, and charts.
- In a group situation, be sure the Deaf student is included. Be sensitive to the fact that Deaf and hard-of-hearing people may have had experiences being excluded from group interactions. Feeling ignored and invisible is a painful legacy that some Deaf people have due to their interactions with the "hearing world."
- Some Deaf and hard-of-hearing students need additional help with college-level English skills. Vocabulary worksheets or handouts, especially in technical or academic terminology, can be critical in understanding concepts. Providing these in advance help the student and interpreter prepare for class lectures.
- A hard-of-hearing student may use a portable, wireless, personal FM system that amplifies sound. During lecture, the instructor wears a lapel microphone and small transmitter. Forum 1 is equipped with such an FM system as part of its sound equipment.

- Choose captioned films or videos whenever possible. To show these, request that the Audiovisual Department deliver videotape players equipped for closed captions.
- E-mail is especially helpful for communication with Deaf and hard-of-hearing students. Use electronic means to make materials available.

Working with Service Providers in Your Classroom

- Arrange seating so the interpreter faces the student. In lectures, the interpreter will take a position next to the instructor. In a circle format, the interpreter should sit in the circle facing the student. Consult with both the student and the interpreter to ensure proper positioning.
- Face and speak directly to the student, not the interpreter.
- Arrange the class so a captioner has a surface for equipment, access to a power outlet, and a position next to the student.
- Address the person who uses a real-time captioner. Be aware that the person will watch the screen to read your words and may type back rather than speak.
- *Call Deaf services immediately* at 864-8755 in the event a service provider is unexpectedly absent. A substitute will be sent if available. If the Deaf student must be in class without services, an instructor can help by carefully adhering to visual modes of communication and by providing any extra materials, such as extra copies of notes.
- Service providers wait for a late student for a designated period of time, then leave the classroom.
- It is the student's responsibility to make special arrangements in a timely manner for an interpreter or captioner for out-of-class meetings.
- Inform the student and interpreter in advance if you know a class will be cancelled or if an examination will take the entire class period. Disabled Student Services can reassign or cancel the service if necessary.
- Service providers do not attend final exams unless prior arrangements have been made.

Problem Practices

The English teacher was surprised when Shawna arrived with not one, but two, extra people. "Signers" the teacher thought they were called. In an already crowded classroom, one of them just took up an extra seat during most of the class, while the other "signed." The teacher had received a packet in her box about an enrolled Deaf student but hadn't had a chance to read it carefully. As she arranged her class in a semicircle, the interpreter, as he's properly called, took a chair and placed it in the middle of the circle, facing the deaf student. Since this would interfere with the sight lines in her highly interactive class, she told the interpreter he would have to move next to the student. The deaf student looked confused and slightly embarrassed, although the teacher might not have noticed because she was talking to the interpreter. Midway through the class, one interpreter disappeared, only to reappear in the room about 15 minutes later. The teacher let the interpreter know this was a disruption that interrupted the class and asked if it would be a habit.

At the break, the interpreters told the teacher that due to scheduling and trade-offs, sometimes an interpreter would come or go. The teacher couldn't believe this was acceptable and decided to discuss it with her dean. Furthermore, they told her they couldn't interpret properly sitting adjacent to the deaf student. The instructor decided the best way to handle it would be to ask the class if they would agree to this, so she polled the class after the break. The class didn't mind, so the interpreters moved again. The instructor thought all this was a lot of fuss and intrusion for one student, especially since the deaf student didn't contribute once during the whole class.

This instructor would have learned a great deal about interaction with Deaf students and interpreters had she read her packet or called the Special Education Division. In any event, discussion about classroom arrangements should proceed directly with the Deaf student outside of class time. There should have been an open exchange that avoided potential embarrassment and alienation. This instructor has placed herself in jeopardy of a legitimate discrimination complaint.



COMMUNICATION DISORDERS

Overview

Communication disorders, also known as speech impairments, range from problems with articulation or voice strength to the inability to speak. They may be the primary disability, as in the case of stuttering, or the result of a disability, such as stroke or cerebral palsy, that has other effects. In some people, the speech impairment is the result of problems in forming or producing sounds; in others, the problem may be in evoking or retrieving language.

Stuttering causes a repetition of sounds, prolongations of words, or blocks in speech. Aphasia can result in difficulty finding the appropriate word for a given thought or situation. A laryngectomy causes an individual to produce esophageal speech. Deaf and hard-of-hearing students can have difficulty producing clear speech. Other speech differences are hoarse, soft, or inaudible speech.

Persons with speech impairments sometimes have experiences being treated as if they are inebriated, mentally ill, or emotionally impaired. It is important to recognize that intelligence, alertness, and emotional stability are independent of speech ability for most persons with speech disorders.

Interaction

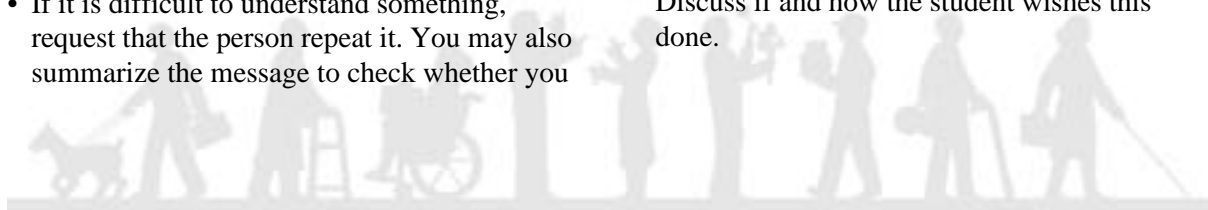
- In many cases, repeated exposure to an individual's speech pattern improves your ability to understand it.
- Patience and encouragement convey an attitude of acceptance. This may reduce the discomfort a student has in communicating and increase the student's confidence and willingness to speak.
- If it is difficult to understand something, request that the person repeat it. You may also summarize the message to check whether you

understand. If necessary, write or use computers to communicate, or request that the person state the idea differently.

- Resist the urge to quickly interrupt and try to complete the person's train of thought.
- Give the person the benefit of your patience and effort. After this, if it seems warranted, a supportive prompt may be helpful.
- For persons unable to speak, various communication aids are available. They range from simple boards where the individual points to words, letters, or symbols to sophisticated portable computer systems that use speech synthesis to produce audible communication. Respect the student's efforts, and encourage others to do so.
- A California speech-to-speech telephone service facilitates calls for persons with speech impairments. Trained operators voice for a persons who have difficulty being understood on the telephone by repeating their words. To use this free service, dial 1 (800) 854-7784 and give the operator the phone number you wish to be connected to.

Classroom Strategies

- Students with speech impairments should be free to participate in class as other students do, but pressure to perform orally should be avoided.
- Discuss the student's preference if oral presentations are part of the class. Some students prefer to make the presentation in a private setting or to have another person voice their presentation.
- Some students feel that informing classmates about the speech impairment will make participating in class more comfortable. Discuss if and how the student wishes this done.



CHRONIC HEALTH IMPAIRMENTS

Overview

Some chronic health impairments are visible disabilities, but many are invisible illnesses or medical conditions. These can have a major impact on a student's energy level and can have implications for memory, mobility, speech, vision, or muscle control. When the disability impacts additional areas, students often require assistance or accommodations as listed in other sections of this guide. For instance, some people with multiple sclerosis experience mobility limitations or vision impairments and need accommodations geared to those limitations.

In some cases, the degree of impairment will vary from one day to the next because of the nature of the medical condition, the medication used, or the therapy required. When illnesses do not follow a set course, are progressive, or involve chronic pain, the student may additionally experience depression, anxiety, or other emotions. Social stigma may accompany disclosure of some of these conditions.

Following is a partial list of these disabilities.

- AIDS
- Allergies
- Back disorders
- Burns
- Cancer
- Diabetes mellitus
- Fibromyalgia
- Heart disease
- Hemophilia
- Lupus
- Multiple sclerosis
- Muscular dystrophy
- Renal-kidney disease
- Respiratory disorders
- Seizure disorders
- Sickle cell anemia
- Tourette's syndrome

Contact *Disabled Student Services* if you would like specific information on any of these disabilities. The Web is also a useful resource (see *Appendix A, Web Resources*, page 55).

Because there may be medical complications, students with these conditions are sometimes absent from class more frequently than usual.

When absent, they may be at home, hospitalized, or undergoing treatments.

Students whose conditions are stable during the quarter may not need any accommodation. Students whose condition fluctuates may not need accommodations at first but may need them later. They may not share their condition until a crisis requires them to disclose it and ask for accommodation.

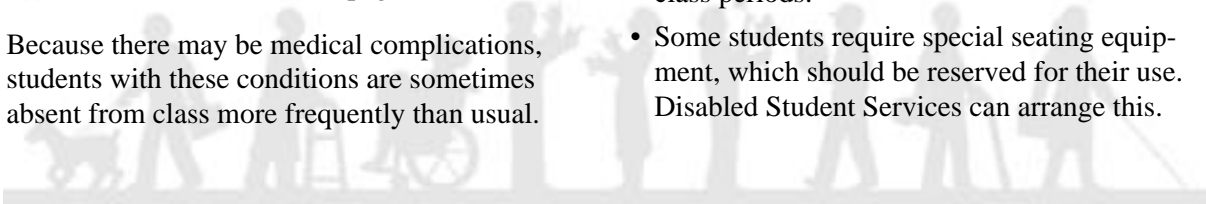
The side effects of medication may include fatigue, memory loss, shortened attention span, loss of concentration, and drowsiness. The degree of impairment can vary greatly from time to time for a number of reasons. If you are aware that a student has a verified disability, take this into account when considering classroom responses. If you have concerns, consult the staff at *Disabled Student Services*.

Classroom Strategies

- Make allowances for the student's attendance unless attendance is deemed essential to the course objectives. If this is the case, *consult with the Disabled Student Services*. If the student's performance is adequate to date, it may be that missing some classes is preferable to withdrawing.
- Provide materials and assignments if the student is able to work at home or in the hospital.
- Provide flexible time lines for turning in assignments.

Pain and Stamina Issues

- Allow students to stand or walk unobtrusively during class.
- Allow students to take a break during long class periods.
- Some students require special seating equipment, which should be reserved for their use. *Disabled Student Services* can arrange this.



PART 5
DISABILITIES AFFECTING
COGNITION, MEMORY, OR ATTENTION



OVERVIEW OF DISABILITIES AFFECTING COGNITION, MEMORY, OR ATTENTION

Some students who are capable of college work and are qualified for post-secondary education may have neurological disabilities that affect some aspect of their mental functioning.

These non-visible disabilities can be caused by learning disabilities, attention deficit disorder, psychological disabilities, or head injuries. They often confer a negative social stigma, and so students are sometimes reluctant to disclose them. Still, if students request accommodations, their disability and educational limitations must be verified.

Because the educational limitations of these disabilities are often similar, many strategies are effective regardless of the specific cause of the disability. However, teaching strategies need to be based on the specific educational limitations of the student. Because of the complexities and subtleties involved, *the staff at Disabled Student Services or the Educational Diagnostic Center are available for consultation.*

Classroom Strategies

Class environment and lecture

- Speak distinctly and at a relaxed pace, or pause occasionally to respond to questions and let students catch up in their note taking. Notice and respond to nonverbal signals of confusion or frustration.
- Start each lecture with a review of the previous lecture and an outline of the material to be covered. Provide periodic summaries during the lecture, and briefly summarize the key points at the conclusion of the class.
- Use a board or overhead projector to outline lecture material, being mindful of legibility and the necessity to read aloud what is written. Emphasize important points and key concepts by noting them, repeating them, or highlighting overheads with colored pens.
- Present and explain technical language, specialized terminology, and foreign words in context to convey greater meaning. Write vocabulary on a board, or use a handout.
- Minimize auditory and visual classroom distractions by closing the door to a noisy hallway or by turning off a flickering fluorescent light if asked.
- Help the student locate a volunteer notetaker. Students who take their own notes may need an additional set for comparison. Some students are unable to both listen and take notes and so record lectures on tape.
- Conduct a discussion or question-and-answer session periodically and at the end of each lecture, and include review sessions.
- Determine if students understand the material by periodically asking for any student to volunteer to give an example, a summary, or a response to a question.

Materials and Assignments

- Make the syllabus available before the quarter begins, and when possible, be available to discuss course requirements with students considering the course.
- If possible, select a textbook with an accompanying study guide or electronic text. Especially useful are textbooks that offer question-and-answer sections, review summaries, and self-quizzes.
- Provide organizational tools such as suggested time lines and checkpoints when making long-range assignments.
- Announce reading assignments well in advance. This is especially helpful for students who must reread material or who read slowly, as well as for those who electronically scan reading materials.
- Give explicit assignments both orally and in written form. Be available for clarification during office hours, by phone, or by e-mail.

Exams

- Provide study questions for exams to demonstrate the content and format that will be used. Provide a model answer, and explain what makes a good response.
- Calculators, scratch paper, pocket spellers, and dictionaries may be appropriate accommodations during exams. Programmable calculators are usually not permitted. If you have concerns that these will compromise the essential nature of your program, *consult with Disabled Student Services or the Educational Diagnostic Center.*
- Allow students to demonstrate mastery of course material using alternative methods if necessary. For instance, an oral exam may be an appropriate substitute.

Support

- Be available during office hours or by other means if students need to clarify lecture material, assignments, or reading.
- Help students find study partners, and organize study groups.
- Encourage students to fully use the Special Education Division and other campus support services. These include preregistration, assistance in ordering taped textbooks, alternative testing arrangements, specialized study aids, diagnostic consultation, developmental skill courses, and academic tutorial assistance.
- Provide a supplementary instructional or study skills section through the campus Tutorial Center. Contact the Tutorial Center at 864-8682 for more information.
- Give accurate, supportive feedback and written suggestions for improvement if necessary.



LEARNING DISABILITIES

Overview

Students with learning disabilities are by definition of average or above-average intelligence but have neurological problems taking in information, retaining it, or expressing their knowledge and understanding to others. For most people with learning disabilities in college, their learning deficits affect the rate, accuracy, or efficiency of reading, writing, or doing mathematics. Time management, project organization or initiation, sustained attention, and social skills are the most troublesome areas for some students.

The characteristics of adults with learning disabilities can include:

- A marked discrepancy between academic potential and achievement with uneven abilities within the same individual.
- Persistent deficits in auditory, visual, or memory functions. In spite of great effort, the individual may show an inability to perform or complete certain tasks in an accurate or timely manner.

Learning difficulties may also result from the following causes, but these do not constitute a learning disability. A learning disability is *not*:

- A form of mental retardation or emotional disorder.
- Primarily due to other disabilities or to environmental or cultural influences (although these may occur at the same time).

To qualify as a student with learning disabilities in college, a student must have had a comprehensive, standardized evaluation by a professional who is specially trained in assessing learning disability and differentiating it from other causes for learning problems. The Educational Diagnostic Center provides this service to enrolled De Anza students who have not yet been identified or diagnosed.

As an instructor, you may notice students who are struggling. Use the signs listed below to determine those students who might benefit from referral to the Educational Diagnostic Center. (See *Referring Students for Disability Assistance*, page 20, for specific advice.) Remember that a student who seems bored, inattentive, or lacking in study skills may also benefit from referrals to Counseling, the Tutorial Center, or other relevant campus services.

Typically, students with learning disabilities have developed a wide variety of strategies to compensate for their specific difficulties in processing information. The degree and severity of these difficulties and the student's awareness of their abilities and limitations varies widely from student to student. Because this disorder is invisible, instructors, friends, employers, and parents often misinterpret or misunderstand the challenges that students face.

Because it takes more time and energy to accomplish some tasks that are easy for others, students with hidden disabilities are often discouraged although highly motivated and persistent. They may be able to handle a typical course or project load only if they are aware of and using their learning style and strengths. They need effective strategies to compensate for their limitations, appropriate accommodations, and institutional support.

Signs and Characteristics

You might observe some of the following indicators that suggest a learning disability.

Oral Language Problems

- An inability to concentrate on or to comprehend rapidly spoken language
- Trouble organizing orally presented concepts that are seemingly understood
- Difficulty pronouncing multisyllabic words
- Difficulty speaking grammatically correct English (not due to second language issues)

- Trouble telling a story in sequence
- Difficulty retrieving and expressing basic information, particularly when under perceived pressure

Reading Problems

- Slow reading rate
- Difficulty recognizing important points or themes
- Inability to sound out or pronounce unfamiliar words
- Difficulty reading for long periods of time
- Skipping words or entire lines of printed material

Written Language Difficulties

- Slow written production, often with poorly formed handwriting
- An inability to take notes or copy from a board or overhead
- Compositions lacking in adequate organization, transitions, and vocabulary
- Difficulty with sentence structure
- Frequent spelling errors
- Difficulty proofreading written work and making revisions
- Difficulty planning a topic, organizing thoughts on paper, or initiating written work on an assignment or in-class essay

Mathematical Difficulties

- Computational skill difficulty, often reversing or getting numbers out of sequence
- Difficulty mentally retrieving formulas or a sequence of steps without cues
- Difficulty comprehending word problems, key concepts, and applications for problem solving
- Incomplete mastery of basic facts (particularly multiplication tables)
- Copying and aligning problems incorrectly
- Difficulty with extreme test anxiety or with completing exams under time pressure even after demonstrating mastery of homework

Study Skills and Organizational Difficulties

- Difficulty organizing and budgeting time
- Repeated inability to recall what has been taught
- Difficulty preparing for and taking tests
- Difficulty initiating efforts to start and complete tasks
- Lack of organization in materials and notes
- Difficulty using library and research skills
- Difficulty interpreting charts and graphs

Social Skills Difficulties

- Difficulty recognizing social cues due to perceptual problems
- Difficulty interacting with others in collaborative work
- Difficulty interpreting nonverbal cues and body language
- Difficulty recognizing and interpreting tone, mood, and humor in written and oral language



ATTENTION DEFICIT DISORDER

Overview

Attention Deficit Disorder (ADD) is a neurobiological disability that is diagnosed by psychologists, psychiatrists, and medical doctors. Although the cause is not definitively understood, research in recent years has mounted to indicate that ADD symptoms are the result of malfunctions in brain chemistry processes and may involve a genetic predisposition to the disorder. Characteristics of the disorder are inappropriate degrees of:

- Inattention.
- Impulsiveness.
- Hyperactivity.

To be diagnosed with ADD, symptoms must have appeared in childhood, be chronic in nature, and not be attributable to other physical, mental, or emotional causes. Like other students with non-visible disabilities, students with ADD may have long histories of being misunderstood. Sometimes young adults have struggled for years and have been labeled as lazy, stupid, spacy, or just difficult. They may have tried to control their symptoms in a variety of unproductive ways or may have denied problems and refused help to avoid embarrassment and stigma.

For some young adults, ADD may be undiagnosed until it begins to cause serious problems in post-secondary education or employment. Once treatment is initiated, students are sometimes able to make sudden and dramatic gains in their performance. In other cases, however, years of problems have contributed to low self-esteem, social difficulties, and academic struggles. It is common for ADD to coexist with other learning, psychological, or neurobiological

disabilities that further compound a student's academic challenges.

New college students with ADD may be anxious about the increased expectations in post-secondary education. Sometimes this is expressed in the form of frustration or blame. Because students with ADD may have difficulty with change, complex procedures, and rules, they might appear to be unwilling or uncooperative. Few people truly understand the great difficulty that even many motivated adults with ADD have performing according to conventional measures.

To succeed in college, students with ADD may need some combination of developmental skill building, organizational and study skills development, medication, therapy, and coaching.

Classroom Strategies

- Have the student choose seating that optimizes attention and concentration. This will often, but not always, be in front.
- Make eye contact to ensure maximum attention prior to calling on the student.
- Establish positive rapport. Patient and encouraging interaction with instructors might have been infrequent, and it could be a powerful incentive to a student more accustomed to discouragement and frustration.
- Make instructions understandable by being clear and explicit. Structure and organization are especially useful. If necessary, repeat or suggest that students write information down, or offer to do so if the student wishes your assistance.
- Recognize that a student who seems bored or distracted may not be acting willfully disrespectful.

Problem Practices

After class, the chemistry instructor pulled aside the student he'd seen tape recording the lecture and explained that he wouldn't allow taping. It made him uncomfortable to have a record of his whole lecture. He also believed it unfair to other students, though in truth the instructor thought that anyone not taking notes was unlikely to pass his course. When he told the student he wouldn't be able to tape, the student stammered that he had ADD, was registered with Special Education, and needed to tape the lecture. Although the teacher was sympathetic to disabled students (in fact his daughter had diabetes, so he knew about health problems), he really questioned this whole ADD business. After all, who knew if it was a real condition? Besides, other students had volunteers to take notes; that should be adequate. The student would just have to try to find a notetaker.

The instructor presumes to know about disability while actually being misinformed. He is apparently unaware of the Senate policy and other legal obligations to permit taping. Finally, he equates taping and notetaker service as equivalent accommodations without consulting the student or the disability experts to determine what is actually appropriate.



PSYCHOLOGICAL DISABILITIES

Overview

The term psychological disabilities covers a wide range of conditions varying in symptoms and severity. In the Special Education Division, the most commonly observed diagnoses are disorders of mood (bipolar disorder and major depression), anxiety and panic disorders, obsessive-compulsive disorder, and schizophrenia. These conditions may fluctuate or remain stable, affecting whether accommodations are required, and will vary greatly from student to student.

These types of disabilities are now recognized to have a strong biological basis and are not a matter of will power or choice. Many people can be effectively treated with appropriate psychotherapy and modern psychiatric medication, which reduces the acute symptoms and enables them to return to regular daily activities. The disability may be hidden and have little or no impact on learning. In other cases, the classroom strategies listed in the *Overview of Disabilities Affecting Cognition, Memory or Attention* (page 43) are needed.

Misconceptions and stigma about mental illness often complicate providing educational support for students with a history of psychological disabilities. The degree of ease a student has in disclosing this type of disability depends on the individual student and how comfortable and welcoming the environment is.

Sometimes people are afraid to approach students realistically because they fear the students

are too fragile or unpredictable. Most students with these disabilities react to increased stress by withdrawing and may actually welcome an opportunity to communicate their desire for assistance. If a student's behavior begins to affect others in your course, meet with the student privately. Be forthright and delineate the limits of acceptable behavior.

Students with psychological disabilities generally react favorably to encouraging environments in which they have the opportunity to participate as full members. The support personnel available to assist the student and faculty member include the Special Education staff, the Supported Education counselor, and other counselors in the Counseling Center. Additionally, students with psychological disabilities who register with Disabled Student Services are strongly encouraged to maintain their regular support and medical treatment systems in the community.

Classroom Strategies

- Allow beverages needed because of medication side effects.
- Be flexible with attendance or assignment due dates in the event of a recurrence of symptoms.
- Assist the student in filing for an Incomplete or a late Withdrawal, rather than give a failing grade in the event of a relapse.

Creative Solutions

Margie was a student who preferred anonymity in class. Her panic disorder especially affected her in situations where she had to speak in front of others. Imagine her distress when she attended her first class and learned that the final would be an individual class presentation! In addition, it quickly became clear that the instructor encouraged participation by randomly calling on students. Margie threw up before class for a week, and she seriously considered dropping this major requirement until she discussed the problem with her counselor. After rehearsing, she and her counselor met with the teacher to discuss her accommodation needs.

The solution Margie proposed was to promise to make occasional class comments in exchange for assurances she would not be called on. They collaborated on changing the final to a written report she would copy and distribute to her classmates. Margie felt awkward in the class initially, but as class cohesion and camaraderie increased, she felt more comfortable, and informally shared her public speaking fears. The class accepted her written report, and she was able to make a few comments about it. She successfully completed the class.



HEAD INJURY

Overview

More than one million people between the ages of 15 and 28 incur head injuries each year. Head injuries, also called traumatic brain injuries, result from either external events, such as a blow to the head, or internal events, such as a tumor or stroke. Consequences vary dramatically, depending on the type, location, and severity of the injury.

Understanding the cause or type of injury is less important for educators than knowing how the brain functions after the injury. Head injuries can result in impairments to mobility, cognition, and speech that require accommodations in the classroom. In some cases, students may have limitations that are not readily apparent, and students may be reluctant to reveal their disabilities. In others, the limitations are very apparent.

Head injuries cause cognitive impairments in the following areas:

- **Memory**—The inability to store information for immediate recall can occur, although long-term memory or previously acquired knowledge may be intact. This is the most troublesome for students reentering school.
- **Concentration**—Distraction caused by external or internal stimuli may interfere with the ability to focus.
- **Speed of response**—Responding to or processing information may take longer.
- **Communication functions**—Problems in reading, writing, speaking, or listening may result in inadequate communication or inappropriate interaction.
- **Spatial reasoning**—Diminished ability to handle spatial reasoning functions, such as shape, distance, and position in space, may result in difficulty manipulating objects or navigating.

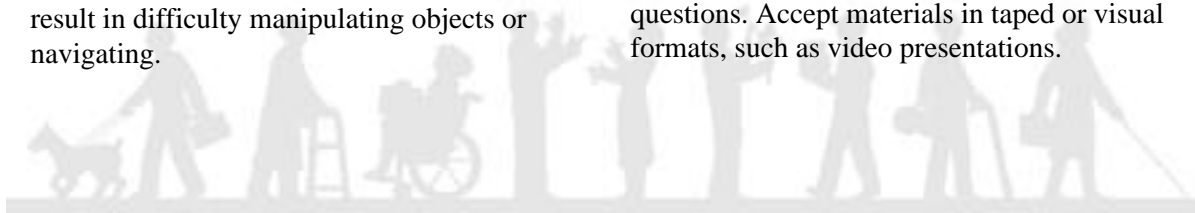
- **Conceptualization**—Diminished ability to categorize, make a sequence, abstract information, or identify cause and effect may be evident.
- **Executive functions**—Loss of planning, goal-setting, or problem-solving abilities result in losing the “big picture.”
- **Psychological behavior**—A variety of problems in the psychosocial area may result. Depression, fatigue, impaired social judgment, or inflexibility are possible outcomes.

Many students have undergone extensive rehabilitation and are quite proud of their progress. At the same time, they may be painfully aware that they do not learn as easily as they did previously, and this can cause frustration. Although dramatic improvement occurs in the immediate period of weeks or months after injury, many people continue to slowly improve over long periods of time, particularly with stimulation and activity.

Problems encountered by these students may seem similar to those of students with a learning disability, but there are significant differences. Although the classroom strategies listed in the *Overview of Disabilities Affecting Cognition, Memory, or Attention* (page 43) may help, the individual’s limitations may require other strategies or resources, including those offered by community agencies. Consult the *Special Education Division* if necessary.

Classroom Strategies

Consider alternatives or supplementary assignments for evaluation purposes, such as using items that require students to recognize answers rather than those that require total recall. Use multiple-choice rather than fill-in-the-blank questions. Accept materials in taped or visual formats, such as video presentations.



Creative Solutions

Javier enrolled in a political science class. He is bilingual and lives some of the time with his father in South America helping with a family business. The rest of the time he lives with his mother, who often travels throughout the US, Europe, and South America. He places in the above-average range on standardized tests of verbal and nonverbal intelligence and has completed extensive remedial work. Nevertheless, he is unable to read above the fifth grade level. After getting to know Javier, the instructor was helpful with his accommodation requests. He helped Javier obtain a competent notetaker from the class. Javier arranged for a private tutor, books on tape, and examinations with a reader/scribe. His excellent contributions to class discussions and his dictated essay answers, which demonstrated a clear mastery of course objectives, earned him a well-deserved “B” in the challenging subject matter.

APPENDICES



APPENDIX A

WEB RESOURCES

General Resources

Disabilities, Opportunities, Internetworking, and Technology (DO-IT), University of Washington
A current list of disability resources on the Internet
http://weber.u.washington.edu/~doit/Brochures/internet_resources.html

National Organization on Disability (NOD)
<http://www.nod.org>

Association on Higher Education and Disability (AHEAD)
An organization of higher education professionals
<http://www.ahead.org>

Clearinghouse on Disabilities and Gifted Education
A resources information center
<http://www.ericec.org>

Higher Education and the Handicapped
Information resources for post-secondary education
<http://www.acenet.edu/about/programs/Access&Equity/HEATH/home.html>

Heath Resource Center, American Council on Education
Resources for including students with disabilities in math and science education
<http://barrier-free.arch.gatech.edu>

Untangling the Web
A comprehensive list of lists to numerous disability sites
<http://www.icdi.wvu.edu/others.htm>

Mobility Impairment

Mobility International USA
<http://www.miusa.org>

Low Vision and Blindness

National Library Service for the Blind and Physically Handicapped, Library of Congress
<http://www.lcweb.loc.gov/nls/nls.html>

Texas School for the Blind and Visually Impaired
Math school for the visually impaired
<http://www.tsbvi.edu>

American Foundation for the Blind
<http://www.igc.apc.org/afb>

New York Institute for Special Education
Links to many sites on vision impairment
<http://www.nyise.org/blind.htm>

Deafness and Hearing Loss

National Information Center on Deafness, Gallaudet University
<http://www.gallaudet.edu/~nicd>

American Speech-Language-Hearing Association
<http://www.asha.org>

Science, Math, Engineering and Technology for Deaf Students
A source for Deaf scientists as role models
<http://www.isc.rit.edu/~aesopwww/deafsci-history.html>

Postsecondary Education Programs Network
Online training courses, resources, and a comprehensive list of links
<http://www.pepnet.org>

Learning Disability

National Center for Learning Disabilities
<http://www.nclld.org>

LD OnLine
Information on learning disabilities
<http://www.ldonline.org>

Learning Disabilities Association of America
<http://www.ldanatl.org>

American Foundation for the Blind
Textbook transcription services
<http://www.igc.apc.org/afb>

Attention Deficit Disorder

Children and Adults with Attention Deficit/Hyperactivity Disorder (CH.A.D.D.)
<http://www.chadd.org>

ADDvance
Issues for women with Attention Deficit Disorder
<http://www.addvance.com>

Assistive Technology Resources

Archimedes Project, Stanford University
<http://www-csli.stanford.edu/arch/arch.html>

Closed Captioning Web
Research on information access
<http://www.erols.com/berke>

High Tech Center Training Unit of the California Community Colleges
<http://www.htctu.fhda.edu>

Equal Access for Software and Information (Project EASI), American Association for Higher Learning
Information on math, science, and engineering
<http://www.rit.edu/~easi>

Web Accessibility Homepage
Current information on designing accessible Web sites
<http://www.w3.org/wai>

Trace Research and Development Center
Technology-related information
<http://www.trace.wisc.edu>

Center for Applied Special Technology
Free Web-based tool for analyzing Web pages for accessibility
<http://www.cast.org/bobby>

Ergonomics

Interfaces
Workplace designs
<http://www.ergointerfaces.com>

Steps to Arrange for Test Accommodation Services

Establishing the Service

- Student meets with a Disabled Student Services (DSS) counselor or Educational Diagnostic Center (EDC) advisor to determine disability-related test accommodations.
- Counselor/advisor completes a Test Accommodation Verification (TAV) form. The student signs the form to acknowledge the Academic Integrity Policy.
- Student presents the TAV to the instructor and discusses his/her needs and test accommodation arrangements.
- Student returns the TAV to the testing proctor who instructs the student on procedures and time lines.

Arranging for an Exam

- Student schedules a test appointment with the testing proctor **at least one week prior to test date**.
- Testing proctor completes the Test Envelope and gives to the student.
- Student provides the Test Envelope to the instructor as soon as possible.
- Instructor specifies the test conditions on the envelope and returns the completed envelope and test to the testing proctor.

Taking and Returning the Exam

- Student takes the test under the supervision of the testing proctor.
- Testing proctor returns the completed test to the instructor.

Quiz Arrangements

- Quizzes which take up only a short section of the class period or which are unannounced present particular challenges. Discuss details with the student, use the counselor or advisor for consultation and be sensitive to the potential conflict between accommodation needs, attendance needs and logistical arrangements.

Roles and Responsibilities

Students

To receive test accommodations students must:

- Provide disability verification and meet with a counselor/advisor to discuss disability-related needs.
- Meet with the instructor to discuss the nature of their disability and test requirements.
- Contact the testing proctor to schedule a test appointment and request time, space, equipment, and/or other test accommodations **at least one week prior to test date**.
- Take the Test Envelope to the instructor, allowing ample time for the instructor to return the envelope to the testing proctor.

Instructors

Instructor meets with student to discuss test accommodation, decides whether to use Special Education Division test accommodation services or another arrangement, and signs TAV form.

If using Special Education Division test accommodation services, the instructor must:

- Complete and sign the Test Envelope for each test.
- Arrange for the test to be delivered to the testing proctor in a **sealed** Test Envelope.

DSS/ EDC

The counselor/advisor verifies the student's disability and the functional limitations requiring test accommodation. He consults with the student and instructor about accommodations and/or concerns.

The testing proctor administers the test on scheduled day and time, closely proctors the test, and promptly returns the test to instructor.

Any problems the student or instructor experiences should be brought immediately to the attention of the testing proctor, EDC advisor, or DSS counselor.

DE ANZA COLLEGE
DISABLED STUDENT SERVICES/EDUCATIONAL DIAGNOSTIC CENTER
TEST ACCOMMODATION VERIFICATION (TAV)

Date Quarter Year

Student Name Home Phone

Course Instructor

Class Meets: Day(s) Time Location

This student has provided disability documentation which verifies the need for the following test accommodations and has discussed these with me. Instructors may arrange to provide these or may request assistance from Special Education's Testing Coordinator.

DSS COUNSELOR/EDC ADVISOR SIGNATURE PHONE EXT.

- Extended Time: 1 1/2 X 2X
Other:
Reduced Distraction Environment
Scribe Service
Use of Computer
Other, as specified:
Enlarged Print
Braille Translation
Audiotape
Reader Service
Closed Circuit Print Enlarger

TO STUDENT: Your signature acknowledges that you have read and agree to abide by the Academic Integrity Policy printed on the reverse of this form.

STUDENT SIGNATURE DATE

TO INSTRUCTOR: Please check preference for testing accommodation and sign.

- I am able to provide accommodation and have discussed this with the student.
I request that the Special Education Testing Proctor arrange the accommodation. I understand Test Envelopes will be delivered to me, and I will provide exams back to Proctor.

INSTRUCTOR SIGNATURE DATE

ACADEMIC INTEGRITY POLICY

De Anza College is committed to excellence in the pursuit of learning and academic achievement by its students. To further this goal, the college is committed to providing academic standards that are fair and equitable to all students in an atmosphere that fosters integrity on the part of student, staff, and faculty alike.

The student's responsibility is to perform to the best of his or her potential in all academic endeavors. This responsibility includes abiding by the rules and regulations set forth by individual faculty members related to preparation and completion of assignments and examinations. The submission of work that is not the product of the student's personal effort, or work which in some way circumvents the given rules and regulations, will not be tolerated.

It is the responsibility of the faculty to clearly define the requirements and rules applicable to their courses for all students. An applicable paragraph of the California State Education Code (#76130) is quoted: "Code of Student Conduct: The college has an obligation to specify those standards of behavior essential to its educational mission and campus life. The following types of misconduct for which students are subject to disciplinary sanction apply at all times on campus as well as to any off-campus functions sponsored or supervised by the college: cheating, plagiarism, or knowingly furnishing false information in the classroom or to a college officer."

The Academic Integrity Policy applies to all accommodations provided by the Special Education Division. Instructors will be promptly notified of any irregularities or other circumstances which potentially compromise the security or integrity of any exam.

Amendment to the Academic Integrity Policy

Adopted by the Academic Senate June 15, 1998

De Anza College fosters and promotes a safe teaching and learning environment. Faculty as well as administrative and classified staff work collectively and individually to present students with models and situations in which cheating is not contemplated by students and which take into consideration cultural and learning differences. In the event that a student engages in what is determined to be academic dishonesty or misbehavior the following may apply:

A student who has cheated in a class will not be allowed to drop that class unless the instructor, in consultation with Dean assigned administrative responsibility for the class, determines that the drop is unrelated to the cheating incident and/or that the offense does not, by itself, warrant a grade of F or NP. In order for a student to be punished for an offense, documentation and tangible evidence of the offense, where possible, must be present. Also, students accused of cheating or otherwise violating college policies related to academic integrity will be afforded all rights under the college's Due Process Procedures.

(For more information and for examples of types of actions that call for sanctions see the De Anza Faculty Senate Newsletter, Vol. 6, No. 1, September, 1998.)

APPENDIX D

SENATE POLICIES

Senate Policy Statement on Taping Classroom Lectures

Pursuant to a review of both the intent and letter of Title V regulations, it is the position of the De Anza College Faculty Academic Senate that the determination of the allowability of taping classroom lectures must remain with the individual classroom instructor on a lecture-by-lecture basis. The sole exception to this is the right to tape granted to physically limited and learning disabled students by State of California statute. It is suggested that each instructor include his or her general policy on each Course Information Sheet. The De Anza Student Body has taken a position pursuing the notion that all students should have the right to tape and does not find the con statements compelling.

Approved by the De Anza College Faculty Academic Senate on April 13, 1987.

Senate Policy on Course Substitution

Overview

De Anza College intends all of its graduates to master the competencies required by Title V of the California Education Code and to complete the courses required for graduation. The college recognizes that most disabilities that preclude a student from completing a course can be overcome by altering the method of course delivery and providing a combination of appropriate accommodations. Therefore, for most students with documented disabilities, the first level of accommodation will involve an attempt to complete the course with extra help or altered means of delivery.

For some students with a disability, accommodations and alterations of course delivery will not be enough to enable the student to complete the course. If a student with a disability has discovered that the first level of accommodation is insufficient to enable him/her to complete the course, or if a student's disability is of such magnitude that any attempt at completing the course would be futile, that student may submit a petition for course substitution or, as a last resort, course waiver. The decision to make a course substitution or waiver will be made on a case-by-case basis by a DSPS counselor and the instructor who teaches the course to be substituted, in conjunction with the Department Head and the Division Dean.

Any course substitution or waiver granted by De Anza College is for the purpose of De Anza College's requirements only, and may not be recognized by a subsequent educational institution and/or licensing board.

Conditions of Course Substitution/Waiver Petition

The following conditions must exist before an application to the Academic Council for a substitution or waiver can be made:

- The student must have a letter from an appropriate DSPS specialist providing a history of the student's effort and certifying that the student's disability interferes with the successful completion of the course in question. This letter will serve as an application and be a precursor to an Academic Council petition.
- The student must have a fully-documented disability whose educational limitations significantly affect his/her ability to master a specific course.

- The student must have a documented history of past academic success with at least a 2.0 grade point average, indicating the ability to successfully complete courses in general education and courses in his/her certificate or major.
- The student must have documentation that all known and available accommodations had been examined and/or utilized in an attempt to pass the course.
- The student might generally be granted only one disability related waiver/substitution per major. However, on a case-by-case basis, additional waivers/substitutions can be requested.

Administrative Procedures

The student with a documented disability seeking accommodations in completing a course or in meeting a proficiency requirement shall request assistance from the appropriate DSPS specialist.

The DSPS specialist will assess and document the extent of the disability and its educational limitations, and shall recommend appropriate accommodation or alternative versions of the course in question. The case will be brought before a subcommittee of the Academic Senate if the specialist concludes that the severity of the disability warrants course substitution or waiver (or if the student believes his/her situation warrants this, but the specialist does not).

The Academic Council shall act and may request that one or more of the following act as consultants:

- A Division Dean for the concerned academic area.
- A contract instructor (preferably one who teaches the course in question) from the concerned academic area.
- The De Anza College DSPS specialist involved in the case.
- De Anza College's Articulation officer, as needed for information.
- De Anza College's Registrar, as needed for information.
- A representative from the Academic Council, preferably from the concerned academic area.
- The ADA/504 officer.
- An advocate of the student's choice, if desired by the student.

The Academic Council shall hear cases if the student has made a good faith effort to complete the course and has made use of all accommodations recommended. Or, the student, the DSPS specialist, and, if available, the instructor of the last course attempted, agree that even beginning the course with accommodation is futile due to the severity of the disability.

In making any decision, the Academic Council must make the following determinations:

- The course in question is not essential to the student's individual course of study. If it is considered essential to the course of study, a substitution or waiver will be denied to protect the integrity of the program as well as the student's best interests in pursuing that program.
- If the course is supportive to the course of study, the committee will seek an appropriate course substitution. If no appropriate course substitution can be found due to the severity of the limitations of the disability, a waiver may be granted. It is anticipated that the committee will in most cases be able to recommend a substitution.
- If the student has failed the class despite accommodations, the grade will be administratively handled on his/her official transcript. There will be an indication that there was an officially approved substitution for that grade. Explanations to Licensing Boards also will be provided.
- The Academic Council's decision will be determined by a simple majority vote. The decision will be forwarded to the student within two weeks of receiving the original written petition.

Petition Appeals

If the student is dissatisfied with the Academic Council's decision, he/she may appeal in the following order:

1. President of De Anza College or designee.
2. District ADA Officer.
3. Foothill-De Anza Board of Trustees.

As each of the above groups receives a written notice of appeal, it should respond in a timely manner. The appeal should be addressed at the next meeting of their respective groups or as promptly as possible.

Approved by the De Anza College Faculty Academic Senate on June 13, 1994.

APPENDIX E

DISTRICT BOARD ADA POLICY

The Board of Trustees upholds that, for persons with disabilities, improving the access to educational employment opportunities must be a priority. The Board of Trustees directs the administration to take the necessary actions to implement the requirement of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

The Foothill-De Anza Community College District shall not discriminate against a qualified individual with a disability because of the disability with regard to employment or with regard to the provision of District programs, service and activities.

A person who is otherwise qualified may request accommodation related to his/her disability, provided that the accommodation does not impose an undue hardship on the District. The procedures to requesting accommodation are maintained in the President's Office and the office of the A.D.A. Coordinator at each campus and in the District Office.

A.D.A. District Coordinator
Greg Parman, Director of Human Resources
(650) 949-6109

De Anza Campus Coordinator
Steven Sellitti, Dean, Special Education & Applied Technologies
(408) 864-8923

APPENDIX F

DISTRICT DIVERSITY VISION STATEMENT

The Foothill-De Anza Community College District is committed to becoming a model District for the 21st century. We are building upon our rich history of innovation and student success to become a truly democratic, culturally pluralistic organization. All members of our District community understand and respect that our cultural diversity is one of our greatest strengths. The District welcomes and unites people of all ethnicities, genders, sexual orientation, socioeconomic classes, religions, abilities and ages and empowers them as individuals and as groups.

We believe that culturally diverse teams yield more creative, synergistic and effective outcomes. We are increasingly willing to accept and address the conflict that arises as a normal part of existence in a pluralistic environment in order to work towards acknowledging, addressing and confronting our differences positively. We recognize that we are part of a global community and that this informs our responsibility to our students. We recognize that the development and maintenance of a multicultural district is a journey, not a final destination, so we are prepared to learn and grow as issues emerge.

Finally, we recognize that the attainment of this vision is not only possible but critical to our viability, to meeting our potential as a District and most importantly, to the success of our students.

Curriculum

If we are a culturally pluralistic district, then . . .

- Multicultural perspectives in the classroom are the norm. It is a natural expectation of students that all disciplines are taught from a multicultural perspective including course content and teaching methodology.
- Multicultural contributions to each discipline—new writers, poets, scientists, theories,

and cultural perspectives—are continually introduced.

- We appreciate and understand the diversity of learning styles our students bring to the classroom, and we are able to accommodate and change.
- Students who leave us are aware of the multicultural society in which we live and have developed an appreciation and respect for diversity and the responsibilities and challenges of living in a global community.
- Curriculum is expanded beyond the classroom to include everything that has to do with student learning (e.g. coordination with campus-wide events, interdisciplinary opportunities, community service, student activities, etc.)
- We understand the balance between transfer and vocational education and equally value the programs and services in each. We acknowledge the value of basic skills courses in preparing our students for transfer and vocational education programs.
- We review curriculum in terms of diversity and regularly assess the effectiveness of the curriculum using diversity in the classroom as one criterion of excellence; particular attention is paid to general education and gateway courses that are prerequisites to other courses or sequences of courses.
- We see creative and effective ways to gather student responses/reactions to college climate and regularly assess our progress.

Student Services

If we are a culturally pluralistic district, then . . .

- We understand the balance between student services and instruction in serving the whole student and equally value the programs and services in each area.

- We regularly assess indicators of student access and success (recruitment, persistence, retention, course completion, transfer, degrees and certificates).
- Student equity issues are prioritized and addressed throughout the District.
- We routinely assess the students' perception of diversity and how well the colleges meet the diverse needs of students.
- We identify and respond to the unique needs of our constituencies.
- Student services connect/coordinate with in- and out-of-classroom activities; college activities are coordinated with curriculum; we provide a strong tutoring program.
- We recognize the value of programs that address special student needs and ensure adequate funding for effective operations and that such programs are open to all students.

Human Resources Training and Development

If we are a culturally pluralistic district, then . . .

- All employees participate in and support diversity activities.
- Training and development opportunities on diversity are consistently provided to employees and students as part of the District diversity plans.
- We routinely assess the diversity training needs of employees to develop programs that assist them in meeting the needs of our students and enhancing the climate of the District.
- The District mandates training on critical issues including, but not limited to, racial discrimination, sexual harassment and violence in the workplace.
- Employees are encouraged to engage in diversity related activities as part of professional growth activities.
- We value the contributions and benefits of a culturally diverse faculty, staff and administration and actively support the efforts and goals of Human Resources to recruit and retain a diverse employee population.

Facilities

If we are a culturally pluralistic district, then . . .

- Classrooms, buildings, signs and lighting are designed to support a welcoming, multicultural environment.
- Campus art and architecture reflect the multicultural mix of our community and the students we serve.
- Events, programs and services are physically accessible to every member of the community.
- Regular assessments are made to ensure equity in facility allocation and distribution.

Board

If we are a culturally pluralistic district, then . . .

- The Board provides a vision for diversity for the District and supports efforts to expand diversity activities and opportunities to achieve that vision.
- The Board commits sufficient financial resources to Diversity programs and support services.
- The Board considers diversity when formulating policy and allocating resources and regularly assesses District progress in this area.
- The Board holds administrators, faculty and staff accountable for participating in and supporting diversity activities.
- The Board fosters an open and supportive environment that respects a diversity of opinions and responds to concerns from employees and students with respect and serious consideration.
- The Board requires that all employees hired in the District understand, be sensitive to and respect the diverse academic, socioeconomic, ethnic, cultural, disability, religious background and sexual orientation of community college students. Furthermore, the Board expects that each employee will exhibit this sensitivity, understanding and respect in every aspect of their work.

Approved by the Board of Trustees: June 15, 1999

Emergencies

In the event of an emergency, call:

x8911 between 7:00 a.m. and midnight

x9911 between midnight and 7:00 a.m.

Give the building name, room number,
and a description of the emergency.

General Emergencies

Campus Security and Health Services respond to emergency calls between 7:00 a.m. and midnight. Health Services may transport the student to the Health Center for additional treatment and observation. They will call other emergency services if necessary. Between midnight and 7:00 a.m., call off-campus 911 as above.

There may be an occasion when a student with a disability needs immediate intervention in the classroom. The most likely examples are falls, seizures, diabetic shock (insulin reaction), and heart attack.

In any classroom, whether or not students with disabilities are present, note the location of emergency exits, and plan your actions should an emergency occur.

Seizure

In the event of a seizure, do not try to restrain the student. Call the appropriate number above. Clear a space around the person so that hard objects do not cause injury. Do not interfere with movement in any way. Do not try to force anything between the person's teeth. When the incident passes, most students need to rest.

Building Evacuation

In the event that a building must be evacuated, it is best to ask students with disabilities how to assist them.

- Offer your arm to a student who is blind or has low vision to guide the person to safety.
- Turn room lights off and on to alert a Deaf student to an emergency although most of the campus is equipped with flashing alarm signals.
- Do not attempt to carry a student who is in a wheelchair unless there is imminent danger. Students using wheelchairs may not have access to elevators in an emergency. Instead of carrying the person, seek out a safe area to leave the person. Call the appropriate number above immediately to report the student's location so that Campus Security, police, or fire personnel can locate the person.
- Professionally trained emergency personnel are best prepared to lift without causing injury. However, if a person who is in a wheelchair must be removed quickly, the person should be carried in a sturdy chair or in a two-person, locked-arm position.

What do these accomplished people have in common? What do these accomplished people have in common?

Stevie Wonder ~ Itzhak Perlman ~ Jose Feliciano ~ Ludwig
van Beethoven ~ Ray Charles ~ Evelyn Glennie ~ Mark
Herndon ~ John "Scatman John" Larkin ~ Harry Belafonte ~
Carly Simon ~ Mel Tillis ~ John Menendez ~ Herve
Villechaize ~ Mary Tyler Moore ~ Katherine Hepburn ~ Lou
Ferrigna ~ Nanette Fabray ~ Sandy Duncan ~ Linda Bove ~
Chris Burke ~ Tom Cruise ~ Kathy Buckley ~ Florence
Henderson ~ Richard Thomas ~ Leslie Nelson ~ Amy Ecklund
~ Marlee Matlin ~ Christopher Reeve ~ George Burns ~ Cher ~
Jay Leno ~ Whoopi Goldberg ~ Danny Glover ~ Henry
Winkler ~ Margaret Whitton ~ Daniel Stern ~ Tracey Gold ~
James Earl Jones ~ Sarah Bernhardt ~ Robin Williams ~ John
Callahan ~ Vincent Van Gogh ~ Francisco Goya ~ Olaf Hanson
~ Laura McNelli ~ Martin Ramirez ~ Dorothea Lange ~ Frieda
Kahlo ~ Walt Disney ~ Richard Avedon ~ George Washington
~ Ronald Reagan ~ Woodrow Wilson ~ Winston Churchill ~
Franklin Delano Roosevelt ~ Nelson Rockefeller ~ Bob Dole ~
Thomas Edison ~ Albert Einstein ~ Sigmund Freud ~ Isaac
Newton ~ Henry Ford ~ Anders Gustaf Ekeberg ~ Thomas
Meehan ~ Dr. Donald Ballantyne ~ Dr. Charles Henri Nicolle ~
Oliver Heaviside ~ Olaf Hassel ~ Annie Jump Cannon ~ John
Ambrose Fleming ~ Alexander Graham Bell ~ Werner Von
Braun ~ Louis Braille ~ Stephen Hawking ~ Edwin Krebs ~
Geerat Vermeij ~ Wilma Rudolph ~ Bruce Jenner ~ Roy
Campanella ~ Curtis Pride ~ Greg Louganis ~ Magic Johnson
~ Dexter Manley ~ Neil Smith ~ Dan O'Brien ~ Bo Jackson ~
Jackie Stewart ~ Shelly Beattie ~ Arnold Palmer ~ Julius Cesar
~ Harriet Tubman ~ George Patton ~ John Wesley Powell ~
Stephen Hopkins ~ Cotton Mather ~ John Updike ~ Aristotle ~
John Milton ~ Lord Byron ~ Agatha Christie ~ Ernest
Hemingway ~ Aesop ~ Elizabeth Barrett Browning ~ Lewis
Carroll ~ Wendy Wasserstein ~ Victor Villasenor ~ Charles
Schwab ~ Malcolm Goodridge III ~ John Stossel ~ Richard
Cohen ~ Fred Friendly ~ John Hockenberry

(Disability)

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