



**DISABLED STUDENTS
PROGRAMS & SERVICES
POLICIES & PROCEDURES**

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DISABLED STUDENTS PROGRAMS & SERVICES (DSPS)

POLICIES & PROCEDURES

FOR STUDENTS/FACULTY/STAFF

INTRODUCTION

The Disabled Students Programs and Services (DSPS) began its service to Yuba College students on the Marysville Campus in the late 1970's. The program's inception originates with the Rehabilitation Act (1973), Section 504 and more recently, Section 508. Section 508 adds mandates for accessibility with electronic and information technology. Subsequent legislation found in the Americans with Disabilities Act of 1990 (ADA) requires postsecondary institutions to provide services to otherwise qualified students with disabilities. DSPS provides support services and academic accommodations to ensure an equitable educational opportunity and access for students with disabilities consistent with academic offerings and the mission of Yuba College. Eligibility for DSPS is determined by state and federal guidelines and is based on professional verification of temporary (45 days or longer) or permanent physical, psychological, or learning disabilities. DSPS programming mission statement is as follows:

Yuba College and Disabled Students Programs and Services embrace the philosophy of a re-conceptualization of disability and the empowerment of students to help them succeed while in college and after they leave. DSPS works toward the elimination of architectural and attitudinal barriers in postsecondary education through the provision of academic accommodations and advocacy with faculty, staff, and administrators.

These policies and procedures serve as guidelines for students, faculty, and staff to:

- Understand and navigate the steps necessary to obtain appropriate support services and academic accommodations;
- Explain the types, eligibility requirements, and policies regarding the support services that are provided by DSPS;
- Work collaboratively with students, faculty, and staff for the timely provision of necessary academic accommodations and auxiliary aids; and
- Inform practitioners and students with disabilities of their rights and responsibilities relative to legal compliance.

PART 1: RIGHTS AND RESPONSIBILITIES

STUDENTS

College students with a documented disability, have the right to "reasonable accommodations based upon educational limitations" under Title 5 of the California Education Code and Sections 504 and 508 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (1990). Provisions of the law state that "No otherwise qualified person with a disability in the United States shall, solely by reason of disability, be denied the benefits of, be excluded from participation in, or be subject to discrimination under any program or activity receiving federal financial assistance."

Yuba College, as all colleges and universities receiving federal financial assistance, must not discriminate in the recruitment admission or treatment of students. Students with documented disabilities may request accommodations, or auxiliary aids, which will enable them to participate and benefit from all postsecondary educational programs and activities. Yuba College and DSPS makes accommodations to ensure that academic programs are accessible to the greatest extent possible for all students with disabilities. Once eligibility is established, students read, initial, and sign that they understand the following:

STUDENT RIGHTS

1. My participation in the Disabled Students Programs and Services (DSPS) shall be entirely voluntary.
2. Receiving support services or instruction through DSPS shall not preclude me from also participating in any other course, program or activity offered by the college or from receiving basic accommodations required by state and federal law.
3. All records maintained by DSPS personnel pertaining to my disability(s) shall be protected from disclosure and shall be subject to all other requirements pertaining to the handling of student records. (Note: Authorities cited: Title 5 C.C.R. Section 56000)
4. I may file an appeal if I believe I have been discriminated against based on disability, or believe there have been allegations that have denied me adequate or appropriate accommodations.

STUDENT RESPONSIBILITIES

1. I will provide DSPS with the necessary information, documentation and/or forms as required (medical, educational, etc.) verifying my disability.
2. I will meet with a DSPS professional to complete the Academic Accommodation Plan (AAP), and then meet with the professional at least annually (once per semester preferred) to update the AAP.
3. I will use DSPS in a responsible manner.
4. I will comply with the Student Code of Conduct adopted by the College.
5. I must demonstrate measurable progress toward the goals established in my AAP.

INITIALS	<i>By initialing and signing below, I agree to the following statements:</i>
	I understand and agree to the above Students Rights & Responsibilities and I will abide by them.
	I give permission for DSPS staff to discuss my educational situation with other professionals who have a legitimate educational need to know.
	I understand that I can access DPS Policies and Procedures on the website or by requesting a hard copy.
	I have been given a copy of this form.
	I acknowledge this document has been developed through an interactive process between the student and DSPS Faculty.
	I understand I may file an appeal via the formal college academic accommodation grievance process. See Board Policy 5141.
	I understand I may request a hardcopy of DSPS Policy and Procedures and/or access online: DSPS Policies and Procedures document

Student Signature _____ **Date** _____

DSPS Faculty/Director Signature _____ **Date** _____

YUBA COLLEGE

1. The Yuba Community College District Board of Trustees recognizes that no qualified student on the basis of disability, who may be reasonably accommodated, be excluded from any educational program or activity provided by the District.
2. Yuba College reserves the right to determine the appropriateness of submitted documentation and requests for accommodation(s) on a case-by-case basis, using the professional judgment of DSPS staff in consultation with student. Additional information may be requested to determine eligibility for services.
3. Relevant information regarding the student's disability may be shared with those who have a legitimate educational interest consistent with the Federal Education Right to Privacy Act (FERPA). However, faculty does not have the right to access the student's diagnostic information. Yuba College follows the rules of confidentiality that are described in Section 503 of the Rehabilitation Act (1973) and FERPA.

DSPS

1. By law, the college is not required to provide personal attendants, individually prescribed devices, readers for personal use/study, or any other personal devices for services.
2. DSPS reserves the right to determine the appropriateness of submitted documentation and requests for accommodation(s) on a case-by-case basis, using the professional judgment of DSPS staff in consultation with student. Additional information may be requested to determine eligibility for services.
3. DSPS may deny a student's request for an accommodation which is not specifically recommended in the student's documentation. Student is required to provide current documentation (within the last three years) from an appropriate professional verifying disability before any classroom accommodation is provided.
4. DSPS is responsible for alerting faculty that a student who is deaf or visually impaired is enrolled in their course. Authorization for accommodation memos will be sent through campus email so they are received prior to the first class meeting to alert faculty of the expected alternate media needs of students, such as the production of printed materials in large print, Braille, e-text, and closed captioning

FACULTY/STAFF

1. According to Section 504 (104.44), academic accommodations are adjustments that provide equal academic opportunity in a college environment for students with disabilities. Academic requirements are not regarded as discriminatory when the college demonstrates they are essential to the program of instruction being pursued by such student or to any directly related licensing requirement. "Both court decisions and agency rulings make it clear that requests of students need not be provided when: (1) the student is not qualified; (2) the accommodation would result in a fundamental alteration of the program: or (3) the institution is being asked to address a personal need."
2. Relevant information regarding the student's disability may be shared with those who have a legitimate educational interest consistent with the Federal Education Right to Privacy Act (FERPA). However, faculty does not have the right to access the student's diagnostic information. Yuba College follows the rules of confidentiality that are described in Section 504 of the Rehabilitation Act (1973) and FERPA.
3. Faculty who disagree with accommodations or have questions, comments, concerns or suggestions on classroom accommodations authorized by DSPPS are encouraged to contact the professional who signed the authorization of the accommodations.
4. Faculty may deny a student's request for an accommodation, which is not specifically recommended in the student's documentation. A student is required to provide current documentation (within the last three years) from an appropriate professional verifying disability before any classroom accommodation is provided.
5. Faculty does not have to modify a course requirement for any student if such modification would fundamentally alter the nature of the course.
6. Faculty is requested to provide a statement in their syllabi regarding the provision of disability-related accommodations, such as: *NOTE: Students with disabilities who believe that they may need accommodations in this class are encouraged to notify the instructor as soon as possible to ensure such accommodations are implemented in a timely fashion.*
7. DSPPS alerts faculty when a student who is deaf or visually impaired enrolls in their course. Authorization for accommodation memos are sent through campus email so they are received prior to the first class meeting to alert faculty of the expected alternate media needs of students, such as the production of printed materials in large print, Braille, e-text, and closed captioning.
8. Faculty is requested to make test-proctoring arrangements for students with disabilities who provide eligibility paperwork from DSPPS.)Also see Special Circumstances , Internet-Based DE Courses for procedures regarding online courses, p. 7)

9. Because students with hearing or visual disabilities have the right to receive their handouts at the same time as those provided to students without disabilities, faculty are responsible to provide instructional materials electronically at least four weeks in advance of class meetings. Converting text into larger sizes, Braille, tactile graphics, and audio files is time consuming. As a result, it is helpful for the instructor to provide the following to DSPS for conversion:
- ISBN of textbooks
 - Approximate timelines of dates for starting each chapter
 - A syllabus for approximate dates of assignments, quizzes, and exams,
 - All handouts and supplemental written material.
10. Under state and federal law, all films shown in the classroom must be closed-captioned if there is a hearing-impaired student enrolled, even when a sign language interpreter is present. Closed captioning provides text on the screen for all auditory signals on a live or pre-recorded show, movie, or other broadcast typically shown on a television, TV monitor, computer, or large screen projection devices. It is recommended that faculty do not wait until notification by DSPS in order to have videos captioned. There is no cost to the individual instructor; contact DSPS Alternate Media Specialist at (530) 741-6795 to initiate captioning for films and videos.

Guidelines

- Order and/or purchase videos that are already closed captioned whenever possible.
- If the film is closed-captioned (CC), one of the following symbols will appear on the label. Turn on CC via remote control on a TV monitor.



- If the media is not CC, let DSPS know as soon as possible. In most cases, media can be sent out to a captioning facility or accomplished remotely.

PART 2: ELIGIBILITY & ACCESS TO DSPS SERVICES

QUALIFYING FOR SERVICES

Eligibility for disability-related services is in accordance with federal and state laws and California Community College policies to ensure an equitable educational opportunity. A student who receives benefits or services from another agency or program (Veterans, Social Security, Department of Rehabilitation, etc.) may not always qualify for services at Yuba College. The ultimate decision regarding eligibility at Yuba College is a judgment made by a Learning Disabilities (LD) Specialist or DSPS Counselor in consultation with the Director in order to discern if a student's disability results in an educational limitation. In addition, some accommodations that are provided in high schools, such as proofreading, reduction of course standards and re-phrasing of exam questions are *not* offered. Students with disabilities must meet the same program requirements as students without disabilities.

SELF-IDENTIFICATION

A student must request services from DSPS and is not eligible for accommodations until he/she has provided verification of disability, met with a DSPS advisor, signed a Student Education Contract and is determined to be eligible. A student may seek academic accommodations independently with instructors. However, working with DSPS directly is encouraged for ease and expediency.

ELIGIBILITY VERIFICATION

Eligibility for DSPS at Yuba College is dependent upon the nature of the disability and its impact on learning. There are three major categories of disabilities:

- Physical (epilepsy/seizure disorders, hearing, blindness/visual, mobility impairments, cerebral palsy, chronic illness [e.g., AIDS, cancer, Lyme disease, etc.], orthopedic disabilities, speech disorders, spinal cord injuries, systemic disabilities, traumatic brain injuries, etc.)
- Psychological (psychiatric disorders)
- Learning disorders (learning disabilities and attention deficit disorders)

DOCUMENTATION GUIDELINES

Documentation of a disability legitimizes a student's request for accommodation and provides essential information to LD Specialist/DSPS Counselor in determining appropriate academic accommodations. In general, documentation from a licensed professional or LD Specialist/DSPS Counselor includes:

- Identification of the nature and extent of the disability
- Specific information regarding how the functional limitation is related to the academic environment
- Description of the current course of treatment including medication side effects
- Prognosis for the disability

- Recommended reasonable accommodations.

INTAKE PROCESS

Step 1: Schedule an Intake Appointment

Call (530) 741-6795 or VP (866) 274-7530 or come to the office to schedule an intake appointment with an LD Specialist/DSPS Counselor.

Step 2: Obtain Verification of Disability

Prior to the intake appointment, obtain verification of a disability from a current medical/mental health professional or make copies of school IEP records or other documentation that identifies your disability and describes the limitations it imposes on your ability to be a successful student. (A letter from SSI/SSDI is NOT sufficient.)

Step 3: Attend the Intake Appointment

Meet with the LD Specialist/DSPS Counselor- bring documentation with you. If you suspect a disability but do not have documentation at the time of this appointment, your eligibility will be discussed and determined once verification can be obtained.

The student and LD Specialist/DSPS Counselor will review the documentation and discuss eligibility for services. If an assessment for a learning disability is appropriate, an LD intake packet will be given to the student to be completed and brought to the next appointment.

If Eligible: In consultation with the students, the LD Specialist/DSPS Counselor will determine the appropriate services/accommodations and an Academic Accommodation Plan (AAP) will be completed. The AAP specifies those regular and/or special classes and support services identified and agreed upon by both the student and DSPS Professional staff as necessary to meet the student's specific educational needs. To the extent possible, prescriptive planning is provided for students to effectively navigate the college process. If eligibility is currently being evaluated *and* there is sufficient information to indicate a need for accommodations, interim services may be provided.

In addition to the AAP, a Letter of Academic Accommodations (LAA) is completed to impart legal and policy information to faculty/professors whose classes the student is enrolled that semester regarding classroom accommodations. Said faculty is informed of the disability laws entitling the student with the disability to the classroom accommodations agreed upon in the AAP. They are also informed that implementation of academic accommodations is a shared responsibility between DSPS, Faculty and the student, and directs any comments/questions/concerns to DSPS.

If Assessed for LD: The LD intake packet will be reviewed with the student. If LD testing is appropriate, the student enrolls in a 1.0-unit assessment class (Learning Assistance 251) and is scheduled for 2-4 assessment appointments. Once the assessment is completed, the specialist will schedule an appointment to provide the

student with the results, recommendations and strategies for the student's specific learning needs. If eligible for services based on LD, the specialist and the student will determine the appropriate services and accommodations. (See "Learning Disabilities Policy" below)

If Ineligible: Referrals are provided to student for other campus support services.

Step 4: Request Accommodations

Students who have completed the eligibility process and are authorized to receive educational accommodations in courses (including internet-based and Distributive Education courses) are responsible to make the request through DSPS for accommodations. Students must follow through with paperwork and/or arrangements with professors as instructed by the LD Specialist/DSPS Counselor. In order for the accommodations to be in place when they are needed, **it is very important to request them ahead of time.** DSPS will assist students with the event of non-compliance by instructors and for students requesting communication assistance.

Step 5: Attend Follow up Appointments with the LD Specialist/DSPS Counselor

The student should plan to meet with a Professional DSPS staff person at least once a semester to update their AAP, review accommodations, report academic progress, and discuss any additional needs.

LEARNING DISABILITIES (LD) POLICY

Yuba College has a comprehensive learning disability (LD) program that provides support services, academic accommodations, and specialized coursework for students who have a verified learning disability. To receive LD services, students must have completed an evaluation by an appropriate licensed professional or LD Specialist and must meet the California Community College criteria based on standardized test scores. Yuba College may also provide LD assessment for students who have been experiencing long-term academic difficulties and who request assessment for a learning disability.

OUTSIDE DOCUMENTATION OF LD

Students need to make an appointment with an LD Specialist/DSPS Counselor to review the documentation and discuss support services and academic accommodations. Outside documentation must include:

- An Individualized Educational Program (IEP) from high school; and
- A psychoeducational evaluation from psychologist; or
- LD documentation from another community college

REQUEST FOR LD ASSESSMENT

Students requesting LD assessment are often referred by counselors and/or instructors due to insufficient progress in a course of study and continuing difficulties in academic coursework. Students must be at least sixteen years of age when the LD assessment is administered. To request LD assessment, student is required to be enrolled in at least six academic units and contact the DSPS office to make the request.

- a. **Complete LD Packet:** A packet will be given to the student consisting of information on the assessment process with a questionnaire and supplemental checklist related to learning to be completed. Completing the questionnaire takes about an hour and consists of questions relating to the student's current academic difficulties, educational background, family history, current health status, and medical history. This paperwork must be completed by the student and not a representative as this step is central to decision-making and next-step procedures.
- b. **Intake Interview:** An initial appointment will be made for an intake interview with an LD Specialist. The intake interview will consist of a review of completed questionnaires and related follow-up questions and discussion. It will then be decided whether further evaluation for learning disabilities is warranted.
 - Decision to test: Testing appointments will be scheduled and the student will be asked to enroll in Learn 251 Academic Evaluation
 - Decision not to test: If no further evaluation is recommended the student will be advised of other resources available. In addition, the LD Specialist may share learning strategies and make referrals.
- c. **LD Testing:** The entire LD assessment is typically completed in two to four testing appointments with a follow-up consultation to discuss the results. Between appointments the LD Specialist will assign activities to complete independently in preparation for the follow-up appointment. Examples of these activities may include reading articles, watching videos, taking informal surveys, visiting specific websites, following up on referrals, etc.
 - **Achievement Tests:** First, a battery of achievement tests is administered to measure current skills in expressive written language, reading comprehension, listening comprehension, and mathematics.
 - **Cognitive Test:** Second, a cognitive test is administered to measure abilities in verbal comprehension and expression, perceptual reasoning, working-memory, and processing speed.
- d. **Results:** The LD Specialist will review the assessment results and discuss the eligibility recommendation for academic accommodations and/or support services. During this appointment the following will be accomplished:
 1. The LD Specialist will explain the results and eligibility recommendation.
 2. The student asks questions, expresses concerns, etc.
 3. Recommendations for specific coursework and referrals to other on/off campus resources may be discussed.
 4. The learning strategies are discussed; handouts are given.
 5. The student receives a copy of the results of the evaluation.

6. The Academic Accommodation Plan is completed.
7. Process for utilizing services is explained (test-proctoring, notetaker, etc.)

(Note: With written permission from the student, a copy of the completed evaluation and/or written report will be provided for use by an agency or educational institution. LD Evaluations are kept for a minimum of three years if the student is no longer an active Yuba College student.)

LETTER OF ACADEMIC ACCOMMODATIONS (LAA)

The Letter of Academic Accommodations may be presented to faculty by the student at the beginning of each semester to notify them that the student is eligible to receive academic accommodations and support services through DSPS. **Note: The student is responsible for meeting with their instructors (unless otherwise arranged by DSPS Faculty), making a request for academic accommodations, and initiating the arrangement of accommodations with DSPS.** The Letter of Academic Accommodations specifies eligibility for specific classroom accommodations while protecting the student's confidentiality. This allows the student to determine how much specific information he/she shares with faculty.

SPECIAL CIRCUMSTANCES

INTERIM SERVICES

If the student does not have documentation of disability at the initial interview, interim services may be provided if the student has sufficient evidence of a disabling condition as determined by DSPS professionals. However, it is to the student's advantage to provide the documentation before arriving for their follow-up visit. Academic accommodations are contingent upon the documentation of disability and a student's educational limitation(s). If the Disability Services Specialist determines through an initial intake screening that there is strong evidence of a disability, interim services will be provided while assessment and documentation is in process of being obtained. Services are discontinued if documentation is incomplete or does not meet eligibility requirements for the college.

TEMPORARY MEDICAL CONDITION

Some medical conditions are temporarily disabling and may require accommodations for a limited amount of time. These may include surgery, accidents, severe illness or any other medical condition that temporarily impacts a student's access or academic performance. Documentation will be required and appropriate accommodations provided if the disability is expected to last 45 days or longer. Students must abide by the same documentation guidelines as students with permanent disabilities.

REASONABLE EXTENSION OF ASSIGNMENT DEADLINES POLICY

Yuba College students are expected and encouraged to meet deadlines for assignments and tests. Faculty have a right to establish late work policies. However, if a student has a disability that may occasionally impact his/her ability to complete assignments and tests at the scheduled time, flexibility in assignment deadlines is considered an appropriate accommodation. In most cases, when a medical/disability-related absence occurs, instructors have agreed to a reasonable alternative but equivalent way for students to successfully meet essential course requirements without compromising course standards. However, if the student has a disability with random or cyclical acute episodes, this accommodation allows for flexibility in assignment deadlines and make-up work. The number of days given for each assignment extension depends on the interactive or participatory nature of a course, or is based on department, college, or accrediting agency rules.

If special consideration in meeting deadlines is needed, students need to work with the instructor to determine the maximum extension that can be given before compromising the integrity of the course/program.

Please note that unexpected illness or injury, a recent diagnosis, onset, or change in condition rarely warrants accommodations in assignment deadlines. Rather, these conditions often warrant a withdrawal.

It is also important to note that if instructors provide all students in the class with “extended time” or buffer time to complete assignments legal guidance suggests it would be discriminatory not to provide the extended time in addition to the time given to all students in the course.

CIRCUMSTANCES WARRANTING EXTENSION OF ASSIGNMENTS

Flexibility in attendance is defined as occasional exceptions to absentee/tardiness policies when educationally feasible.

Students who are most likely to request modified attendance policies or extension of assignments are those with chronic health-related disabilities that flare up episodically. This might include students with fibromyalgia, sickle-cell anemia, seizure disorders, cancer, migraines, and conditions requiring dialysis for example. Some students with mental health disorders that may have experience an exacerbation of symptoms may have their ability to attend class compromised or miss an assignment. In this event students typically do not go to the doctor when feeling poorly and might not be able to produce a doctor’s note.

As Federal law requires colleges and universities to consider reasonable modification of attendance policies if required to accommodate a student’s disability. In making this

determination, two questions must be answered:

1. Does the student have a disability that directly affects his/her ability to attend class on a regular basis? DSPS will make this determination on a review of documentation from the student's licensed clinical provider and provide verification in a letter the student presents to the instructor.
2. Is attendance an essential part of the class? Would modification of attendance policies result in a fundamental alteration of the curriculum? Faculty make this determination in consultation with DSPS.

WHEN IS EXTENSION OF ASSIGNMENTS NOT REASONABLE?

There are some classes in which this accommodation would not be reasonable. These tend to be classes in which student learning is assessed in the classroom, thereby making attendance an essential requirement for the course. In such cases, a medical or excused withdrawal may be considered if a reasonable accommodation if absences become excessive.

PROCESS AND STAKEHOLDER RESPONSIBILITIES:

Students:

1. Students provide appropriate documentation of a disability to DSPS.
2. Student discloses the impact of their disability with DSPS faculty.
3. If deemed an appropriate accommodation, flexibility in assignment deadlines is added to student's Academic Accommodation Plan (AAP). Student schedules an appointment to meet with their professor to determine reasonable extensions and to establish a specific plan for making up missed work.
4. Student and instructor complete the appropriate form for Extension of Assignments Agreement.
5. Student will inform their instructor(s) (not DSPS) that the extension was medically necessary.
6. Student will adhere to the agreed upon plan and complete work within the agreed upon alternate timeline.
7. Student will contact DSPS immediately with any questions or concerns.

Faculty:

1. Professors meet with student during scheduled appointment to discuss extension of assignment deadlines and to determine a reasonable number of days for the extension and develop a specific plan for making up missed work.
2. Professor and student complete the Reasonable Extension of Assignments form and send a copy to DSPS.
3. Professor will maintain the essential standards/learning outcomes of the class.

4. If the student notifies professor of disability related extension, professor will return student's voicemail/email as soon as possible and verify the agreed upon alternate time for work.
5. Professor will contact DSPS immediately with any questions or concerns.

DSPS:

1. DSPS reviews student's documentation and discusses accommodation needs with student. If deemed reasonable, DSPS established that reasonable extension of assignment timelines is an appropriate accommodation.
2. DSPS will, if necessary, help faculty and student develop a plan for completing makeup work.
3. DSPS will address student/faculty questions and concerns regarding accommodations.

CONSIDERATIONS WHEN DETERMINING REASONABLE EXTENSION OF ASSIGNMENT DEADLINES

1. What is the purpose of the assignment? Is it necessary to have it completed before an exam? Before a discussion?
2. What does the syllabus say about deadlines?
3. Are students required to actively participate in class discussions/activities?
4. How is participation figured into the final grade?
5. How are students expected to interact with each other (in class, group work outside of class, via Blackboard/e-mail)?
6. Is the material being learned in the class sequentially? Does each week's material build on the material learned in the previous week(s)?
7. Are there other lab or class sections the student could attend to catch up on missed material?
8. What general policies exist for making up missed exams, pop quizzes? Turning in late work?
9. Could missed assignments be turned in via discussion board/e-mail?
10. Are tests to be taken at a specific time and place, or is there a window when the test can be taken?
11. Is it possible for students to "work ahead" in this class?

When listed on the accommodation letter, course instructors are asked to consider whether or not such an accommodation would be reasonable for the class and the assignment(s) in question. It is recommended that the student receive 1-2 additional days at most as an accommodation when reasonable. Points to consider in making a final decision include:

1. Assess the average time all students are expected to spend on the project relative to the deadline and if the disability situation necessitates an extension beyond this deadline.
2. Is it feasible to assign the project to the student with the disability in advance of other students while keeping the deadline consistent?

3. The accommodation does not have to be implemented if it becomes a fundamental alteration to the course- highly recommended to consult with DSPS before making final decision.

Instructors who have questions about how to best incorporate this accommodation into a class or who do not believe an assignment extension is reasonable should consult with DSPS before making a final decision.

FLEXIBILITY ABOUT CLASS ATTENDANCE

Flexibility in attendance is defined as occasional exceptions to absentee/tardiness policies when educationally feasible.

DSPS expects full participation in class, laboratory periods, and tests/examinations of all students; however, due to the nature of a student's disability, it is possible that some lectures/seminars may be missed due to ill-health or medical appointments. While this accommodation cannot act as an open-ended medical certificate, it should alert staff to the fact that regular absences may be inevitable and necessary and that agreement should be sought as to what level of absence can be reasonably accommodated. This should be done on a case-by-case basis taking into account the course requirements, the principle of reasonable accommodation and the nature of the student's disability.

Federal law requires colleges and universities to consider reasonable modification of attendance policies if required to accommodate a student's disability. In making this determination, two questions must be answered:

1. Does the student have a documented disability that directly affects his/her ability to attend class on a regular basis? DSPS will make this determination on a review of documentation from the student's licensed clinical provider and provide verification in a letter the student presents to the instructor.
2. Is attendance an essential part of the class? Would modification of attendance policies result in a fundamental alteration of the curriculum? Faculty make this determination in consultation with the DSPS.

WHEN IS FLEXIBILITY IN ATTENDANCE NOT REASONABLE?

There are some classes in which this accommodation may not be reasonable. These tend to be classes in which student learning is assessed in the classroom, thereby making attendance an essential requirement for the course. In such cases, a medical or mental health withdrawal may be considered a reasonable accommodation if absences become excessive.

On one hand, based upon the nature of the medical condition or disability, it may be known in advance that absences could occur. On the other, some students could experience unexpected hospital or outpatient treatment, illness, pain, fatigue, severe anxiety, etc. Regardless of the medical condition or disability, the student remains responsible for fulfilling the essential requirements of the course, including meeting the faculty member's attendance expectations.

Some faculty members have high attendance expectations and build severe penalties into their grading rubric for absences; however, the accommodation should be provided unless the accommodation threatens the integrity of the course as offered. It is important that the student and course instructor discuss the issue so that the student can then make an informed decision regarding alternatives.

ESSENTIAL COURSE REQUIREMENTS

Instructors are neither expected to compromise the essential course requirements nor to fundamentally alter the course regardless of the student's medical condition. If students need clarification or further information about essential course requirements or attendance policies, they should contact their instructor immediately. If absences or deadline extensions are believed to affect course integrity, instructors should consult with DSPS to determine what course-specific accommodations may be applicable.

COURSE DESIGN

Although instructors should not compromise academic standards, they are asked whenever possible to design courses that include multiple, flexible options to allow all students to participate.

STUDENT RESPONSIBILITIES

1. Request to meet with instructors early in the term to discuss if or how the attendance policies may be modified for a particular class. (Do not expect to receive the accommodation without having a conversation with the professor. Understand that flexible attendance might not be appropriate or reasonable in some classes.
2. Students are still required to keep up with the class and complete all coursework. The accommodation of flexibility regarding attendance does not mean you will automatically get an extension for work that is due on a day you are absent.
3. Notify instructors immediately if you will or do miss class. It will be your responsibility to contact your professor to arrange how you make up the work.

FACULTY RESPONSIBILITIES

1. Inform students of their class attendance policy.
2. Meet with students who wish to discuss modifications to the class attendance policy.
3. Deliberately consider if, or to what degree, class attendance is essential to our course. The following questions may assist in making this determination:
 - a. Do student contributions in class constitute a significant component of the learning process?
 - b. Does the fundamental nature of the course rely upon class attendance as an essential methods of learning? (e.g., does each week's content build sequentially on what was learned in the previous week(s)?

- c. Are there other sections of the class that the student could attend to catch up on missed material?
4. Establish clear expectations of how classroom attendance, missed quizzes/exams, assignment deadlines, and instructor notification will be handled in case of disability-necessitated absences:
 - a. Classroom attendance: If there is an attendance policy and/or attendance is factored into the final course grade, is there room for flexibility? Is there a maximum number of absences allowed? How many absences would be considered excessive?
 - b. Exams and Quizzes: Will the student be allowed to make up missed tests? Is there a time frame within which these must be completed?
 - c. Assignment deadlines: Will there be flexibility if the student is absent on a day that an assignment is due? May the student submit the assignment electronically? Is there a time frame within which the assignment must be submitted?
 - d. Instructor Notification: How does the professor prefer to be notified of disability-related absences? Do notifications need to be given in advance if possible?
5. Contact DSPP as soon as possible if you have concerns about a student's accommodation request. Faculty should never deny an accommodation authorized by DSPP without first consulting with our office.

EXAMPLES:

The following scenarios illustrate how this accommodation can be implemented:

- In a foreign language course, a student is told at the start of the semester that the professor cannot allow much flexibility regarding attendance as much learning depends on classroom interactions. However, the professor will keep the student's accommodation in mind. Student is hospitalized for a week at the end of the term and cannot complete a presentation. The student is allowed to deliver the presentation with only the professor present as this does not fundamentally alter the learning objectives.
- Professor normally gives clicker points for attendance. As an accommodation, the professor allows student to respond to questions via email; however, the student must contact professor and answer questions within 24 hours of the class.
- Student and professor mutually agree that student can miss class more often than classmates as long as all of the work is completed. However, it is nearing the end of the semester and the student has not turned in assignments, has not been in contact with the professor, and has not attended class. In this case the professor would not be expected to extend deadlines as student has not taken responsibility for maintaining communication and is not completing coursework.

INTERNET-BASED (DISTRIBUTIVE EDUCATION) COURSES

There is a variety of courses offered as online instruction, which can range from being "web-enhanced" to "fully internet-based." Yuba College students with disabilities enrolled in fully online courses and requiring academic accommodations will need to establish DSPP eligibility requirements for authorization. Students who have a class schedule that does

NOT require them to come to campus can use the following procedure for establishing DSPS eligibility and requesting academic accommodations:

1. New DSPS students:

- a. General information can be found on the Yuba College/DSPS website at [Yuba College DSPS Website](#)
- b. Provide documentation of disability from a licensed professional such as a medical doctor, psychologist, psychiatrist, or learning disability specialist. Documentation should be current (within three years) and contain a diagnosis of the disabling condition(s) as well as disability-related limitations on the student's ability to perform major life activities including learning. This documentation can be sent via mail, fax, an email with an attachment, or sent directly from an outside agency or institution to the DSPS office. (See above for more information regarding documentation.)
- c. Upon receipt of the completed disability verification, an LD Specialist/DSPS Counselor will discuss the following with the student by phone, email, or during a scheduled appointment:
 - i. The information provided on the application and medical documentation
 - ii. The student's perception of their limitations, strengths, college goals, current difficulties in class
 - iii. The accommodation(s) being requested, appropriateness, feasibility, and timeline for implementation
 - iv. The LD Specialist/DSPS Counselor will complete the Academic Accommodation Plan via mail, fax, or an email attachment. The student will read and sign the AAP returning it to the DSPS office.

2. All Students - Test-proctoring Services for Internet-based Courses: Once a student is enrolled in an internet-based course, a request for test-proctoring services should be made *as soon as possible* to insure that arrangements with the instructor are made well in advance of exams. DSPS staff may need to contact the instructor for clarification of course objectives and instructional format depending on the accommodation requested.

- a. To initiate a request, contact the DSPS office and staff will begin to process an *Online Test Proctoring Request Form*, which includes the following three components:
 - i. First, approved testing accommodations are specified, the form is signed by DSPS staff.
 - ii. Second, the student reads and agrees to abide by the Yuba College Code of Student Conduct and DSPS policies, signs the form, after which DSPS sends it to the instructor.
 - iii. Third, the instructor chooses one of three testing options (at-home test administration, testing at Yuba College Marysville campus, or testing at another location, such as Beale or Sutter County Center). The instructor also specifies what is and is not permitted for use during an exam (e.g., book, notes, etc.). The instructor then signs the form and returns it to the DSPS

office. (Note: Instructors should seek assistance from Distance Education support staff for accommodations requiring extended exam time.)

- b. Once the completed *Online Test-proctoring Request Form* is received by DSPS from the instructor, it will be forwarded to the student and retained in the student's file.

PART 3: SPECIFIC SUPPORT SERVICES/ACCOMMODATIONS

ADAPTIVE FURNITURE

Adapted furniture, such as adjustable tables for students in wheel chairs or chairs designed to be ergonomically beneficial, can be requested by students if specified as an accommodation. Students must complete appropriate request forms found in the DSPS office.

ADVOCACY AND FACULTY LIAISON

Students are encouraged to be self-advocates and are provided guidance when necessary. Most faculty-student issues can be resolved between the two parties. In the event there is a communication problem or no resolution, DSPS faculty will act as liaison.

APPOINTMENTS WITH SPECIALISTS (DROP-IN AND OFFICE HOURS)

Students are encouraged to make regular contact with their Disability Specialist, and must do so no less than once a semester and more often if needed. Students may seek assistance more frequently if they feel their accommodations and services need to be reviewed or if interested in a more prescriptive approach to academic strategies.

ASSISTIVE COMPUTER TECHNOLOGY (ACT) AND ALTERNATIVE MEDIA

DEFINITION OF ACT

Assistive Computer Technologies (ACT) are computer-based adaptations, which enable persons with disabilities to fully utilize computer applications and access electronic information. DSPS is committed to full and equal access to the educational electronic environment, including instruction, web and information resources, and laboratories. The department acts as a resource to the college for its compliance for Section 508.

Subpart E, Section 504.104.44 (d) specifies, "A recipient to which this subpart applies shall take such steps as are necessary to ensure that no handicapped student is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under the education program or activity operated by the recipient because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills." Subpart B, Section 508, 1194 was enacted to "eliminate barriers in electronic and information technology, to make available new opportunities for people with disabilities, and to encourage development of technologies that will help achieve these goals."

Section 508 assures all electronic and information technology is accessible to students with disabilities and recognizes six technical standards, including:

- Software applications and operating systems
- Web-based information or applications
- Telecommunication products
- Video and multimedia products
- Self-contained, closed products (e.g., information kiosks, fax machines, calculators)

- Desktop and portable computers

When specified in the documentation, students are permitted to use such technology as calculator, audio recorder, electronic spell checker, word-processing software, assistive listening device, screen magnifier, bookstand, computer hardware/software, and any other mechanical tools that might provide an equal opportunity for participation in the academic environment. For other specialized technology needs, students must contact the DSPS office a minimum of two weeks in advance to assure the availability of such equipment. DSPS provides training on the use of assistive technology and auxiliary aids through specialized classes/workshops held in the DSPS High Tech Lab.

ADAPTED HARDWARE - AVAILABLE IN THE DSPS HIGH TECH LAB:

- Ergonomic and large-key keyboards
- One-handed keyboards
- Track-balls
- Flat screen monitors
- Closed Circuit TV (CCTV)
- Adjustable keyboard stands

ASSISTIVE SOFTWARE- AVAILABLE IN THE DSPS HIGH TECH LAB:

- JAWS: A screen reader for blind and low vision students.
- Zoom Text: Screen magnification software with auditory reader for those with visual impairments.
- Kurzweil 3000: Scan and read software that changes print materials to e-text and voice.
- Dragon Naturally Speaking: Voice-recognition software for dictating word processing functions.
- Inspiration 9: A cognitive mapping software useful for written assignments.
- Sonocent: Audio recording, note taking software.

REQUESTING ACT

- Be referred by an LD Specialist/DSPS Counselor.
- Complete an Academic Accommodation Agreement with the Specialist.
- Receive training on the equipment, if needed.

TRAINING IN ACT

Students can be introduced to assistive technology through a one-time, one-on-one training. Additional training is available through the following courses which are offered in the High Tech Lab:

- ***Learn 155R Beginning Assistive Computer Technology***

Designed for students with disabilities who have little or no computer experience desiring to build basic computer skills within the context of word processing and internet use. Incorporates an overview of currently available assistive computer technologies (ACT) used to meet the educational needs of students with physical, learning, and cognitive impairments.

- ***Learn 156R Intermediate Assistive Computer Technology***

Provides instruction and supervision of independent study to assist students in developing proficiency and facility with recommended assistive computer technologies (ACT) currently utilized in educational and modern work environments. Prescriptive individualized instruction will be provided by a disability specialist and/or instructor. Emphasis on building level of proficiency in recommended ACT programs within the context of college coursework. Designed to prepare students for independent use of college computer labs as well as personally adapted home computer systems. Students are expected to have basic computer skills including familiarity with word processing and internet use.

ALTERNATIVE MEDIA PRODUCTION

Students who have print impairments and cannot access information through traditional method may have alternate media available to them if prescribed on the Academic Accommodation Plan. DSPS specialists use specialized computer technology to convert printed materials into alternate media, such as braille, electronic text (E-text), or audio-file, large print and tactile graphics. The specialists work with students and instructors to ensure that alternate media are made available to all eligible students who request it. Alternate Media services include conversion of standard print materials into alternate formats such as:

- **Braille:** DSPS has a Braille embosser to transcribe text-based instructional materials, such as syllabi, handouts, readings and tests submitted by either instructors or students that read Braille. (Transcribing textbooks are available to the student in sections as needed and are sent out to the CCC Alternate Text Production Center. As such, timely requests must be initiated early in order to coincide with semester schedule.)
- **Large Print:** DSPS provides large print materials to students who need those text enlargement services. CCTVs are used by students in Building 1800 and portable units placed in classrooms as needed.
- **Tactile Graphics:** Tactile graphics are used to provide a visually impaired student with access to graphs, maps or diagrams, and are used in combination with Braille documents.
- **E-Text:** All printed instructional materials (textbooks, handouts, articles, etc.) can be converted into electronic text ("e-text") to ensure access via computer using text to speech software programs.

REQUESTING ALTERNATE MEDIA MATERIALS

NOTE: Students should request alternate media conversion (e.g., e-text, braille, or enlarged text) process *as soon as they register for classes to allow adequate time for conversion of materials.* Prior to formatting, each student must submit:

- **Request** form for materials to be produced each semester after eligibility for alternate format has been approved by a DSPS Specialist. The form can be obtained from the DSPS office .
- **Verification of ownership** for the material is required prior to formatting in compliance with copyright law.

AUXILIARY AIDS

DSPS shall take those steps that may be necessary to ensure that no individual with a disability is excluded, denied services, segregated or otherwise treated differently than other individuals because of the absence of auxiliary aids and services, unless the public accommodation can demonstrate that taking those steps would fundamentally alter the nature of the goods, services, facilities, privileges, advantages, or accommodations being offered or would result in an undue burden, i.e., significant difficulty or expense.

Examples. The term "auxiliary aids and services" includes: Qualified interpreters, notetakers, written materials, assistive listening devices, assistive listening systems, closed captioning, telecommunications devices for deaf persons (TDD's).

AUDIO-RECORDED LECTURES

When the documentation of disability warrants, students are permitted to record lectures. Recorded lectures may not be shared with other people without the consent of the instructor. If requested by the instructor, the student may be required to sign an audio recording agreement. Recorded lectures may not be used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Information contained in the audio recorded lecture is protected under federal copyright laws and may not be published or quoted without the express consent of the lecturer and without giving proper identity and credit to the lecturer. Students whose disability warrants the use of an audio recorder may borrow one from DSPS the first semester. For subsequent semesters students are encouraged to provide their own recorders.

Upon eligibility confirmation from a specialist an *Audio-Recorded Lecture Policy Agreement* form should be completed. The form can be obtained from the DSPS office.

CALCULATOR POLICY

Section 504.104.44 © states "that the results of the evaluation represents the student's achievement in the course, rather than reflecting the student's impaired sensory, manual or speaking skills (except where such skills are the factors that the test purports to measure)." The following recommendations are general legal interpretations of law (based on discussions with the Office of Civil Rights [OCR], an ADA attorney, and other institutions) and serve as guidelines in determining if a calculator should be used:

- Is the accommodation request reasonable?
- Does the provision of a calculator fundamentally alter the nature of the exam?
- Is the test designed to measure skills that the calculator would eliminate? (If the skill being tested is recall of basic facts, then a calculator would be unreasonable).
- What is the relationship between the purpose/goals of the course and the test?

CLOSED CAPTIONING

Closed captioning provides text on the screen for all auditory signals on a live or pre-recorded

show, movie, or other broadcast typically shown on a television, TV monitor, computer, or large screen projection device. It is required by law when a deaf or hard of hearing student is present in a classroom, even when there is a sign language interpreter. Because movies and television shows are scripted, they move at a fast pace and an interpreter does not have time to look to see who is talking. As a result, they must guess and tell the student who is talking. It takes an extremely skilled interpreter to accurately interpret all of the information on a media presentation. Often some of the information is lost or does not come across clearly. When the student watches the interpreter, he/she cannot watch the movie. This makes learning especially difficult when the video is showing a procedure or demonstration that the student needs to see.

Guidelines

- Always order and/or purchase videos that are already closed captioned.
- If the film is closed captioned (CC), one of the following symbols will appear on the label.
- Turn on CC via the remote control on a TV monitor



- If the media is not CC, let the student and the interpreter know as soon as possible. In most cases, CC can be sent out to a captioning facility, though may not be completed in a timely manner if adequate time is not allowed prior to the start of a semester.

COMPUTER -HIGH TECH LAB

DSPS operates a computer lab in an open lab environment where students have the opportunity to use ACT computers to complete course assignments, work on assistive technology skills, and use specialized assistive technology. The lab is equipped with state-of-the-art computer hardware and software based on the recommendations from the Chancellor's office and High Technology Center Training Unit.

COUNSELING

DSPS LD Specialists and DSPS Counselors provide students with academic, vocational and some personal counseling services relative to disability management. If in-depth counseling appears to be indicated, the student may be referred to existing community agencies or professionals.

ACADEMIC COUNSELING

Students are assisted in planning and implementing an immediate and long-range educational program consistent with their chosen major. Specialists may also involve consultation with faculty on learning problems and academic strategies for students.

CAREER COUNSELING

Students are assisted in exploring career options and may be referred to Counseling courses that assess aptitudes, abilities, and interests in order to make realistic career decisions. Career counseling also includes encouraging students to seek apprenticeship or internship training and specialized software for career development.

DISABILITY MANAGEMENT COUNSELING

Disability Management Counseling addresses specific issues and concerns directly associated with a student's disability. DSPS LD Specialist/DSPS Counselors provide individual disability management advising to students with disabilities related to the impact of disability on their academic, career and personal needs. Recommendations and coordination of academic support services and strategies for self-determination are strongly emphasized.

COURSE SUBSTITUTION/ADJUSTMENTS

Section 504.104.44 (a) specifically states that "substitution of specific courses required for the completion of degree requirements" is a legitimate academic adjustment. Such accommodations are made only when it is clear that the student's disability makes completion of the requirement impossible and that such an accommodation does not alter the integrity of the academic program.

GUIDELINES

The following guidelines will be used in considering the substitution :

1. Is it a reasonable accommodation request?
2. Does the content of the substituted course meet the nature and intent of the course for which it is being substituted?
3. Is the reasoning presented by the student for this substitution or plan of action credible and logical?
4. Does the documentation on file with DSPS justify the need for the substitution?
5. Has the student accessed available accommodations, assistance from faculty and the College Success Center and Written Language Development Center for tutorial services, when applicable?
6. Has the student attempted the course? How many times and what grades were earned in each class?
7. Is there an alternative to substitution?

REQUESTING SUBSTITUTIONS

- Step 1:** The student will complete a *Student Petition* form and deliver it to an LD Specialist/DSPS Counselor.
- Step 2:** The specialist will review the documentation of the disability and any pertinent law; and, forward to the Dean of Student Services to be logged and forwarded to the appropriate discipline faculty.
- Step 3:** The faculty will recommend an appropriate substitution or plan of action and forward to the division dean (or associate dean) for approval.
- Step 4:** The dean will review and, if appropriate, endorse the recommendation for a substitution.
- Step 5:** If there is any question, the DSPS Director may seek final approval from the Vice President of Academic and Student Affairs.
- Step 6:** If denied, the student has the right of appeal. (See *Complaint Appeals Procedure*, page 21)

CURRICULUM-SPECIFIC ACCOMMODATIONS

In general, an accommodation is a change in the learning environment that may include services, academic accessibility through adjustments, and physical accessibility. The student must be "otherwise qualified" and the standards of the institution need not be compromised. According to Section 504.104 .12 statutes, an accommodation:

- Must be reasonable.
- Must not impose an undue hardship on the operation of the program.
- Must include readily accessible facilities.
- Must provide modification of equipment or devices if needed.
- Must provide scribes and/or interpreters if necessary.

Further, Section 504.104.43 and 44 specifies:

- Provision of equal opportunity.
- Changes in length of time permitted for completion of degree requirements.
- Substitution of specific courses required.
- Audio recorders.
- Examinations must reflect the student's achievement rather than the impairment.
- Auxiliary aids such as electronic text, tactile graphics, CCTV's, interpreters, listening devices, classroom equipment.

The general reasonable accommodations as listed above are applicable at this college. As new litigation appears, these adjustments will be revised to meet current proceedings. Due to the nature of the specific areas that are problematic for many students with disabilities, adjustments specific to certain curriculums are addressed on an individual basis.

CLINICAL SETTINGS

Students involved in programs that have a clinical-component are entitled to reasonable accommodation in the clinical setting as well as the academic setting. Students must discuss the accommodations they are requesting for their clinical placements with their DSP&S Counselor or LD Specialist. DSP&S will engage in the interactive process with the students to decide whether the student needs accommodations in the clinical placement. DSP&S will inform the clinical placement agency and the clinical instructor of the recommended accommodations, and DSP&S will coordinate implementation of the accommodations with the clinical placement and clinical instructor. For clinical placements, if DSP&S has approved the proposed accommodation and the clinical placement cannot implement it, LMC shall do one or more of the following: (1) work with the placement to implement the accommodation or negotiate implementation of an equally effective alternative; (2) place the student in another placement that is equally effective for the student; or (3) end the relationship with the placement.

EQUIPMENT LOAN

Portable equipment (such as audio recorders, laptops, smart pens, listening devices, etc., listed above) may be checked out if a student:

- Is referred by an LD Specialist/DSPS Counselor and the equipment is specified as an accommodation.
- Completes a *Needs Assessment and Equipment Loan Agreement* form with the specialist's signature.
- Receive training on the equipment, if needed.

To assure equipment is returned and in the same condition it was in when borrowed, students borrowing the equipment will sign an agreement stating they understand that if the equipment is damaged or not returned, their college account will be flagged. Until the fee is paid, or equipment is returned, students will be unable to register or obtain transcripts.

MEMORY AIDS AS AN ACCOMMODATION

Memory aids, such as a memory card, may be considered an appropriate accommodation if the following conditions are met:

- The student has a verified disability that includes measured, significant memory impairment.
- The ability to memorize course material is neither a fundamental objective, nor an essential component of the class.
- It is determined that the presence of the memory aid would allow the student to demonstrate appropriate application or synthesis of course material on exams.

In these situations, the accommodation of using a memory aid may be approved, on a case by case basis, with the following recommended guidelines:

1. The student creates the aid with guidelines from the professor regarding limitations to the design (e.g. size, presence of examples)
2. The student presents the aid to the professor for approval with sufficient time for that approval and for modifications, if needed.
3. The professor keeps the card and provides it with the exam. The card is returned with the exam.

MOBILITY AIDS

In order to use mobility aids belonging to DSPS, such as scooters, wheelchairs, and/or walkers, students must:

- Be referred by an LD Specialist/DSPS Counselor and have the aid specified as an

accommodation

- Complete a needs assessment and Equipment Loan Agreement form, if appropriate, with the Specialist.
- Receive training on the equipment, if needed.

SCOOTER USE

- Scooters are scheduled according to a first come/first serve basis
- Priority is given based on student needs in times of heavy student demand.
- Pick up the scooter ten minutes before class and bring it back no later than ten minutes after class. (The scooter may be kept longer if there is no other need for it during the day.)
- Scooters may also be used for scheduled appointments with counselors, instructors, and tutoring sessions. (However, priority for their use is given to students attending classes.) Scooters need to be returned to DSPS no later than 5 p.m. or closing time each day.
- If circumstances arise in which the scooter cannot be returned by 5:00, the Police Department must be contacted to place the scooter back in the DSPS building. The campus police cell phone number is (530) 870-1158.
- Prior to 8 a.m. special arrangements must be made the day before.

SCOOTER GUIDELINES

- Sign it out and in each time the scooter is used.
- No smoking allowed when sitting or driving the scooter.
- No eating or drinking allowed when sitting or driving the scooter.
- No talking on the cell phone while driving the scooter.
- No speeding or reckless driving.
- No personal use of the scooter permitted, only as an accommodation for mobility access to classes and school-related activities.
- In case of an accident, damage, dead battery, or flat tire, contact DSPS immediately at 741-6795 or VP (866) 274-7530.
- The weight restrictions for the scooters should be adhered to. The weight includes person and baggage.
- Non-compliance or abuse of these guidelines may result in a suspension of your ability to use mobility scooters on campus.

WHEELCHAIRS AND WALKERS

Manual wheelchairs and walkers are also available for check-out and follow the same guidelines specified above for scooters.

MUSIC USE DURING PROCTORED EXAMINATIONS

DSPS acknowledges that many students use music as an enhancement to learning and studying. Current research continues to find correlations between listening to music, specifically classical music, and development of the human brain. Research suggests classical music can enrich the

human brain's thinking, reasoning, and creating abilities. Students requesting the use of music during examinations proctored by DSPS staff will need to follow these guidelines:

1. The student must be currently registered with the DSPS office.
2. The student must meet with an LD Specialist/DSPS Counselor to review their medical/learning documentation and discuss the appropriateness of the request. If approved, the Academic Accommodation Agreement will be revised to reflect the adjustment of authorized accommodations and a copy of the new document will be given to the student.
3. If specific music from the student's personal collection is desired, the student will bring in the CD(s) for the DSPS office to copy and keep for the student's use during examinations.
4. When exams are scheduled for proctoring, the student will indicate on the form the request for using music during the test.
5. When the student arrives for the test, a portable music player owned by DSPS and the copy of the music will be provided for their use. Students will NOT be allowed to use their own personal devices such as iPod, cell phone, laptop, etc. nor their own CD's, only what is supplied by DSPS.
6. After the test has been completed DSPS will retain the music for future exams.

NOTETAKING ASSISTANCE

Notetakers may be requested for students who have been given notetaking as an accommodation. DSPS will send a memo to the instructor that a student in their class has requested a notetaker and is asked to announce it to the class. The requesting student's name is *not* included in the letter. Students interested in taking notes should contact DSPS to complete paperwork. Notetakers must be enrolled at Yuba College and will be paid minimum wage for one-hour per week if already enrolled in the class. If a student notetaker is interested in taking notes for a class they are *not* enrolled in, they may be paid minimum wage for every hour of the class they attend. The student requesting the notetaker is encouraged to find their own notetaker in the class to expedite the process, either by approaching a fellow student or the instructor.

DSPS maintains a database of past note-takers and requires students to have a GPA of 3.0 or higher or to have passed the prerequisite course with a "B" or higher. Transcripts will be pulled by DSPS staff. A sample of notes will be reviewed prior to final approval.

REQUESTING A NOTETAKER

1. Students must obtain notetaking as an approved accommodation from an LD Specialist/DSPS Counselor and complete an Accommodation Request Form with the specialist's signature. This form can be obtained from DSPS office or online at [DSPS Accommodation Request Form](#).
2. Students may directly ask a fellow student in their classes to assist them with notes in exchange for free notetaking paper. DSPS can also contact the instructor to confidentially announce, or otherwise solicit that a volunteer is needed for notetaking.
3. Students who are absent from class cannot expect notes to be provided.
4. If an absence is anticipated ahead of time for an extended time, it is the responsibility of

students to notify DSPTS who will alert the notetaker as soon as possible. Students must notify DSPTS if a course is dropped in which notes are being provided.

5. If notes are not picked up in the DSPTS office over a three -week period, a suspension of services may be put into place until the student meets with an LD Specialist/DSPTS Counselor to discuss the reasons for lack of participation.

POLICIES FOR NOTETAKERS

1. Be on time for class.
2. Determine how notes will be taken: plain paper, carbon, or electronic.
3. Check with the student to be sure he/she can understand the notes and handwriting.
4. Write legibly whether handwriting or printing.
5. Label notes at the top of the page with the professor's name, the course, the date and the title of the lecture.
6. Be an aggressive notetaker. Regard notetaking as hard work.
7. Start taking notes when the professor starts talking.
8. Accurately record all assignments, references and special notices. Note all due dates, room numbers, addresses, page numbers, and book titles.
9. Identify and record all principal points. This will be the core of Instructor's lecture.
10. If unsure of a word's spelling, write (sp?) next to or above the word.
11. If abbreviations and symbols are used in taking notes, provide a key to interpret them.
12. Learn the specialized vocabulary early so that the notetaker and professor will be talking the same language.
13. Learn to differentiate fact from opinion.
14. If the notetaker expects to be absent for a long period it is the notetaker's responsibility to notify DSPTS as soon as possible.
15. If the notetaker is going to drop the class, it is the notetaker's responsibility to immediately notify DSPTS.

SCRIBE ASSISTANCE

USE OF SCRIBES FOR EXAMS AND IN CLASS ASSIGNMENTS

Scribes may be authorized as an academic accommodation to assist during written exams and in-class assignments if an otherwise qualified student with a disability has functional limitations that do not allow the student to write or type. If a student with a disability is not otherwise qualified for the course or program of study, accommodations may not be authorized. In some performance-based courses the activity cannot be accommodated by a scribe because it is the task being measured (e.g. typing in a keyboarding class). In cases such as these, the student with a disability who cannot perform the essential functions of the course is not an "otherwise qualified student".

The duties of the scribe are to write (by hand or computer) verbatim what the student with the disability dictates. Scribes should be familiar with the necessary formats, but they are not responsible for proof-reading papers. The student with the disability is expected to direct the

scribe what to write and where to place the information, for example in a formula or works cited list. Under no circumstances shall a scribe be used to think, reason, tutor, or perform personal attendant services for the student with the disability.

If the class activities require students to create individual written work or other performance-based output during the class session, a scribe may be authorized. An audio recorder is recommended as a back-up method for scribe services. The instructor should be consulted to determine the extent to which in-class performance is required.

Under certain circumstances an alternate setting may be arranged, such as completing in-class writing assignments or tests with assistive technology (e.g., Dragon Naturally Speaking or Jaws) through the DSPS office, rather than using a scribe. The accommodation should provide the greatest level of independence for the student while allowing the instructor to accurately measure the student's course related knowledge and abilities.

SCRIBE GUIDELINES:

- A prospective scribe must have completed the course with at least a "B" grade and have a cumulative GPA of 2.0.
- A prospective scribe must exhibit patience, friendliness, and a willingness to be helpful.
- For in-class assignments and tests, it is of the utmost importance that the scribe be careful not to include answers to test questions, clues to answers or any other extra information (including "body language") that will jeopardize the integrity of the assignment or test or give advantages over other students. Questions from the student should always be directed to the instructor. The scribe should never answer questions himself/herself.
- Scribes are to keep a daily record of hours worked on the timesheet provided. These timesheets are to be entered online in WebAdvisor once a month on the date requested by the DSPS Administrative Assistant.
- Scribes are to arrive on time for their assignment. For the first assigned class meeting, the scribe should arrive at least 5 minutes early to locate the student, introduce himself/herself to the student and instructor, and to arrange for seating.
- Scribes are required to wait 15 minutes at the assigned classroom. If the student does not attend class or if the class is cancelled at the last minute, the scribe may claim 30 minutes on the timesheet as time worked and leave.

A scribe does NOT ...

- Prompt for responses or make corrections
- Tutor or coach the student
- Act as a personal attendant
- Assist the student in navigating around campus
- Assist the student with out-of-class assignments
- Assist the student with homework outside of the classroom or class time
- Stay in class if the student is absent

PERSONAL ATTENDANT

Section 104.44 (2)(d) states specifically, "Recipients need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature."

Personal needs that necessitate an attendant are the responsibility of the student. This may range from assistance in toileting and being repositioned in chairs to having medication placed in the mouth. Students who are requesting these types of services from peers, staff or faculty will be requested to obtain a personal attendant. A "Volunteer Form" from YCCD office of Human Resource must be completed by personal attendant. Failure of students to obtain a personal attendant may result in an administrative health stop being placed on future enrollment until such time that the student demonstrates a personal attendant will be with the student to attend to personal needs.

Requesting such services from a non-trained, random individual can be a safety threat to both the student with a disability and the individual who is providing the assistance. The college cannot assume the liability of risk involved.

SERVICE ANIMALS

SERVICE DOGS ON CAMPUS AND IN CLASSROOMS:

Service dogs are allowed on campus and in classrooms. When it is not obvious what service the dog provides, college officials may ask only two questions:

- 1) Is the service dog required because of a disability?
- 2) What work or task has the dog been trained to perform?

MAY I ASK ABOUT THE NATURE OF THE STUDENT'S DISABILITY?

No. It is illegal to ask a person to disclose what their disability is or the reason they have a service dog.

ARE ANIMALS OTHER THAN DOGS RECOGNIZED AS SERVICE ANIMALS?

No. Under the law, only dogs (or in some instances, miniature horses) are recognized as service animals.

WHAT IS CONSIDERED WORK OR TASKS THAT THE DOG PERFORMS?

The work or tasks performed by a service dog must be directly related to the disability:

- Guiding people who are blind
- Alerting a seizure
- Reminder to take prescribed or glucose medication
- Pulling a Wheelchair
- Alerting deaf students

The work or task must be active not passive. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not

constitute work or tasks. Such animals are deemed 'Therapy Dogs' and require an Authorized Accommodation Letter from DSPS. Please refer the student to DSPS for further guidance.

WHAT ABOUT ALLERGIES OR BEING AFRAID OF DOGS?

These are not valid reasons for denying access or refusing service to people using service animals. It may be possible to accommodate by requesting students use different locations within the classroom or take a different section of the course.

CAN I ASK FOR THE SERVICE DOG TO BE REMOVED FROM THE CLASSROOM?

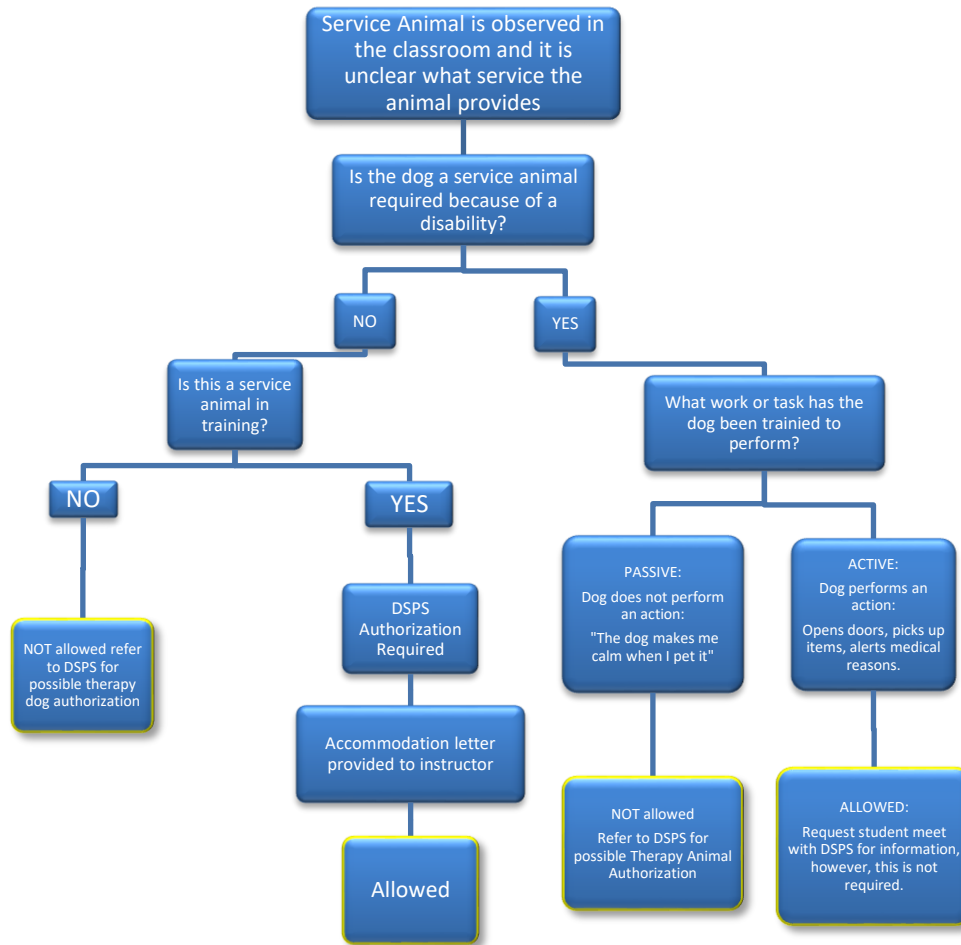
A person with a disability cannot be asked to remove his service animal from the premises unless:

- 1) The dog is behaving in a disruptive manner by barking, growling, whimpering, running around, or soliciting social attention through behavior uncharacteristic of a service animal; or
- 2) The dog is not housebroken or clean; or
- 3) The presence of the dog poses a direct threat to the health or safety of other persons that cannot be eliminated by a modification of policies, practices or procedures, or by the provision of auxiliary aids or services; or

If you have any of the above three concerns, you may request that the service dog (not the student) be removed from class. Refer the student to the DSPS for further guidance. Contact the DSPS directly if you need support.

THE STUDENT IS RESPONSIBLE FOR:

Having a current dog license, keeping the dog clean and pest free; in a harness or on a leash unless either the student is unable because of a disability to use a harness or leash, or the use of a harness or leash would interfere with the service animals performance of work or tasks; and any harm or injury caused by the animal to other students, staff, visitors, and/or property.



For more information on service animals, please see [AP 3440](#).

SIGN LANGUAGE INTERPRETERS FOR THE DEAF AND HARD OF HEARING REQUESTING INTERPRETING SERVICES

The DSPS office must be made aware of a need for interpreting services. A *Student Request for Support Services* form must be submitted. Forms available at the DSPS office.

For regular classes: A request for an Interpreter should be submitted four weeks in advance of the start of the class.

For special events (tests, fieldtrips, or other out-of-class or campus activities): A *Student Request for Support Services* form should be submitted *two weeks in advance* of the date for the special event. (This includes finals week.)

The request form must be filled out *completely* in order to provide for smooth and efficient use of interpreting services. The following information should be provided:

- Time frame the Interpreter is needed. (e.g. 10am-12pm)
- The class or "event" must be clearly indicated. (e.g. Graduation) This includes room

number and day(s). (e.g. Building 500 & Friday 6/23/06). The entire form should be filled out as completely and accurately as possible. If left incomplete a delay of services may result. Staff is available to assist students with questions.

TIMEFRAMES FOR IDENTIFYING AND SECURING AUXILIARY AIDS

In order to insure quality services are provided for communication requests within a reasonable timeframe, the following guidelines apply:

- Whenever possible students should make their request for services four weeks in advance of class/event or earlier.
- The DSPS Specialist-Interpreter will advise students of auxiliary aids or services no later than one week before the start of the semester.
- Original requests for specific services such as sign language interpreters or captioners will continue to be researched by the DSPS Specialist-Interpreter
- The DSPS Advisor and the DSPS Specialist-Interpreter will meet with the student no later than three weeks after the start of semester, for feedback regarding effectiveness of the substitute auxiliary aid.
- Students have the right to petition for alternate auxiliary aids prior to the three-week review by making an appointment with the DSPS Specialist-Interpreter.

ABSENT/TARDY GUIDELINES

The following guidelines apply:

- Students who cannot attend a regularly scheduled class or event should notify the DSPS office 36 hours before the start of the class or event. Any cancellation, for any reason, other than student illness, that comes in to the department less than 2 hours before class time will be counted as "No Show."
- If the DSPS Program Specialist Interpreter or DSPS are not informed of your inability to attend class on the first day, your interpreter(s) will be reassigned.
- The Interpreter will wait five minutes for every scheduled half hour of class time (i.e . one-hour class time=ten-minute wait, etc.). If the student does not appear within the allotted amount of time, the interpreter will report the "No Show" to the DSPS office.
- Two consecutive "No Shows" for *the same class* may result in a suspension of services for that class.
- Three consecutive tardies will be considered one "No Show".
- If you have missed six or more classes, during the semester, you will be required to meet with a DSPS advisor to discuss your absences. Continued and excessive absences with or without notification may result in permanent loss of interpreting services.
- A personal and written notification of a suspension will be received.
- Before any services can be reinstated, the student must meet with a DSPS Advisor.

TESTING PROCEDURES

Unless otherwise established by the teacher, an interpreter may not aid the student during the test taking process. If you wish to have an interpreter for your final exam, you must fill out a new *Student Request for Support Services* (SRSS) form. Requests received two weeks before finals start will be guaranteed an interpreter.

- Alternate accommodations may be necessary if requests are received last minute.
- Interpreters will not attend finals without a completed SRSS form.

SPECIALIZED CURRICULUM

ADAPTED PHYSICAL EDUCATION

Individual consideration will be given to students whose disability prevents them from participating in non-adapted physical education without accommodation. Adapted Physical Education is offered for students with documented disabilities or medical conditions that are interested in prescriptive exercise, sport and leisure programs. Students who participate in Adapted physical education must follow the same guidelines for obtaining documentation of their medical conditions and are encouraged to complete an application with DSPS.

Adaptive Physical Education (APE) is an instructional program that includes assessment and prescriptive teaching in the areas of physical and motor fitness for students with disabilities. The underlying philosophy of Yuba College's APE program is integration and the promotion of curriculum that emphasizes fitness, strength, independence, and health-centered learning outcomes. APE also provides opportunities to enhance community participation in recreation and leisure activities. The APE facility is located in the 2000 building and features:

- State-of-the-art equipment
- Individual exercise prescription
- Individual assistance
- Small classes
- Hydrotherapy pool with a lift
- Dressing facilities

LEARNING ASSISTANCE

The Learning Assistance (LA) Program provides developmental courses for a variety of at-risk populations who are under-prepared for college and require the basic academic and personal skills for success in vocational, career, and college pursuits. In addition, the LA program provides specialized coursework as part of specific programming for EOPS and DSPS students.

The LA Program, formerly named General Studies, consists of a large number and variety of courses that are considered to be developmental education and several courses are part of student support services (Learn 102, 251, 283, and 590).

In addition, college-bound high school students are offered tutorial assistance in a Summer Upward Bound Program. The LA Program on the Marysville campus also offers the basic math class (LA 174) in two formats, one is face-to-face instruction, and/or the other is a hybrid course that incorporates both lecture and small group study with computerized practice.

SEIZURE POLICY

Students have the option to complete the [Seizure Action Plan from the Epilepsy Foundation](#)

which can establish a protocol in the event of seizure activity on campus. This information will be shared with the Yuba College Police Department to better serve the individual needs of our students.

A seizure is an event in which there is a temporary change in behavior resulting from a sudden, abnormal burst of electrical activity in the brain. If the electrical disturbance is limited to only one area of the brain, the result is a partial seizure during which the student may experience confusion, loss of awareness, aimless movement, or uncontrolled body movements. If the electrical disturbance affects the entire brain, the result is a generalized seizure.

PARTIAL SEIZURES (produced by a small area of the brain):

- 1) Simple (awareness is retained)
 - a. Simple Motor – symptoms: jerking, muscle rigidity, spasms, head-turning
 - b. Simple Sensory – symptoms: Unusual sensations affecting either the vision, hearing, smell taste, or touch
 - c. Simple Psychological – Symptoms: Memory or emotional disturbances.
- 2) Complex (impairment of awareness)
 - a. Symptoms: Automatism such as lip smacking, chewing, fidgeting, walking and or repetitive, involuntary but coordinated movements
- 3) Partial seizure with secondary generalization
 - a. Symptoms: Symptoms that are initially associated with a preservation of consciousness that then evolves into a loss of consciousness and convulsions

GENERALIZED SEIZURES (produced by entire brain)

- 1) “Grand mal” or Generalized tonic-clonic – Symptoms: Unconsciousness, convulsions, muscle rigidity
- 2) Absence – Symptoms: Brief loss of consciousness
- 3) Myoclonic – Symptoms: sporadic (isolated, jerking movements)
- 4) Clonic – Symptoms: Repetitive, jerking movements
- 5) Tonic – Symptoms, muscle stiffness, rigidity
- 6) Stay with the student and provide emotional support until help arrives.

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STEPS TO TAKE IF A STUDENT HAS A GENERALIZED SEIZURE:

1. Remain calm. No one can stop a seizure once it starts.
2. Call 911 immediately. Then call the Yuba College Police Department 530-741-6771 or 530-870-1158.
3. If the student is standing or sitting, gently lower the student to the ground to avoid a fall. Clear the area of anything that could hurt the students. Do not attempt to restrain the student or use force. Do not remove a student from a wheelchair unless necessary.
4. Place the student on his or her side. If possible, put something flat and soft under the student’s

head to avoid hard contact with the floor.

5. Do not place anything in the student's mouth or give water or drink.
6. Stay with the student and provide emotional support until help arrives.

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TEST-PROCTORING

The primary alternative testing accommodations are extended time and/or a distraction free environment if specified in the documentation. These arrangements are to be made with DSPS. Request for other alternatives as specified in the documentation will be considered on an individual basis.

A request for extended time and/or a non-distracting environment is a general request for many disabilities. Test-proctoring in one academic area may not extend to all courses. Should the documentation support the need for an oral exam, assistive technology, or alternate format, special discussions with the instructor be necessary. These discussions should begin the first week of the semester. The Disability Specialist will act as liaison. *Extended time does not mean unlimited time.* Students who qualify for test-proctoring typically are granted time and a half. In some instances, double time is authorized and is dependent upon disability and educational limitation. Test-proctoring need not only be provided by DSPS, faculty may proctor their own exams provided the time and test environment are consistent with a student's approved accommodation.

If the instructor can demonstrate that the alternative format considerably changes the nature of the course, he/she has the right to refuse. The instructor's denial must be data-based and be as credible as the documentation certifying the need for the adjustment. The college at no time is required to compromise its academic standards. Students who exercise their eligibility for test-proctoring must read and sign a test-proctoring contract with DSPS as well as one with their instructor. Any changes to the time or day of the exam must be approved by the instructor. It is the student's responsibility to inform the instructor and/or DSPS.

REQUESTING TEST-PROCTORING SERVICES

Test-proctoring services are available to students who:

- Have provided documentation of a disabling condition and are eligible for DSPS services
- Have test-proctoring indicated as an accommodation on their Academic Accommodation Agreement
- Read and sign the *DSPS Test-proctoring Contract* (see "Forms")
- Complete and return the *Request for Test-proctoring Services* (see "Forms"), including a signature and information from the instructor
- Follow all procedures as specified by the contract

DEAF AND HARD OF HEARING STUDENTS

Yuba College offers testing accommodations in the DSPS office for deaf and hard of hearing students who are eligible for extra time or the use of an interpreter. This accommodation must

be documented in the student's file and should be established at the beginning of the semester.

Students wanting to test in the DSPS office must pick up a *Request for Test-proctoring Services* form, have the instructor complete and sign it, and return it to DSPS. Students will schedule a room and/or an interpreter at least one week in advance. The following information is required:

- The start of the test and length of time allowed for test taking.
- The role of the interpreter during the test (i.e. can interpret test questions; clarify concepts, fingerspell, etc.).

PART 4: TERMINATION/SUSPENSION OF SERVICES & APPEAL PROCESS

REASONS FOR SUSPENSION/TERMINATION

Students may have services suspended or terminated for one of the following reasons:

1. The student is not making academic progress according to the established college progress policy.
2. The student fails to comply with the requirement(s) of his/her Academic Accommodation Plan (AAP).
3. The student abuses the use of reasonable academic accommodation support services provided by DSPS.
4. The student fails to comply with the Yuba College Student Code of Conduct.

Suspensions are for limited time-periods based on the evaluation of the DSPS Director, the LD Specialist/DSPS Counselor and/or other designated college officials. Notification of suspension of services should be in writing to the student. Students can file a complaint or appeal when services have been suspended, terminated, or if the student feels he/she has a complaint against the college or DSPS for failure to provide a reasonable academic accommodation.

COMPLAINT/APPEALS PROCEDURE

Students who feel they have been discriminated against on the basis of disability, including allegations a student has not received adequate or appropriate academic accommodations, or who feel they have been adversely affected by decisions made by the college or DSPS, may file a complaint or appeal to the DSPS Director under this policy. (BP5141)

Students filing complaints must do so within *one hundred eighty (180) days* after an act of alleged discrimination occurs or after the student reasonably should have known the act occurred. Complaints or appeals filed by disabled students can include (but are not limited to) matters such as:

- a. Reasonable academic accommodations or services requested which have been denied, terminated, suspended, or modified in such a manner as to limit the student's access to the educational program or services of the college that are required by the student to meet his/her educational goal.
- b. For failure of the DSPS program or college to provide a required academic accommodation or service in a reasonable time frame once the student has provided the necessary documentation to verify his/her disability.
- c. For actions, decisions, or procedures that the student feels have negatively affected his/her student status, privileges, or access to the educational programs or services of the college because of the student's disability status.

The DSPS Director or designee shall be trained and knowledgeable of the rights of individuals with disabilities in the postsecondary setting and will be responsible for accepting and investigating student complaints filed under this policy. The DSPS Director or designee will meet with the student within five

(5) business days of receipt of the complaint or appeal. The complaint or appeal is to be made through the DSPS Director's office.

The student will be provided with supportive services, if needed, to ensure the student can clearly state their reasons for the complaint or appeal and their desired resolution. This support will be provided through the various levels of the process.

Within ten (10) days after receiving the complaint, the DSPS Director or designee, trained in the process of investigating complaints related to academic accommodations, will conduct a thorough and impartial investigation of the complaint including documented interviews of the complainant, the accused, and witnesses with relevant knowledge, if any.

Within thirty (30) calendar days of receiving the complaint, DSPS Director or designee will provide the student written notice of the outcome of the investigation, including a determination as to whether discrimination occurred (or in the case of an appeal from the denial of a request for accommodations, whether the accommodations offered or provided were adequate and appropriate), the reasons for the decision, and effective and timely corrective action to resolve any identified discrimination and to ensure it does not recur. The notice will also inform the student that District policy prohibits retaliation against any person for filing a complaint, and if at any time the student feels he/she has been subjected to retaliation of any kind for filing the complaint to notify DSPS Director or designee.

After issuing the written notice of decision, the DSPS Director or designee will offer the student an opportunity to meet to review the decision. The DSPS Director or designee will make every effort to resolve any remaining concerns or appeals at this step, using an informal process.

If a resolution cannot be reached (using the informal process) the student may appeal the DSPS Director or designee's determination by submitting a Statement of Grievance for submission to the Vice President of Instructional and Student Services. This form must be submitted within thirty (30) calendar days after the written decision was provided to student.

Within five (5) business days of receiving the Statement of Grievance, the Vice President of Instructional and Student Services at Yuba College or designee shall schedule a hearing before the Committee to occur within ten (10) business days of receiving the student's written request, unless the parties mutually agree to extend the time for hearing. (See AP 5530) The Committee will be comprised of staff that is knowledgeable in the area of academic and physical disabilities. At minimum, the Committee will include:

- One Administrator, Chair
- One Student
- Two Faculty (at least one from the DSPS Program)
- One Representative from the Affirmative Action Office

The Committee will be called together by the DSPS Director or designee. The student making the complaint or appeal will have the opportunity to present his/her reasons for the complaint or appeal and the desired resolution.

The Committee will hear the student's complaint or appeal, review written material presented by each party, call witnesses (if necessary), and receive all information pertaining to the complaint or appeal.

Official minutes of the hearing will be taken.

The Committee upon hearing testimony and reviewing all information presented by each party will submit its findings of fact and conclusions concerning the complaint or appeal. The Committee can adopt one of the following decisions:

- a. Uphold the College/DSPS action
- b. Modify the College/DSPS action
- c. Dismiss the complaint or appeal in favor of the student

Within fifteen (15) calendar days after the hearing, the Committee will provide a written decision, including, where applicable, a statement of the actions that will be taken by the College and DSPS, to the DSPS Director or designee, and the student. The Committee's decision shall be final. The Committee's decision will be passed on to the student that he/she has the right to file an external appeal to the U.S. Office for Civil Rights under Section 504 of the Rehabilitation Act of 1973. (Adopted: August 2, 2010)