

Title 5 DSPS Regulations

SECTION 56026. ACADEMIC ADJUSTMENTS, AUXILIARY AIDS AND SERVICES.

Academic Adjustments, Auxiliary Aids and services are those specialized aids, devices and/or services available to students with disabilities as defined in Section 56002, which are in addition to the general services provided to all students. Such services enable students to participate in general activities, programs and classes offered by the college.

NOTE: Authority cited: Sections 67312, 70901 and 84850, Education Code. Reference: Sections 67310-67312 and 84850, Education Code.

Implementation guideline

All colleges should offer academic adjustments and auxiliary aids and services which are not fundamental alterations to the approved course outline and curriculum. Generally, these include interpreters, real time captioners, notetakers, recording of lectures, class aids for lab courses or hands-on tasks, test proctoring, disability related counseling, liaison with faculty and staff including agreement on academic adjustments, and the provision of assistive technology. In addition, a college will elect to offer additional services based on the needs of the population of students with disabilities served. All services addressed in Section 56026 are discretionary notwithstanding State and Federal law. The college can determine which services are best provided by the DSPS office or by other departments on the campus.

It is important to note that some services which may be needed by students with disabilities related to personal care or study, such as assistance with behavior or toileting, homework and/or tutoring are not required to be provided by the college under current statute or regulations for Section 504 or the ADA and its amendments. In such cases, DSPS generally provides suggestions to students for securing support or may work with them or their advocates to complete volunteer agreement processes for assistants provided by other sources to assist the student.

If the college chooses to provide certain services outside of the DSPS office (i.e., parking permits, or arranging for accommodations for community service classes or extra-curricular activities not related to a class such as the provision of interpreters for a student who is deaf in a debate club, etc.), these services cannot be counted as DSPS contacts with the students and DSPS funds cannot be used to support them.

Academic adjustments, auxiliary aids, services and/or instruction should be available and provided in a timely manner, if needed, at all locations of the college, such as off-campus centers and the students enrolled exclusively in Distance Education courses.

If the college operates a middle college or other programs for high school students, it is considered a best practice to delineate the responsibilities of the college and the secondary school through the development of a memorandum of understanding (MOU) regarding which entity will arrange and pay

for necessary academic adjustments, auxiliary aids and services. In the case of Distance Education classes at other institutions, ensure the district has an MOU or contract with the entity providing the classes to ensure timely provision of academic adjustments, auxiliary aids and services.

In determining the most appropriate and individualized academic adjustments, auxiliary aids and services, it is important that the decision is reached through an interactive discussion with the student and documented in the Academic Accommodation Plan. This overall planning for appropriate academic adjustments, auxiliary aids and/or services is commonly facilitated by certificated staff members such as a DSPS Counselor, Coordinator, LD Specialist, HTC Specialist or Alternate Media Specialist.

Timely access to the most appropriate academic adjustments, and auxiliary aids and services is critical in enabling students with disabilities to benefit from equal access to the college offerings. As required under that ADA and its amendments, considerable weight should be given to the auxiliary aid choices of the student who has sensory disabilities. Thus, if a student who is blind requests material in Braille, it should be provided in a timely manner if at all possible. If this cannot be done, the interactive process should be used to identify interim modes of service which can provide timely equal access to educational material while keeping in mind the initial choice of the student regarding the mode of accommodation.

The world of technology innovation grows exponentially. New devices and software are produced rapidly. In addition, new patterns of service may emerge over time to meet the needs of students with disabilities. Therefore the list below is meant as guidance on the types of auxiliary aids and services currently available, but it is by no means a definitive list of what DSPS can purchase and use to meet the needs of students with disabilities.

Auxiliary Aids

Alternate Media – Federal and state law require community colleges to operate all programs and activities in a manner that is accessible to students with disabilities. The terms “alternate media” or “accessible formats” are synonymous for the purpose of this definition and refer to methods of making information accessible to persons with disabilities. The most common types of alternate media are audio files, Braille, tactile graphics, taped tests, large print, and electronic text.

Assistive Listening Devices (ALD) – Any device that helps a student mitigate hearing loss such as an FM, Infrared or loop system. These devices separate the sounds, particularly speech, that a person wants to hear from background noise. They improve what is known as the “speech to noise ratio.” This term does not include hearing aids which are considered personal devices and not funded through DSPS.

Assistive Technology (AT) – AT is any durable piece of equipment; hardware such as keyboard, or monitor; or software such as screen reading technology, word prediction, or print enlarger, that has been adapted or modified to mitigate the effects of disability. This also includes any specialized training to utilize assistive technology hardware and software through individual or small group training in order for the student to be an independent user.

Calculator and Spell Checker – A calculator is a tool that assists a student in performing basic computations or logarithmic functions. Spelling is considered incidental to overall composition and it is not overtly taught in the college setting, except in a Spelling course. Therefore, it can be accommodated with appropriate tools (electronic spell checkers, computer spell checking functions, and/or hand-held spelling dictionaries, such as the “Misspeller’s Dictionary”).

Computer Assisted Real-Time Transcription (CART) – CART (speech-to-text) uses a person specially trained to transcribe speech into viewable text, using a computer and an input device especially designed for this purpose. With CART, a student who is hard-of-hearing, deaf or has other disabilities can follow the text of what instructors or classmates are saying within a second or two of them speaking. CART also allows saving the transcribed text as a computer file that can be provided to the student for additional review. Typically, these transcribed files are not edited for content and are often word for word the contents of the lecture.

Sign Language Interpreter (SLI) – In an educational setting, an SLI facilitates communication between a student who is deaf and instructors, classmates, and college staff (i.e., student services personnel, instructional support staff).

Services

Assessment – Assessment is the process by which functional educational limitations, academic readiness, and vocational interests, as well as verification of disability are evaluated for a student with a disability. Any assessment conducted by the DSPS program must not replace or supplant existing general college assessment services. For learning disabilities assessment the California Community College - Learning Disabilities Eligibility and Services Model, approved by the Chancellor’s Office can be used to verify eligibility of a student with a learning disability.

Counseling includes: **Academic counseling/advising** – An interactive session between a student and DSPS counselor or LD Specialist for the purposes of developing an Academic Accommodation Plan, identifying and mapping classes for a major/minor, discussing academic progress, or student success issue. Issues may include study skills (i.e., enhancing memory, time management, academic coaching). Counseling can be face-to-face, over the telephone, email, or other non-face-to-face methods.

Disability-related Counseling – An interactive session for the purpose of discussing how the student’s disability impacts them in the college setting and the accommodations needed to address the functional limitations of the disability in the educational setting. The counseling may include discussion of physical, cognitive, behavioral, and social aspects of disability management in the college setting.

Personal Counseling – An interactive session to assist a student resolve issues that may be preventing the full achievement of educational, social, or vocational/career goals. Issues may include personal behavior, substance abuse, mental illness, or any personal issue that affects education the student requests assistance resolving. However, personal counseling does not mean therapeutic interventions.

Job Placement – job development and development services related to transition to employment.

Liaison/Referral to Instructors, college and community resources – Referrals to on-campus offices (i.e., instructors, Financial Aid, Job Placement, EOPS) and community resources (i.e., Department of Rehabilitation, community shelter, social welfare agencies) are generally made during a personal counseling appointment and this service would usually be recorded as a part of the contact counted in a regular counseling session.

Notetaker Services – A volunteer notetaker is a student registered in the same class as notetaking services are being requested. The duties of the notetaker are to take class notes for themselves and to share these notes with the DSPS student at the end of each class meeting. DSPS usually provides specially treated notetaking paper (NCR) to the DSPS student, or if preferred, the original class notes can be copied by the DSPS office.

Mobility assistance (on-campus), includes physical assistance directly related to participation in an instructional activity such as assisting a student who is blind in an anatomy lab.

Mobility assistance also includes **on-campus manual or motorized transportation** to and from college courses and related educational activities including the provision of tram services. Specialized transportation around campus may be the best method of ensuring equal access on large campuses, or difficult terrain.

Orientation – The purpose of an orientation is to familiarize the student with DSPS services and community resources that will support them academically. Specialized orientation to the college and DSPS is considered part of the matriculation process.

Registration Assistance – Granting a student permission to register for classes before the general student population in order to appropriately accommodate disability-related issues.

Priority registration is often used as a cost effective way to provide accessibility for students with disabilities. For example, allowance of lead time to secure the accommodation of the alternate text in a timely manner. The unit requirement and other student success requirements must still be met by DSPS students unless they are certified as needing priority registration as an accommodation, in which case these requirements do not apply. Registration assistance also refers to physically helping the student register for classes, as well as providing advice on particular classes to register for.

Reader Services –This service includes the coordination and provision of a live, human reader to read print class-required material if access is unavailable in other suitable modes (e.g., alternate media, audio file). Under the provisions of the Cooperative Agreement between the Department of Rehabilitation and the state Chancellor's Office, students who are clients of the Department of Rehabilitation (DR) should receive reader services from the Department of Rehabilitation.

Scribe Services – This service involves writing student's responses (verbatim) when a student is unable to physically enter data during the class session and/or test. This may include the manual manipulation of instructional materials, such as in-class completion of handouts or worksheets.

Speech Services—This service may include assisting students with speech impairments through disability management counseling and advocacy with instructors and other college. Speech therapy is not a service to be funded by DSPS.

Test-taking facilitation – This service involves, arrangement, proctoring, and modification of test and may include extended time on quizzes, tests, and exams, distraction reduced setting, the use of noise canceling headphones or earplugs, a remote site from the classroom to allow the student to read a test aloud or verbalize answers prior to recording them, or any combination of services and accommodations that reduce visual or audible stimulation or allow a student to verbalize without causing a distraction to other students;

Tutoring Services—Under Section 504 of the 1973 Rehabilitation Act, students with disabilities must have access to general college services. The DSPS program may offer specialized tutoring services; but the services must be disability-related tutoring rather than general tutoring available through the Learning Center, EOPS, or other sources. DSPS funds are intended to provide additional specialized support that allows students with disabilities to more fully access and benefit from the general offerings and services of the college. In addition, Title 5 regulations prohibit provision of services or instruction that duplicate those otherwise available to all students. Therefore, DSPS tutoring services must neither replace nor supplant existing general college tutoring services.

Colleges should only establish separate programs, classes, or services when general services or instruction, combined with the provision of academic adjustments, auxiliary aids and services, cannot meet the educational needs of students with disabilities.

Co-curricular Activities—If the co-curricular activity is a part of a requirement of a course in which the student is enrolled, the accommodation provided to the student with a disability may be funded by DSPS funds. If the co-curricular activity is not a course requirement to the individual student, i.e. graduation, college plays, sports, etc., it is the responsibility of the college to provide the accommodation. The college may use the DSPS office as a resource for information on the accommodation, but not as a source of funding for the accommodation.

NOTE: *Transportation Assistance (off-campus)* – Off-campus accessible transportation must be provided when needed by a student with a disability if the college provides transportation for students without disabilities. This is a college responsibility, not a DSPS responsibility. This requirement includes transportation for field trips and other instructional activities where transportation is provided for all students. DSPS is usually involved in working with instructors/facilities in ensuring accessible transportation is available.

Documentation

To demonstrate compliance with Title 5, Section 56026, the college should maintain records of the services provided to students with disabilities. If using outside agencies to provide services record the number of hours, pay rate, names of providers, and the identification of the disability and educational limitations requiring the service.

With regard to the provision of special off-campus transportation in cases where the college does not provide transportation to students without disabilities, the college must verify and document the inadequacy of accessible transportation in the community and submit this documentation to the state Chancellor's Office for a determination of whether off-campus accessible transportation can be funded through the DSPS program.