DSPS Information for Faculty

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Procedure for Referring Students to Disabled Student Programs and Services (DSPS)

If you have a student in your class who requests accommodations:

- Ask the student if he or she has applied for services with Disabled Student Programs and Services (DSPS)
 If NO:
- Refer the student to the DSPS so that the disability can be documented and appropriate accommodations determined.

DSPS location: Student Services

• DSPS phone: (7600) 366-3791, ext 5861

If YES:

- The student should give you a <u>Faculty Notification Letter</u> listing the student's individual accommodations.
 (or)
- Ask the student to obtain the Faculty Notification Letter from DSPS.

If the student is registered with the DSPS and specific accommodations are listed, talk with the student about how best to provide those accommodations.

If you have questions: Contact Jackie Hanselman, DSPS Coordinator: jhanselman@cmccd.edu or call (760) 366-5286.

Faculty Have The Right To: Documentation

- You will need to request verification of a student's eligibility for any
 accommodations. Such verification will be in the form of a Faculty
 Notification Letter, written by a professional from Disabled Student
 Programs and Services (DSPS) and delivered by the student. For on line
 classes, the notification will be emailed directly to you.
- DSPS is the only office designated to review disability documentation and determine eligibility for appropriate accommodations. Faculty may not view this documentation.

Student Initiated Requests for Accommodations

- Expect the student to initiate accommodation requests.
- If the student is taking their tests in the DSPS High Tech Center, expect the tests to be administered in a secure and monitored environment.

Faculty Have The Responsibility To:

Accommodate DSPS Students in the Classroom

- Identify and establish essential functions, abilities, skills, and knowledge of their courses and evaluate students on this basis. Students with disabilities should meet the same course expectations as their peers.
- Use a syllabus statement and class announcements to invite students to disclose their needs. A syllabus statements is available on this website or in the Faculty Manual from the Office of Instruction.
- Act immediately upon getting a student's request for accommodations by contacting DSPS (if unsure about request), by providing the service or by meeting with the student to complete test accommodation paperwork. These forms facilitate exam accommodations and should be completed by the student and faculty member collaboratively. If you have questions, contact DSPS.
- If a student needs alternative media, please provide the Alternative Media Center with syllabi, textbooks, course packets etc, well before classes begin (5 weeks prior to the start of the semester is recommended) in order for students with disabilities to use alternative media when all other students have course materials. With such timely consideration, students with disabilities who have alternative media need for accommodations and instructional access will be best served. Converting print materials is both labor and time intensive. Alternative media may be print material in Braille, on audiotapes, scanned onto discs, or enlarged.
 Contact Virginia Moore, Alternative Media Specialist: 760-366-5863
- Work to ensure that all audio-visual materials used in class are accessible (e.g., that videos shown are captioned for students with hearing impairments and that the VCR equipment used has captioning capabilities.) All captioning requests are through Virginia Moore at the Alternative Media Center in the Library.

Respect Student Confidentiality

 Treat and protect all disability-related information as confidential medical information. For example, keep printed items, such as test accommodation forms or emails regarding student disability-related information in a protected location.

Communicate Clearly with DSPS Students

The best way to find out about students' needs is to encourage them to talk to you during your office hours to ensure confidentiality. It is illegal to ask students to identify themselves to you in an open forum or to request a list of students with disabilities in your class. A more effective method is for you to:

- Include a statement in your syllabus encouraging students to contact you
 early in the term. For example, "If there is a student in this class who has a
 need for test-taking or note taking accommodation, please feel free to
 come and discuss this with me." Take early and gentle initiative in seeking
 an ongoing dialogue with the student about ways in which you can be
 supportive.
- Encourage students to develop the independence and self-advocacy skills that will help them outside the classroom while in college and beyond.
- Take care to make eye contact to encourage participation and questions.
- Assist the student in teaming up with a classmate to obtain copies of notes. Permit the use of a tape recorder in class.
- At the start of each class, provide a brief review of the previous session and an overview of what is to come.
- Provide a written outline of the lecture to guide the student and to make more apparent its structure when discussions diverge from it.
- Take care to include time for questions, discussions and requests for further examples.
- · Verbally describe diagrams, charts, and graphs.
- Provide print copies of PowerPoint or other presentations.
- Clearly communicate your testing procedures with the student and with the High Tech Center by completing test accommodation forms upon request.
- Consult with students with disabilities and the DSPS in providing appropriate accommodations

PLEASE NOTE: Faculty does NOT have the right to ask students if they have a disability. For those students with documented disabilities, faculty does NOT have the right to ask about the nature of the disability. However, if students choose to disclose their disability, this information must be treated confidentially.

Digital Recording of Lectures

- Students who have been authorized by DSPS to tape record lectures have signed an agreement not to tape statements of a personal nature, release the recording, or otherwise infringe upon the publishing rights of the instructor. Some students may need you to wear a microphone to improve the quality of the recording for transcription into notes.
- If you have questions about the appropriateness of the accommodations requested, or how best to administer the accommodations, please contact the DSPS for further clarification. The faculty/staff member should

continue to provide accommodations while the issue is being resolved. DSPS: (760)366-3791, ext 5861.

Test taking Accommodations

All testing occurs in the DSPS High Tech Center supervised by Barbara Foyil (DSPS Instructor) and Glenda Haislip (DSPS Instructional Assistant).

760-366-3791, ext 5900 email: dspstesting@cmccd.edu

The purpose of testing accommodations is to assist faculty in providing accommodations to students with documented disabilities. Test accommodations give students the opportunity to demonstrate their mastery of course content. The DSPS Coordinator, Counselor or Learning Disability Specialist determines eligibility and specific accommodation requirements based on verification of disability and assessment of student's educational need.

Possible accommodations may include

- Reduced distraction environment
- Sound blocking headphones
- Extended time
- Readers or Kurzweil 3000
- Scribes or speech recognition software
- Alternative text (Braille, large print etc),
- Use of computer, calculator, spell checker, or other adaptive technology.
- Our goal is to work in partnership with you in providing appropriate and reasonable accommodations for your students.

Extended test time

The amount of extended time is usually one and one-half times the amount allowed for non-disabled students. More time will be allowed on the based of the severity of the student's verified disability or Learning Disability assessment results.

Low distraction environment

An environment as free as possible of distracters, either visual or auditory that would inhibit a student from concentrating and attending to the exam with results reflective of their knowledge of the subject matter.

Alternative forms of test taking

 For an essay exam, the student will use a word processor instead of longhand. OR,

- The student can record their essay into a tape recorder and either transcribe it directly after, turn just the tape into the instructor, or both, depending on the requirements of the instructor.
- For fill-in or short answer questions, the student can dictate the answers into the recorder, then write the answers in before turning the exam in to the instructor.
- A DSPS Instructional Assistant may read exams questions to the student (reader).
- A DSPS Instructional Assistant may write answers as dictated (scribe).
 DSPS assistance follows a strict protocol of reading and scribing exams and answers exactly as written or dictated by the student. No additional input or answers are provided to the student.

Alternative format

- Braille
- Large print
- Electronic Text
- Screen Reading computer software for visually impaired students
- Voice Activated Computer Software for students with limited manual dexterity or expressive learning disabilities.

Proctoring of exams in the High Tech Center

Students' Responsibilities

- Student must meet with the DSPS Coordinator or Learning Disability Specialist to review student's file and determine eligibility for test accommodation.
- 2. **1**st **week of class**: Student brings <u>Confidential Faculty Notification</u> letter of eligibility to instructor. Students are advised to ask for a private meeting with the instructor to discuss their accommodations.
- 3. **1 week before each exam**: student schedules quiz/test date and time, and picks up <u>Test Accommodations Form</u> and brings these to instructor.
- 4. Student schedules an appointment with the High Tech Center to take the exam.
- 5. **Day of the exam**: arrive on time with proper materials. DSPS does not provide scantrons.
- 6. After student takes the test, he/she hands it to the High Tech Center staff.

Faculty Responsibilities

Instructor brings the test and completed, signed Test Accommodation
 Form to the High Tech Center in the Library on or before the date of the
 test. Tests may be emailed to <u>dspstesting@cmccd.edu</u> with test

- instructions included. The purpose of this form is to provide delivery and exam information (time allotted, materials allowed) to the test proctor.
- 2. Instructor picks up the completed exam from DSPS, or, upon request, DSPS delivers to instructor's mailbox in the faculty mailroom.
- 3. **Important**: Students are not allowed to carry exams to and from the DSPS without written consent by the instructor.

DSPS Test Proctor Responsibilities

- 1. Provide appropriate accommodations as prescribed by DSPS Coordinator.
- 2. Work with instructor to assure timely arrival and delivery (completed) **exams.**
- 3. Proctored exams to ensure test security and academic integrity.

Universal Design

Consider incorporating principles of Universal Design for Learning in your teaching. A fact sheet on Universal Design is available from disability services or at www.osu.edu/grants/dpg