FACULTY HANDBOOK
NOCE Faculty

Disability Support Services
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  - For example, **flastname@noce.edu**

WELCOME!

Dear NOCE Faculty,

We are happy to have you partner with our team as we strive to help students attain their educational, vocational, and personal goals. DSS proudly offers options to students who have disabilities. These options include: classes to strengthen and develop independent living and work skills, services to help students in NOCE noncredit offerings, and programs to help students navigate public transportation and ultimately obtain employment.

As instructors, counselors, and staff we are committed to empowering students to develop and attain their individual goals. We embrace our role of providing effective services necessary for students to achieve the highest level of independence possible. We celebrate with our students not only when they *achieve* their goals, but also when they demonstrate measured *progress* toward such goals. This is the true definition of student success!

This handbook was created to familiarize you, North Orange Continuing Education (NOCE) faculty, with required practices and procedures for serving the students with disabilities enrolled in your class. Please read through this in its entirety and become familiar with the provisions that have been established. Additionally, this handbook is meant to articulate the role and responsibilities of our NOCE faculty and to provide you with the policies and procedures to help you serve your students effectively. It is the responsibility of each faculty member to be familiar with and to follow all department and NOCCCD Board policies.

Sincerely,

Adam Gottdank, Ph.D.
Director, Disability Support Services

Mission of North Orange Continuing Education (NOCE)

To serve the needs of individuals, business, and the community, we educate a diverse student population in successive essential skills that support learning goals across the lifespan.

Vision of North Orange Continuing Education

NOCE has a comprehensive presence in the community and is recognized for excellence. NOCE embraces multiple facets of diversity and is committed to outcome-oriented educational opportunities in preparing students for productive civic engagement. NOCE is an effective and affordable option for students who are acquiring personal, academic, and career skills. NOCE is responsive to evolving community needs.

Mission of Disability Support Services

DSS is committed to providing access to the educational offerings of NOCE, facilitating the provision of accommodations and services necessary for successful student participation in programs. This commitment is based on the premise that adults with disabilities have the need for, and the right to, continuing learning opportunities and will benefit from this instruction. Instruction is designed to assist students in achieving their independent living, employment, and higher education goals.

Campus Locations

Anaheim Campus
1830 W. Romneya Drive
Anaheim, CA 92801

Cypress Center
9200 Valley View Street
Cypress, CA 90630

Wilshire Center
315 E. Wilshire Avenue
Fullerton, CA 92832

Students participating in IVES, C2C, and/or the Workability III program may also receive support services if attending Cypress College or Fullerton College.

Relevant Laws, Bills, and Statutes at a Glance

Title VI, Civil Rights Act of 1964:
Prohibits discrimination based on race, color, or national origin in all employment situations involving programs or activities aided by federal financing. Title VII,

Civil Rights Act of 1964:
Prohibits job discrimination based on race, color, religion, sex, or national origin in all employment practices: hiring, firing, promotions, compensation, and in all other terms, conditions and benefits of employment, including vacations, pensions, and seniority.

Family Educational Rights and Privacy Act of 1965 (FERPA):
The Act was amended in 1992, 1994, and again in 2008. According to its sponsors, "the purpose of the act is two-fold-to assure [students and the] parents of students...access to their education records, and to protect such an individuals' rights to privacy by limiting the transferability of their records without their consent." The Act applies to any educational agency or institution which is the recipient of federal funds. Parents lose their FERPA rights when their child turns 18 or starts attending a postsecondary institution, whichever comes first.

Section 504, Rehabilitation Act of 1973 (also known as the "Access Law"):
"No otherwise qualified individual with a disability in the United States shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance...."

Provides program and physical access for students with disabilities. State that: "No otherwise qualified individual in the United States...shall, solely by reason of disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."
When providing aid, benefit or service, public entities must provide opportunities for individuals with disabilities to participate that are as effective as the opportunities provided to others.
The Office for Civil Rights of the Department of Education defines "effective communications" as "timeliness of delivery, accuracy of the translation, and provision in a manner and medium appropriate to the significance of the message and the abilities of the individual with the disability." Mechanism for enforcement of this law is the withholding of federal funds.

Assembly Bill 77 (Lanterman Bill, 1974):
Provides the funding mechanism for DSP&S California Community Colleges.

Americans with Disabilities Act (ADA) 1990
Americans with Disabilities and Amendments Act (ADAAA) 2008

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

Title I – Employment: Prohibits employers of 15 or more to discriminate against a qualified applicant or employee with a disability and also prohibits retaliation against any individual who has opposed any act or practice made unlawful by the ADA.

Title II – Public Services and Transportation: Prohibits state and local governments from discriminating against people with disabilities in their programs and activities. Includes entities receiving state or federal funding such as community colleges in anti-discrimination clauses. New public buses, new train cars in commuter, subway, intercity, and light rail systems as well as new stations and facilities must be accessible.

Title III – Public Accommodations: Prohibits privately operated public accommodations from denying goods, programs and services to people based on their disabilities. Businesses must accommodate patrons with disabilities by making reasonable modifications to policies and practices, providing auxiliary aids and improving physical accessibility.

Title IV – Telecommunications: Telephone companies need to provide continuous voice transmission relay services that allow people with speech and hearing disabilities to communicate over the phone through teletypewriters (TTYs). Also requires that federally 6 funded television public service messages be closed captioned for viewers who are deaf or hard of hearing.

Title V – Miscellaneous Provisions: Specifics for enforcement of the act and provisions for attorney's fees.

Title 5 of the California Code of Regulations:
Provides guidelines for implementation of California Community Colleges' DSP&S programs.

Section 508 of Rehabilitation Act of 1998:
Requires that federal departments and those receiving grants from the federal government or the Chancellor's Office to purchase only electronic information technology that meets accessibility standards developed by the U.S. Access Board.

Assembly Bill 422 (California Education Code, Section 67302, January 2000): Mandates publishers in California to provide the right and the means to produce instructional materials in alternate formats (Braille, large print, audio recordings, and e-text).

A Guide to Disability Etiquette

1. **Ask the student.** While we encourage students to discuss their needs with their instructors, they may need a gentle prompt. If you have questions about whether or not a student needs an accommodation, the first person to ask is the student.

2. **Ask before doing.** Don't assume people with disabilities need your help. Ask if you can be of assistance.

3. **Be aware of your language.** Using terms such as "student with disabilities" rather than "disabled students" puts the emphasis on the person rather than their disability.

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

5. **Speak directly to the student.** Don't consider a companion to be a conversation go-between. Even if the student has an interpreter present, speak directly to the student, not to the interpreter. Make eye contact.

6. **Give your full attention.** Be considerate of the extra time it might take for a person with a disability to get things said or done. Don't talk for the person who has difficulty speaking, but give help when needed. Keep your manner encouraging rather than correcting.

7. **Speak slowly and distinctly.** When talking to a person who is hard of hearing or has other difficulty understanding, speak slowly without exaggerating your lip movement. Stand in front of the person and use gestures to aid communication. Many students who are deaf or hard of hearing rely on being able to read your lips. When full understanding is doubtful, write notes.

8. **Appreciate abilities.** Students with disabilities, like those without disabilities, do some things well and others not as well. By focusing on what they can do, instead of what they can't, you will help build confidence.

9. **Use common sense.** Although some students with disabilities may require significant adaptation and modification in the classroom, common sense approaches can often be applied to ensure that students have access to course content.

Summary of Rights and Responsibilities

Students and campus staff, including DSS, work together and share responsibility to ensure educational support and accommodations for students with disabilities.

RIGHTS AND RESPONSIBILITIES OF <u>STUDENTS</u> WITH DISABILITIES

Students with disabilities have the **right** to:

- Participate voluntarily in DSS
- Participate in courses, programs, or activities offered by the college
- Be evaluated based on ability, not disability
- Appeal a decision regarding accommodations through the Student Grievance Process

Students with disabilities have the **responsibility** to:

- Provide professional, documented verification of disability
- Request accommodations in a timely manner
- Follow policy and procedure for obtaining and using accommodations
- Work cooperatively with DSS and faculty to determine and implement accommodations
- Adhere to the academic and conduct standards of NOCE and the district

Student has a right to **CONFIDENTIALITY**:

Confidentiality of disability and accommodation-related information is essential. All disability information that a student chooses to share with an instructor should be used only for arranging accommodations. Instructors and staff must maintain a policy of strict confidentiality about the identity of the student with a disability, the nature of the disability, and the disability-related accommodations s/he requires.

An instructor must not disclose or discuss information about a student's disability or accommodations with other persons, including family members, unless the student has authorized the disclosure in writing.

Faculty are expected to adhere to DSS standards regarding confidential communication. Faculty are not to share confidential information with other faculty members, staff members, students, or members of the public. If a faculty member has a concern regarding safety and/or well-being of a student, staff or others, that concern should be brought immediately and privately to the DSS Director, appropriate faculty member, or the DSS Counselor.

RIGHTS AND RESPONSIBILITIES OF FACULTY

Faculty have the **right** to:
- Establish and post academic standards
- Evaluate all students based on the standards of the class and to grade accordingly

Faculty have the **responsibility** to:
- Use DSS as their resource to assist them in the provision of accommodations in a timely, reasonable, and equal manner
- Adjust methods of delivery of content and assessment of student knowledge without fundamentally altering the nature of the course
- Provide handouts and exams in a timely manner and in accessible formats for alternate media provision
- Select textbooks in a timely manner so that e-text can be ordered from the publisher or converted by the DSS office
- Respect and maintain a student's right to confidentiality about his/her disability by not announcing or discussing the student's disability in the presence of other students or staff or family members
- Contact DSS Counselor if there is a concern about any accommodation.
- Work with all campus resources including DSS to ensure that EIT (educational instructional technology) is accessible to students who use assistive technology. e.g. web content, PowerPoint displays, videos, podcasts, etc.

Faculty do not have the right to refuse to provide accommodations, to question whether the disability exists when accommodations have been authorized by DSS, or to request to examine the student's disability documentation.

RIGHTS AND RESPONSIBILITIES OF NOCE AND THE DISTRICT

NOCE and/or the District have the **right** to:
- Request and review documentation that supports requests for accommodation
- Hold all students to the Student Code of Conduct

NOCE and/or District have the **responsibility** to:
- Inform applicants and students with disabilities about the availability and range of accommodations
- Ensure that all of its programs are accessible
- Provide accessible educational materials when necessary
- Establish policies and procedures for access and a process to resolve disputes
- Communicate policies and procedures to employees and students

- Support an atmosphere of respect and inclusion
- Adjust, substitute, or waive any requirement that has a disproportionately adverse impact on a disability and is not fundamental to the student's academic program

RIGHTS AND RESPONSIBILITIES OF DSS

DSS has the **right** to:
- Request and receive current documentation that supports the need for accommodations
- Deny a request for accommodations if the documentation demonstrates that the request is not warranted or if the individual fails to provide appropriate documentation
- Suspend services if a student persistently violates DSS policies and procedures regarding academic accommodations

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

Services/Accommodations Prescribed to Eligible Students

Educational accommodations and academic adjustments make courses accessible to students with disabilities and do not alter content, only the delivery of such. By law, students with disabilities must be given the opportunity both to acquire information and to be evaluated in a way that allows the student to fully demonstrate his/her knowledge of the subject.

Accommodations and adjustments are designed to assist students in overcoming functional limitations resulting from their disability and are not used to lower academic standards. Faculty deliver educational content and evaluate knowledge of ALL their students. DSS serves as a resource to assist instructors with this task and to assist NOCE as a whole in providing educational accommodations and adjustments within respective departments. Students with disabilities are still responsible for meeting all course, attendance, and conduct requirements.

DSS counselors prescribe services/accommodations to qualified students so that they can access classes, activities and services provided by the NOCE. The support services and accommodations must be directly related to the educational limitations of the student's disabling condition and the educational program of the student. Accommodations may include, but are not limited to, the following:

COUNSELING

- Specialized Counseling
- Specialized Individual or Small Group Orientation
- Academic Accommodation Plan (AAP)
- Vocational Counseling

INTERPRETING SERVICES

Sign language interpreters are provided by DSS for students who are deaf or hard-of-hearing. Eligibility for interpreting services will be determined by a DSS professional and will be based on verification of disability. To schedule interpreters for classes, it is important for students to meet with a DSS Counselor as soon as they are enrolled in classes to ensure that interpreting services are coordinated in a timely manner.

Students receiving interpreting services are required to sign a contract agreeing to provide at least 24-hour notice when they are unable to attend a class or appointment.

NOTE TAKING ASSISTANCE

Note Taking assistance may be provided in a variety of ways. Ideally, the instructor makes his/her notes available to all students thus complying with Universal Learning Design principles. In addition, a student may be authorized to record his/her classes with various pieces of technology, such as an Echo Smart Pen, smart phone, and digital recorder (please note, students must have pre-approval from a DSS Counselor before recording). The student's letter of accommodation will outline which forms of note taking assistance the student may utilize in class.

Peer Note Taking involves getting copies of notes from a volunteer peer note taker in the class. Please identify another student who would be willing to take notes on the carbon paper so that DSS student can get a copy. Do not identify the student receiving the accommodation. Their receipt of services is confidential, and their privacy needs to be protected.

The student will bring NCR (carbonless copy) paper to the class. Please make a request to the class such as, "Is there anyone in class who would be willing to volunteer to take notes on carbon paper for another student?" The volunteer should separate the back copy of the NCR paper and give it to you. Please give the notes to the DSS student privately e.g. after class so that their privacy is respected. DSS can provide the student and/or instructor NCR paper on which to take notes. Advanced technology, such as a laptop, may be incorporated as well.

PLEASE NOTE! Note Taking arrangements must be made in a way that DOES NOT identify the DSS student who needs the notes. The DSS student may choose to self-disclose and be identified to the note

taker, but the instructor should never disclose identities of DSS students unless explicitly asked by the student to do so on his/her behalf. The instructor should contact DSS if a note taker is not identified so that other arrangements can be made as soon as possible! If you have any questions or there are concerns about the effectiveness of this accommodation, please contact a DSS Counselor.

TEST TAKING ACCOMMODATION

The following procedure applies to students who have been authorized for test taking accommodations:

1. Once a student is authorized for any DSS service, the instructor will be emailed a copy of the DSS Letter of Accommodation which explains that the student is eligible for testing accommodations. The instructor and student should take the opportunity to review the letter together at the first class meeting.

2. One week before the test or quiz and two weeks before finals, the student must submit a request for testing accommodations. The student is also responsible for informing the instructor ahead of time that s/he will be utilizing DSS testing services.

Examples of Testing Accommodations:

1. **Extended Time**
2. **Quiet Distraction-Reduced Environment**
3. **Memory Prompts**: Memory Prompt sheets are an accommodation to support students with documented challenges with memory and provide students an equal opportunity to demonstrate their knowledge in a testing situation by lessening the impact of their disability.
4. **Reader**: The test will be read aloud to the student
5. **Scribe**: The student will receive assistance with writing the answers for the test, either through the use of a computer or by having the test proctor write out dictated answers.
6. **Assistive Technology**: Assistive Technology may include adaptive software, and devices that are used to increase, maintain, or improve the functional capabilities of individuals with disabilities. Examples of Assistive Technology used for testing purposes are computers, CCTVs, Kurzweil and Dragon software.
7. **Calculator and/or Multiplication Tables**
8. **Dictionary/Spell-check**
9. **Accessible Tables or Seating**

3. Once the request has been made by the student, DSS will email the instructor a link to the Faculty Testing Accommodation form. The instructor is required to fill this form out at least two

days before the test. DSS will work with the instructor to ensure that the test is administered within the agreed upon parameters.

4. It is the instructor's responsibility to deliver the testing materials to DSS before the date that the test will be administered. Students should take tests on the same day and time as other students in their class, unless DSS has received notification from the instructor that alternative arrangements can be made.

Testing hours are: Mon – Thur 8:00 – 5:30 pm; Friday 8:00 – 12:00 pm. Students who are taking evening or Saturday classes must make arrangements with the DSS Testing Coordinator to take a test outside of regular DSS testing hours.

Note that instructors can allow a DSS student (or any student) to take a test at an alternate time, but DSS may not be able to proctor the test in this circumstance and the instructor would have to supply the prescribed accommodation for the test.

5. On the day and time of the test, the student will meet with DSS staff to take their test with the authorized accommodations. Instructors are welcome to administer the test in their classroom as long as they provide the approved testing accommodations as outlined in the letter of accommodation.

6. DSS will return the completed exam to the instructor's mail folder, unless other arrangements are made.

SPECIALIZED TUTORING SUPPORT

NOCE offers Learning Centers on each of its three campuses. Tutors are available to provide support to all students who have a specific educational goal. DSS tutors may be assigned to provide specialized tutoring for students in the IVES program.

DSS offers an Open Lab at the Cypress Campus to provide specialized tutoring to students, as needed. DSS students may obtain a referral for tutoring from their instructors or from one of the Learning Disability Specialists/DSS Counselors.

ALTERNATE MEDIA/READING ACCOMMODATIONS

Alternate media/reading services are used to provide an alternate format of students' textbooks, tests or other written matter. This enables a student to access printed material in an audio or electronic version. There are a few different formats that are commonly used.

- Kurzweil is an electronic audio/visual format for reading textbooks or tests. It

enables a student to read the text on the computer using a specialized program. The program reads the text out loud while highlighting each word as it reads.

- Learning Ally (formerly RFB&D - Recording for the Blind and Dyslexic) is an audio format for textbooks. DSS Counselors and/or the Alternate Media Specialist can assist students with setting up a Learning Ally account. Students can open their own personal account through Learning Ally for a small membership fee.

- Braille, e-text, and other formats are available for students with vision impairments.

If a student is authorized for an auditory form of a test, the DSS Alternate Media Specialist will need an electronic version of the test. When testing and class materials are designed with access in mind (see Universal Design for Learning Principles), the provision of alternate media formats is simplified and everyone benefits. The DSS Alternate Media Specialist is the campus resource to assist faculty in providing their tests in accessible formats.

SPECIALIZED EQUIPMENT

Specialized equipment may be available based on student need. When necessary, training may be provided by DSS staff to enhance skills needed to use this specialized equipment. It is recommended that students receive training in the assistive technology prior to enrolling in a class where this technology is needed.

REGISTRATION ASSISTANCE/SPECIALIZED COUNSELING

DSS Counselors are available for specialized disability related academic counseling appointments and for registration assistance appointments.

PERSONAL ATTENDANTS

In an effort to partner with outside vendors to provide appropriate and effective accommodations for our North Orange Continuing Education (NOCE) Disability Support Services (DSS) students, DSS has developed Personal Attendant Guidelines. The guidelines will assist the Personal Attendant while working in NOCE classrooms, on campus, and during community based instruction. The guidelines were developed to uphold safety, promote student independence, and maintain academic integrity. As we strive to increase the student's independence, Personal Attendants will often be asked to fade to the back of the room when deemed appropriate by the classroom instructor.

Personal Attendants may be providing personal care and/or behavior support to a student. Please note that the school does not provide the attendant; it is not a mandated accommodation. Below you will find a summary of the typical duties prescribed to a Personal Attendant:

Attendant (Personal Care): Cannot assist educationally (e.g. tutoring, academic assistance, note-taking); Provide assistance such as hygiene, adjustment of seating, adjustment of clothing, adjusting personal equipment, mobility on campus, eating, drinking, physical safety.

Attendant (Behavioral Support): Cannot assist educationally (e.g. tutoring, academic assistance, note-taking); Re-direct student related to inappropriate behavior and impulse control, prompt to stay on task in a way that is not disruptive to the rest of the class (usually a nonverbal prompt).

Before providing supports to a student on campus, the NOCE DSS student and Personal Attendant must meet with a DSS Counselor to review and sign the Attendant Guidelines and a Volunteer form.

Summary of Personal Attendant Guidelines:

· Act professionally around students in and outside of class. Students will view Personal Attendant as one of our NOCE/DSS staff.
· No cell phone use (including texting) during class time
· Do not talk during class or disrupt the learning environment
· Do not engage in or tolerate any form of abuse (physical, verbal, psychological or sexual harassment)
· Maintain student confidentiality at all times
· Personal Attendant may not transport NOCE/DSS students in their vehicle before, during or after class. An exception may be if he/she is permitted to transport the student he/she is serving to and from campus.
· Do not loan money or personal items to NOCE/DSS students. Our goal is to teach our students to be as independent as possible.
· Do not take pictures of NOCE/DSS students or staff without written consent from NOCE.
· As needed, supplemental instruction may occur outside of the classroom.
· Perform only duties prescribed by the DSS Counselor and Classroom Instructor.

Please contact the NOCE/DSS Office at (714) 484-7057 if you have questions about any of these guidelines.

Accommodations in NOCE Courses

Services are provided for enrolled students only. Once the matriculation process is completed, students make an appointment to see a DSS Counselor for verification of disability and to make arrangements for support services. Authorized services are determined and discussed with the student based upon the functional limitation of the disability.

It is the student's responsibility to meet with a DSS Counselor *every trimester* if s/he wishes to receive accommodations; renewal of accommodations is **not** automatic. Students are highly encouraged to meet with a DSS Counselor as soon as possible after registration is complete. Failure to do so may cause a delay in their accommodations and other support services.

<u>Summary of Process for Student to Receive Accommodations:</u>

1. Student makes timely contact with DSS and requests accommodations according to policy and procedure.

2. Student provides DSS with verification of disability and/or Learning Disability testing or is referred for updated testing by the Learning Disability Specialist.

3. A DSS Counselor, in consultation with the student, identifies educational limitations and determines academic accommodations.

4. Student shows a DSS Letter of Accommodations to instructor in a timely manner.

5. DSS assists instructor in providing accommodations, as needed.

<u>Instructor's Role in Providing Accommodations</u>

Instructors play a key role in the accommodation process. The level of involvement faculty will have in the accommodation process will vary depending upon the following factors: the type of accommodation prescribed, the setting for the accommodation, and the functional limitation of student's disability. Faculty are always welcome to supply any educational accommodation as this promotes integration rather than segregation of the student with a disability. Universal Design Learning Principles (more detail below) assist instructors in the delivery of their educational content so as to include every student regardless of disability.

It is important for faculty to include on the syllabus a short statement advising students of the process to request accommodations from the instructor.

The following is a sample ADA statement for inclusion that can be listed on course syllabi:

North Orange Continuing Education is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. Verification of the disability must also be provided. Disability Support Services functions as a resource for students and faculty in the determination and provision of the accommodations.

How to Refer a Student to DSS

If a student has a disability and requests accommodations or services, refer the student to DSS. It is likely that there are students in your classroom who you suspect may need special accommodations. If you decide to approach the student to discuss a possible need for services, please be sensitive that the student may either be reluctant to discuss his/her disability, or may have difficulty explaining it to you.

Since many students do not have a clear understanding of their disabilities, they may equate it with being stupid or unable to learn. Because of this lack of disability awareness, there are still stigmas attached to the word. No one wants to be acknowledged as disabled, so sensitivity and open-mindedness are crucial during your conversations.

When speaking **privately** with an individual student whom you suspect of having a disability, try the following:
- Give specific examples of the reason for your concerns.
- Ask the student to describe his/her educational history. Listen to determine if her/his difficulties are long-standing or situational. If they mention special education or "IEP" in middle or high school, this is a great transition into the "DSS talk". You might say, "Well, did you know that NOCE also offers programs and services for students with disabilities?"
- Ask what they are doing, or would be willing to do, to improve their academic performance.
- Inform the student that there are services available that address learning difficulties and that help students to be more successful.
- If appropriate and possible, offer to accompany the student to the DSS office for an appointment to speak with a specialist.

If you are still unsure of how to approach a student you suspect might have a disability, someone in DSS would be happy to discuss this with you. Call the DSS office at (714) 484-7057.

It would also be helpful to announce in class at the beginning of each trimester and to place a disability services statement in your syllabus. For example: *"Any student who feels she/he may need an accommodation based on the impact of a disability should contact Disability Support Services (DSS) at (714) 484-7057 to schedule an appointment."*

IMPORTANT NOTE: Maintaining student confidentiality is critical.

Appeals/Complaints Procedures

North Orange Continuing Education (NOCE) strives to treat all students equitably and fairly. In regard to accommodating students with disabilities, NOCE complies with all state and federal laws and regulations including Title 5 of the California Education Code, Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990. Any student who believes that there has been a violation of the regulations is encouraged to discuss the matter with the Disability Support Services (DSS) Director.

Although DSS prides itself on providing appropriate accommodations in a timely manner, there are rare instances in which students feel that they have been treated unfairly. In cases in which students have complaints about services or accommodations they should contact the DSS office to schedule a meeting with the Program Manager. If preferred, students may submit a letter of complaint or complete a

complaint form that is available in the DSS office. The Program Manager will investigate the complaint and make every effort to issue a written response within three weeks of the initial contact with the student.

If students are dissatisfied with the Program Manager's decision they may appeal in writing* within three weeks to the DSS Director. The Director will also investigate the complaint and endeavor to issue a written decision within three weeks of receipt of the appeal.

Students who are dissatisfied with the Director's decision may file a written appeal within three weeks to the Dean at the appropriate site. The Dean will strive to issue a decision within three weeks of receipt of an appeal. Any further appeals must be submitted to the Provost, NOCE.

Timelines shown for submitting and ruling on complaints and appeals may be extended at the discretion of the DSS Director or the Administrator investigating the complaint. In situations in which the Administrator is unavailable to review a complaint (e.g., he/she is ill, on vacation or away on business), an alternate administrator will be designated to carry out the procedures.

Questions about the Appeals/Complaints Policy and Procedures should be directed to the DSS Director or Program Manager.

* Students who have difficulty with writing or reading may request accommodations from the DSS office to assist in filing a complaint or appeal. All appeals must be in writing and signed by the student.

Using Universal Design for Learning (UDL) Principles in Instruction

According to Sheryl Burgstahler, Ph.D. (http://www.washington.edu/doit/), Universal Design for Learning (UDL) is used to develop course instruction, materials, and content so that students of all learning styles benefit without supplemental adaptation or retrofitting. UDL provides equal access to learning, not simply equal access to information. It allows the student to control the method of accessing information while the instructor monitors the learning process and initiates any beneficial methods.

Although this design enables the student to be self-sufficient, the instructor is responsible for imparting/assessing knowledge and facilitating the learning process. It should be noted that UDL does not remove academic challenges; it removes barriers to access and increases success.

UDL is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized re-design. Making a product accessible to people with disabilities often generates unanticipated benefits for others. For example, the captioning of course videos (which provides access to deaf students) is also a benefit to students for whom English is a second language, to some students with learning disabilities, and to those with and without disabilities who are watching the video in a noisy environment.

Designing web resources in accessible formats as they are developed means that no re-development may be necessary if a student with a disability enrolls in the class. Allowing all students access to your class notes and assignments on an accessible web site can eliminate the need for providing material in alternative formats.

Employing UDL principles does not eliminate the need for specific accommodations for students with disabilities. For example, sign language interpreters are often needed in classroom settings for deaf and hard of hearing students. Nevertheless, the need for extra accommodations is minimized.

Who Benefits
- All students.

Principles
- Identify the essential course content.
- Clearly express the essential content and any feedback given to the student.
- Integrate natural supports for learning (i.e., using resources already found in the environment such as a study buddy).
- Use a variety of instructional methods when presenting material.
- Allow for multiple methods of demonstrating understanding of essential course content.
- Use technology to increase (not decrease) accessibility.

Implementation
- Put course content **online** allowing students to "pick up" material missed in lecture.
- Use **peer mentoring, group discussion**, and **cooperative learning** situations rather than strictly lecturing.
- Use **guided notes** to enable students to listen for essential concepts without copying notes off of overhead.
- Update course materials based on current events and student demands.
- Provide a **comprehensive syllabus** with clearly identified course requirements, accommodation statement, and due dates.
- Vary **instructional methods, provide illustrations, handouts, auditory** and **visual aids.**
- Clarify any feedback or instructions, ask for questions, and use multiple examples.
- Relate a new topic to one already learned or a **real-life example**.
- Secure a note-taker, allow the student to tape record lectures or provide him/her with a copy of your notes. Use a digital recorder to record lectures and transcribe them into text for distribution or uploading to the web.
- Allow the student to demonstrate knowledge of the subject through **alternate** means.
- Permit and encourage the use of **adaptive** technology.
- Develop **study guides**.
- Have all handouts and text-based materials readily available in electronic format.

- Give shorter exams more frequently.

Helpful Hints:
- Make your "visuals" ready for delivery in alternate/accessible format.
    1. PowerPoint and PDF files can be made accessible with help from the TEC or DSS.
- Have handouts, tests, etc. available in electronic format ready to convert to alternate format in a timely fashion.
- Have make-up exams ready for a multitude of reasons such as illness, family emergency and extended time for testing accommodations.
- Use all available DSS resources to assist you in the provision of educational accommodations.
- Use MathType or other accessible software when putting any mathematical or scientific equations on paper or electronic file.
- Have your textbook list available EARLY so transcribing into an alternate format of it can be performed in a timely fashion.
- Always play it safe and consult with DSS when any uncertainties arise. DSS is there to assist you in the timely, accurate and reasonable provision of your educational content to students.

Web Accessibility Guidelines

When creating web pages and online content, consideration should be taken regarding who is viewing the site and what devices are being used to view the site. Accessible web design allows people with disabilities equal access to electronic information.

These tips were taken from W3C-Web Accessibility Initiative:
- Images & animations -Use the alt attribute to describe the function of each visual.
- Image maps -Use client-side MAP and text for hotspots.
- Multimedia -Provide captioning and transcripts of audio, and descriptions of video.
- Hypertext links -Use text that makes sense when read out of context. For example, avoid "click here."
- Page organization -Use headings, lists, and consistent structure. Use CSS for layout and style where possible.
- Graphs & charts -Summarize or use the long desc. (long description) attribute.
    - Scripts, applets, & plug-ins-Provide alternative content if active features are inaccessible or unsupported.
- Frames -Use NOFRAMES element and meaningful titles.
- Tables -Make line-by-line reading sensible.
- Check your work -Validate. Use tools, checklists, and guidelines

For more information on accessibility, please see the following URLs:
http://www.w3.org/TR/WCAG   http://www.cast.org/bobby   http://www.webaim.org

Closed Captioning of Videos and DVDs is Required

Both state and federal law requires all educational materials be accurately captioned regardless of the presence of a deaf or hard hearing individual(s). Creating a video library that is accessible ensures you are able to accommodate any student from the first day of instruction. Review your media material in advance to ensure it meets the above requirements. If the material is not captioned accurately, it cannot be shown in class nor posted on any student supplemental material forum. NOTE: Even though a video displays the "CC" option, often the captions are created with "Auto-Captioning" software. Auto-Captioning is notorious for inaccuracies. Please click on the "CC" option and choose materials that offer "Captions" only.

The use of a transcript or an interpreter is not a substitute for access to video content. Please do not ask the interpreter to do so. The attempt at interpreting or live captioning a video creates further confusion on the part of the student.

1. All videos or DVDs used in your classroom as well as any new DVDs purchased for classroom use must contain closed captioning.
2. Inquire whether your videos are captioned by looking at the video/DVD container which usually includes a statement about captioning or carries the initials "CC".
3. If you need more information about closed-captioning, please contact DSS.

Frequently Asked Questions

Is DSS the same as Special Education?
There is no special education in postsecondary education. The Individuals with Disabilities Education Act (IDEA), the federal law that applies to education of students with disabilities in K-12, does not apply to postsecondary schools. Because K-12 education is mandated while postsecondary education is not, the rights and responsibilities of students with disabilities are different in K-12 than in college. The primary focus of postsecondary disability services is to ensure that students with disabilities receive classroom accommodations to which they are legally entitled. The law mandates equal access to instruction but does not require fundamental alteration of a program.

Who is responsible for determining appropriate accommodations?
Disability Support Services (DSS) has the obligation and the professional expertise to determine appropriate accommodations. Accommodations are based on documentation collected from a student with a disability and on the student's functional limitations.

Are all students with disabilities registered with disability services?
No, it is likely that some students with disabilities have chosen not to register with DSS or they may not have completed the required documentation and intake process to establish eligibility. These students must still provide professional verification of a disability and have the right to accommodations based upon the ADA and Section 504. Instructors should not attempt to verify a disability and should refer a student who is asking for accommodations to DSS or the District ADA/504 Compliance Officer if they choose not to use DSS. Once verified, the accommodations will be prescribed and a plan developed to provide the accommodation. All of this is completed assuming that timely notification was provided at each step.

Do I have the right to know the nature of a student's disability?
The information regarding a student's disability should be shared only when there is a compelling reason for disclosure. The U.S. Department of Justice has indicated that a faculty member generally does not have a need to know what the disability is, only that it has been appropriately verified by the office assigned this responsibility on behalf of the institution. Students may submit their verification to DSS without disclosing to the instructor the specific nature of their disability. Upon a student's request for accommodations, the college and the instructor are required by law to properly accommodate the student.

What if a faculty member does not allow accommodations?
Federal law, state law, and Board policy state that the institution is mandated to provide equal access. In the area of academic accommodations, the role of DSS is to assist the college and instructors in meeting their legal obligations to students with disabilities. If an instructor receives an accommodation form and doesn't understand or disagrees with the accommodation, it is the instructor's professional responsibility to contact DSS to discuss the issue. In the event the instructor discusses the issue with DSS and there is still disagreement, the District 504/ADA Compliance Officer will review the case and make an interim decision pending resolution through the student grievance procedure. Until a decision is made, the accommodation must be provided. Disallowing the accommodation or telling the student, "You don't need this," or "I don't believe in learning disabilities," is illegal and puts the instructor, college, and district at risk of legal action. Blatant denial of accommodation can also lead to the instructor being held personally liable.

May faculty give a failing grade to a student with a disability?
The law mandates access to education, not guaranteed academic success. When a faculty member has communicated clear expectations for performance to his/her students, has provided or allowed academic accommodations as authorized by DSS, has worked with DSS to ensure that course materials are accessible to the student if s/he needs alternate formats (e.g. braille, electronic text, large print, tactile graphics, video captioning) and the student does not meet the course requirements, then failing a student is proper and lawful.

Are faculty expected to accommodate disruptive behavior?
In the postsecondary setting all students, disabled or not, are expected to follow the Student Code of Conduct as found in the catalog. Sometimes it is assumed automatically that students with behavioral issues are students with disabilities and DSS receives phone calls asking that we intervene. Although some students with behavior problems may benefit from referral to DSS (especially if behavior is caused by undiagnosed learning disabilities, psychological disabilities, or frustration caused by lack of success in classes), to maintain confidentiality DSS staff cannot divulge if the student is already receiving DSS services. It is best to follow the standard college procedure if a student is disruptive.

Is extended time on tests unfair?
Many students with disabilities are put at a disadvantage by having to take timed tests. Examples of this include some students who process information slower as a result of a learning disability or brain injury, students who have mobility challenges and take longer to write or use a computer, or students who have various health impairments who fatigue easily and need breaks during long exams. DSS counselors authorize this accommodation to students who are justified for it so that they can demonstrate what they know.

I have quizzes every day in my class. Must all of these quizzes be administered outside of the classroom through DSS?
Testing accommodations also apply to quizzes. Some students will need access to a proctor, alternate format and/or extended time. Instructors are welcome to provide the testing accommodations as prescribed by the DSS Counselor and DSS can assist the instructor with this.

I have a policy of giving no makeup exams. Must I allow a student with a disability to make up an exam missed due to their disability?
If a student misses an exam for a disability/medically related reason and shows verification of an extenuating circumstance, it is highly recommended that the instructor consider allowing a make-up exam.

Will DSS administer all testing accommodations - extended time, alternate formats?
Understanding that the assessment of knowledge falls under the purview of the instructor, DSS will assist the instructor by administering testing accommodations and providing alternate formats when the instructor follows the policies and procedures of this accommodation.

Are general education and/or major requirements ever waived or altered for students with disabilities?
Under the provisions of Title 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, institutions of higher learning must not exclude a qualified student with a disability from any course of study, and must not establish rules and policies that may adversely affect students with disabilities. On a case-by-case basis, community colleges may find it necessary to modify requirements in

order to accommodate the student's disability. Modifications might include substitutions or waivers of courses or degree requirements.

What should I do if a student presents a request for accommodation only a few hours before an examination?
A good-faith effort should be made to provide reasonable accommodations whenever they are requested. DSS advises students to request accommodations at least a few days prior to an exam or prior to requesting other accommodations.

If the student is already doing well in the class, why is it necessary to provide any accommodations?
Title 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 establishes that students with disabilities must have equal opportunity. A student's good performance in class, including finishing exams on time, does not support the argument that the student is being provided equal opportunity. The student may still require accommodations in order to have equal opportunity in the classroom.

How do students know what services they need?
After the student's educational limitations have been identified by appropriate DSS professional staff or other qualified professional, the DSS specialist will meet with the student to complete an Academic Accommodation Plan (AAP), which not only lists the educational goals of the students, but identifies the appropriate services to accommodate the educational limitations.

What is an educational limitation?
An educational limitation means disability related functional limitation in the educational setting. This occurs when the limitation prevents the student from fully benefiting from classes, activities, or services offered by the college to non-disabled students, without specific additional support services or instruction as defined in Section 56005.

NOCE/DSS PROGRAMS

DSS classes are college-like classes funded through the North Orange County Community College (the College District's Budget with resources from the State of California). These classes are designed as an accommodation for students with ID (Intellectual Disabilities) and other disabilities with similar needs (students with ID in the more mild range).

The classes are geared for students to be as independent as possible in classes at a 1:24 ratio. Students are not supervised during breaks or lunches. The classes are scheduled similar to typical college classes, for example Monday/Wednesday 9:00 - 11:30 or Tuesday/Thursday 12:00 - 2:30. Students are strongly encouraged to only be on campus when they have a lawful purpose.

Students meet with a DSS Counselor to select 1-3 classes that meet their educational, vocational and/or personal goals. Full time status in the college district is 12-15 units or hours. Three DSS classes amount to 15 hours per week and will make the student a full time student.

Promoting Independence at school, work, and in the community is the ultimate goal of our program. Students become more independent, and increase their skills when they are put in a position of being responsible for themselves. We see tremendous growth and maturity in our students!

DSS classes are usually offered in clusters of three courses (Fall, Winter, Spring). Examples of the DSS classes include: Job Skills, Living More Independently, Mobility Skills, Banking/Bill Paying/Budgeting, Relationships, Human Sexuality, Cooking, Money/Consumer Skills, Basic Reading, Self-Advocacy, Computers, Communication Skills for the Job, Social Skills, and Community Resources. Students attend for approximately 4 years and then graduate like most other college students.

ARISE Lab (Academics, Relationships, Independence, Self-Advocacy, & Emotional Health)

The ARISE lab has been established to provide additional support to students with Autism Spectrum Disorder (ASD) and students with similar needs so that they can transition, persist, and complete their postsecondary educational goals. Examples of instruction and services provided in the ARISE lab include:

- A dedicated safe space for students to go when they feel overstimulated or overwhelmed
- Specialized lighting, equipment, furniture and materials that make the lab a safe, calm, comfortable place to be
- A lab that is staffed by a DSS Counselor who provides counseling and instruction
- An instructional assistant with expertise in serving students with ASD
- 1:1 and small group counseling
- 1:1 and small group instruction
- The lab focuses on providing counseling and instruction that helps students with executive functioning skills, decision making, problem solving, social skills, developing organizational skills, understanding social cues, communication with other students and faculty, understanding what their own physiology is telling them (e.g. overwhelmed, frustrated, etc.), requesting services and accommodations, and much more
- Professional development, training, and technical assistance to other faculty and staff on campus so that they can better support students

Eligible Students:
- 18 years of age or older
- Have verifiable disability
- Enrollment in at least one class through NOCCCD

The ARISE lab is located in Room 404 at the NOCE Anaheim campus. Services are also provided to students at both the Cypress and Wilshire Centers, with lab hours and location varying each trimester. Please contact Casey Sousa at 714-808-4932 or csousa@noce.edu for additional information.

College to Career (C2C)

NOCCCD is currently one of 8 educational institutions in California receiving funding from The Department of Rehabilitation (DOR) for the College to Career program. C2C is an educational program designed to promote inclusion of students with intellectual disabilities into postsecondary education while pursuing individual employment goals. The C2C program is designed to improve employment outcomes for individuals with intellectual disabilities. Through inclusion in postsecondary education, persons with intellectual disabilities can expand the range of jobs available to them. NOCCCD works in partnership with the Regional Center of Orange County, DOR, faculty, and employers to provide prevocational and vocational services to students with intellectual disabilities. C2C enrollment ranges from one to three years and includes educational and vocational support.

Students are eligible for C2C if they:
- Are a Regional Center of Orange County consumer
- Are at least 18 years of age
- Are eligible for Department of Rehabilitation
- Have a documented diagnosis of an intellectual disability
- Have an educational goal leading to employment

Educational and vocational supports offered through C2C can include assistance with coursework, access to adaptive technology, support in study skills, notetaking strategies, organizational techniques, employment readiness preparation, and job placement assistance. Twenty new students are accepted into the C2C program through an application and interview process each year. Applications are typically available at the beginning of each new calendar year.

Workability III (WAIII)

Workability III is a program dedicated to assisting work-ready and prescreened college students with preparing for, developing, and retaining meaningful and on-going employment. WAIII is a collaborative program between NOCE and the Department of Rehabilitation (DOR). Students from NOCE, Cypress College, and Fullerton College are referred to the program by counselors, instructors, and other staff members. Students meet with a vocational specialist and employment experts to determine skill-sets, vocational aptitudes, and work-readiness.

Eligible Students:
- 18 years of age or older
- Have verifiable disability
- Possess necessary documentation to work
- Enrollment in at least one class through NOCCCD

WISE PROGRAM   (Work, Independence, & Self-Advocacy through Education)

WISE is a collaboration between regional center and NOCE. Regional center vendors the WISE program and pays a daily rate. The NOCCCD (North Orange County Community College District) also supports the program with fiscal resources. The same class subjects are taught; however, instead of individual classes, the subjects are woven together in a weekly curriculum. The WISE program has the same general philosophy of promoting independence with students as with the DSS Special Classes; however, students in the WISE program have ID with skills that dip more toward the moderate range. These students need closer instructional support (1:4 ratio). It is a supervised program, however, our students still tend to be very independent, e.g. they all can use the restroom independently. The WISE program has all the same reporting and Quality Assurance requirements as any other regional center vendored program. Regional center staff often hold annual reviews and other meetings at school with the student, NOCE Faculty, and the family. There is more direct communication between the faculty and family members. The program provides supervision, and students stay together Monday through Friday from 9a-2:30p. It is a 5 year program, and once the *5 years are complete the students will graduate*.

IVES PROGRAM   *(Independent Vocational and Educational Supports)*

IVES is a program vendored by the regional center. It allows students individualized support to successfully complete postsecondary educational programs, to increase their opportunities to become employed in competitive employment of their choice and to gain and sustain employment. IVES can provide educational support in the areas of: executive functioning skills, self-understanding of sensory issues, problem solving, organizing, verbal and nonverbal communicating, basic skills tutoring, social mentoring, building skills needed to live and work independently. IVES can provide vocational support in the areas of: employability skills, employment searching skills, interviewing skills, job acquisition and job coaching on the job. IVES students may receive up to seven hours of support per week. IVES is not a behavior management service.

Entrance criteria for IVES:
- Regional Center consumer
- At least 18 years of age
- Have transportation to/from campus or a worksite
- Able to be unsupervised
- Adhere to a mutually agreed upon schedule with Educational/Job Coach
- Demonstrate measured progress towards an educational/vocational goal

Mobility Skills Training Program

NOCE DSS offers roundtrip bus training between home, work, and/or school. The program receives funding from the Job Access Reverse Commute (JARC) grant through the Orange County Transportation Authority (OCTA).

One-On-One Training

A mobility trainer works with the student to plan a personal bus route to and from work, school, and/or home, teaches the student the requested route, through one-on-one instruction, provides instruction for reading the bus book, and provides support in learning to interact safely in the community. There are three phases of training: Phase I is side-by-side training where the mobility trainer creates a personalized bus route and trains the student through side-by-side instruction on various schedule appointments. The student is tested and evaluated to determine current level of safety procedures while taking the city bus. In Phase II, the shadowing phase, the mobility trainer sits in the back of the bus and observes the student

from afar noting how the student follows safety rules, pull the cord on landmarks, and utilize their learned route. Phase III is following the bus. The mobility trainer arranges and observes the student applying their route at the exact designated times and locations previously observed/practiced from a separate car that follows the bus.

A student can participate in One-On-One Mobility Training at any time throughout the academic year. To be eligible for training, a student needs to have a verifiable disability. A student *does not* need to be currently enrolled in NOCE and/or DSS to participate in Mobility Training; however, he/she does need to have a student ID through NOCCCD.

Bootcamp

The Mobility Bootcamp is offered in the summer and winter terms. This course teaches students how to access their community through OCTA. Students learn route preparation, including to plan a bus route, identify timely routes, create physical landmarks in recognizing bus stop locations, as well as basic knowledge in reading a bus book. Students learn safety in the community, such as personal etiquette, how to be safe in their community, and what to do in case of an emergency. Students learn about employment options through tours and visiting different places of employment. Students also learn community resources as they become more familiar with their community.

Resources

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

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

Assistive Technology Resources
Archimedes Project, University of Hawaii
http://archimedes.hawaii.edu/

Center for Applied Special Technology
http://www.cast.org/bobby

Equal Access for Software and Information (Project EASI)
http://people.rit.edu/easi/

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

Web Accessibility Homepage
http://www.w3.org/wai

Web Aim
http://www.webaim.org

Deafness and Hearing Loss
American Speech-Language-Hearing Association
http://www.asha.org

National Information Center on Deafness, Gallaudet University
http://clerccenter.gallaudet.edu/

Postsecondary Education Programs Network Online training courses and resources
http://www.pepnet.org

Disability Organizations and Information
Association on Higher Education and Disability (AHEAD)
http://www.ahead.org

California Association for Postsecondary Education and Disability
http://www.caped.net/

Clearinghouse on Disabilities and Gifted Education
http://www.hoagiesgifted.org/eric/

Heath Resource Center, American Council on Education
http://barrier-free.arch.gatech.edu

National Institute of Neurological Disorders and Stroke - National Institute of Health
http://www.ninds.nih.gov/

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

University of Washington DO-IT Program The Faculty Room
www.washington.edu/doit/Faculty/

Ergonomics
Kinesis Corporation
http://www.ergointerfaces.com

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

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

National Center for Learning Disabilities
http://www.ncld.org

Low Vision and Blindness
American Foundation for the Blind
http://www.afb.org

Links to many sites on vision impairment
http://www.nyise.org/blind.htm

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

Mobility Impairment
Mobility International USA
http://www.miusa.org