##

## 21250 Stevens Creek Blvd. Cupertino, CA 95014 Revised December 2020 G. Salas

## ****Disability Information Student Handbook****

### Section One: Coming to De Anza College

## ****Welcome****

The faculty and staff in the Disability Support Programs and Services (DSPS) Division at De Anza College welcomes you!

You have made a wonderful choice in coming to the community college to pursue your personal goals.  De Anza is an enriching environment, with tremendous opportunities for growth and enjoyment and many caring people among the staff and students. You may well find your “niche” in this nurturing and stimulating place.

Our objective is to help you with the goals you set, so that when you leave De Anza you have the skills you need for new adventures and accomplishments.  For more than forty years, the DSPS programs have done just that for hundreds of students like you.  We look forward to working with you to make your time at De Anza memorable and successful.

Disclaimer: Every effort has been made to ensure that the Handbook is factual and accurate. However, it is for informational guidance purposes and its provisions are not to be regarded as an irrevocable contract between the student and the college. Content is reviewed and revised as needed

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### Section One: Coming to De Anza College

## How to Use this Handbook

This Handbook was written to help you learn how to become an:

* Effective advocate for yourself, and
* An informed consumer of the educational and disability services

To get started, here are two major requirements students need for success in college:

1. Critically evaluate your educational needs (disability-related or not), and
2. Determine how to get those needs met

**These are accomplished by:**

* Developing self-understanding, communication and day-to-day management skills,
* Learning about the services, accommodations and programs available to you, and
* Learning the guidelines and procedures to use services effectively

We hope this Handbook will help you with these processes.

Begin by reading the [DISH Table of Contents](http://deanza.edu/dsps/dss/dish.html) to see the topics and information covered.

Pay particular attention to **Section Two: Using Disability Services and Accommodations**.
This section contains essential information on how you as a student with a disability can receive the academic adjustments, auxiliary aids, and services you need to be on equal footing with the other students in the classroom. It details the steps to receive services and the guidelines governing their use. It also advises you how you can resolve and handle disagreements and conflicts.

Use **Section Four: Success Strategies**, to increase critical student skills and compensation strategies.

Familiarize yourself with the Emergency Procedures listed in **Section Five: Campus and Community Life**.   These will be critical in the event that the campus must ever be evacuated.

Print relevant pages of this Handbook and keep them readily available for review during your time at De Anza College.

You will find some duplication of information in different sections. This is done to ensure that you have all the facts you need.

If anything is unclear, ask your Disability Support Programs and Services counselor. They are here to help you successfully chart and navigate your educational course. If necessary, they can clarify the guidelines and the Handbook information that you will be held responsible for knowing in order to use services.

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### Section One: Coming to De Anza College

### Disability Support Programs and Services

#### **Disability Support Programs and Services Division**

#### **Goals Statement**

De Anza’s [Disability Support Programs and Services Division](http://deanza.edu/dsps/) offers a comprehensive program of academic adjustments, auxiliary aids, services, and educational assistance instruction in order to:

* **Deliver**to students with disabilities those essential academic support services that promote equal access and opportunity and that help students realize their academic capacity.
* **Design** and implement educational assistance courses not offered in the college’s curriculum that meet special disability-related educational needs, with an emphasis on those that contribute to students’ educational and vocational goals.
* **Advocate** for the needs and interests of students with disabilities within the campus community.
* **Empower** students with disabilities to advocate on their own behalf.
* **Assist** the college in meeting its legal and educational code obligations.

#### **Key Area Descriptions**

* Disability Support Services
Academic adjustments, auxiliary aids, and services for students with disabilities:
* Deaf and Hard of Hearing Services (DHHS) -
* Sign language interpreting and
* Captioning
* Learning Disabilities Support Team
* Computer Accessibility Lab (CAL)
* Adapted Physical Education (APE)
* De Anza - HOPE Service

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### Section One: Coming to De Anza College

### Learning About De Anza College

#### **Learning About De Anza College**

There are a number of ways to learn more about De Anza’s services and educational programs.

####  **College Web Sites**

De Anza has a comprehensive and accessible website at www.deanza.edu.  Most all the information a student might need is available there, including the college catalog, class schedule, academic calendar, information about all the degrees, certificate and transfer requirements.  Each college service, such as Financial Aid, Counseling, Health Services, etc. maintain up to date information on their specific pages.  Each academic Division hosts information about their classes, news, events, etc.  Many faculty members have their own pages for their course information.  The web sites often include many relevant links to connect with additional useful information.  All students should familiarize themselves with the website and what it can offer to help them get the most of their experiences.

#### **College Publications**

The De Anza College Catalog is updated and published yearly and is available in print, on-line and in alternate format, on request. It contains all the essential information about De Anza’s educational programs and policies. The catalog requirements in effect for the year you enter De Anza remain the ones you must meet, as long as you maintain enrollment. Keep a copy in your files. The schedule of classes, available only on-line, lists all courses offered for a given quarter.

The college’s individual divisions and departments also maintain websites and may also print publications with essential information. A weekly student paper, La Voz, is published by and for students. It's available in print and distributed on campus on Mondays and is available to be read on-line.  Use all these to become informed about the college. To request college information in alternate format, see the Disability Information Student Handbook (DISH), Section 2: Using Disability Services and Accommodations, "Alternate Media."

#### **DSPS Programs' Information Meetings**

Students interested in the general services available through Disability Support Programs and Services should attend a small group Information Meeting. These are held monthly.  Dates and times are published in the schedule of classes, on the DSS Homepage or you may check with DSS.

If you are unable to attend, or need a personal consultation regarding eligibility, you may make an information appointment with a counselor in DSS.

#### **General College Orientation Classes**

Students with disabilities who are new to De Anza are strongly encouraged to participate in the  New Student Orientation Process. This process equips students with essential information to plan an educational program and use the broad array of programs which support student success.

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### Section One: Coming to De Anza College

### Fees and Financial Information

#### **Disability Support Programs and Services Division**

#### **Fees and Financial Information**

#### **Cost to Attend**

De Anza College fees are set by the state of California and are subject to change. Although community colleges are less costly to attend than other colleges, the enrollment, lab, student body and health fees, as well as books, materials, and transportation can add up to a substantial sum each quarter. Students who do not meet California residency requirements and foreign students pay a tuition fee in addition to regular fees. Current fee information is printed in the Class Schedule. Fees and tuition are payable at the time of registration.

The DSPS programs do not have any funds to grant or loan to students. There is no separate financial aid program for students with disabilities. We encourage you to apply for the general financial aid programs and assistance administered by the college, and scholarships and disability benefit programs administered by the state and federal governments. The Disability Support Services' Counselors, the Learning Disability Specialists, and the [Financial Aid](http://deanza.edu/financialaid/) office can help you with more information.

#### **Student Financial Aid**

Although there is no separate financial aid program, students with disabilities often qualify as any student does for a number of programs, including:

##### **Fee Waiver**

The Board of Governors grant fee waivers which enable low-income students to pay a smaller portion of the enrollment fees. Students who receive Supplemental Security Income (SSI) are eligible once they supply verification information and file a BOG-W application form. Other low-income students may also qualify. Check with the Financial Aid office. Students registering through Disability Support Services can be helped by their DSS Counselor or LD Specialist to file for the waiver. Fee waivers are valid for up to one year and need to be renewed each spring for the following academic year.

##### **Grants and Loans**

The Financial Aid Office administers a number of federal and state grants and loans. You must fill out a Free Application for Federal Student Aid [(FAFSA) online](http://www.fafsa.ed.gov/) in order to establish eligibility and for the college to determine any award. If you need assistance with completing your FAFSA, or if you have exceptional financial circumstances due to your disability, check with the Financial Aid office or Disability Support Services.

De Anza also offers campus-based assistance, such as the Book Loan program and other special assistance. Financial Aid or your DSS Counselor or LD Specialist can help you determine if you are eligible for these.

##### **Scholarships**

The Financial Aid office provides information and applications for a large number of on-campus and off-campus scholarships.

Both the college and the community offer a number of excellent scholarships targeted for students with disabilities. Among these are the following, most of which are awarded annually. Among these have been the:

* Carl Brown Memorial Scholarship (All Disabilities)
* Keith Goodin Memorial Scholarship (Math)
* Gerard Hagan Technology Scholarship
* Dale M. Schoettler Memorial Scholarships (Physical Disabilities)
* Seth Stauffer Memorial Scholarship (Learning Disabilities)
* David Wolin Memorial Scholarship (Math)

Announcements for these are posted in the Financial Aid office, on-line and in the Disability Support Services offices. Deadlines vary, but many campus scholarships are due in February. Specific eligibility and application procedures are listed in the scholarship announcements.

Disability Support Services offers scholarship workshops in winter quarter.  Application assistance is available from the programs' DSS Counselors or LD Specialists.

##### Disability Support Services' Book Scholarships

Disability Support Services is able to provide book scholarships to eligible students each quarter.  Because funding for these scholarships is through the Dale Schoettler Memorial Scholarship fund students must meet the eligibility requirements set forth in the bequest.  Students must have a verified physical disability to apply for the scholarship, and then meet additional criteria.  See a DSS Counselor or LD Specialist or see the Book Loan/Scholarship page in Section 2 of the DISH for more information.

##### **California State Department of Rehabilitation**

The [Department of Rehabilitation](http://www.dor.ca.gov/) assists individuals with disabilities to obtain employment and live independently in their communities. Services are based on eligibility criteria established by law. Rehabilitation plans are developed for each individual client. Among the assistance they may offer their clients is help with training costs such as fees, books and materials, transportation and necessary assistive equipment.

If you are a client of the Department of Rehabilitation, your DSS Counselor or LD Specialist can assist in coordinating your De Anza program with your rehabilitation plan. If the Department pays your fees, we will advise you about how to have your authorization sent to the college and how to arrange for the purchase of books and supplies.

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### Section One: Coming to De Anza College

### Transportation to and From Campus

#### **Transportation to and From Campus**

#### **VTA Bus Transit**

Valley Transit Authority (VTA) of Santa Clara County serves De Anza College with several bus lines. Check the current [De Anza Campus Map](https://www.deanza.edu/maps-and-tours/) for line numbers and stops adjacent to campus or call VTA information at 408-321-2300 or go to: [http://www.vta.org](http://www.vta.org/)  The 23 bus line makes a stop on-campus in front of the Registration & Student Services building. ([click here for downloadable map pdf](https://www.deanza.edu/fleamarket/documents/campus-map-w-flea-market.pdf) )

##### **Paratransit ID Card**

Passengers with a valid [Paratransit ID Card](http://www.vta.org/getting-around/Paratransit/Accessibility-Paratransit-Service) receive free rides on VTA Local, Express bus service and Light Rail. The pass is not honored on Highway 17 Express, Dumbarton Express, Caltrain and Sports Service.

##### **VTA Eco-Pass**

The **VTA Eco Pass provides all De Anza students** unlimited rides on [Santa Clara Valley Transportation Authority (VTA)](http://www.vta.org/) buses and light rail within Santa Clara County for the duration of a quarter term. The Eco Pass is valid only for VTA services within Santa Clara County.

#### **VTA Paratransit Service (ACCESS)**

Students with disabilities may qualify for VTA para-transit service and may be able to use allotted rides for transportation to and from campus. Designated drop-off/pick-up locations are in front of the Registration & Student Services (RSS) building and at P.E. 13 [(DSPS locations map)](https://www.deanza.edu/dsps/pdf/campusmap_atc209.pdf). For information on qualifying for VTA para-transit service or for specifics about arranging rides, call 408-321-2300 or go to: <http://www.vta.org/getting-around/paratransit/accessibility-paratransit-service>

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### Section One: Coming to De Anza College

### Maps

#### **Maps**

The [Main Campus Map](https://www.deanza.edu/maps-and-tours/documents/campus-map-01.22.2020.pdf) indicates all campus buildings, parking lots, and VTA bus stops and Paratransit drop-off/pick-up locations at Staff/Student Lot A and PE 1.
The [DSPS Campus Map](https://www.deanza.edu/dsps/pdf/campusmap_atc209.pdf) specifically indicates the locations for:

* Adapted Physical Education (APE),
* Disability Support Services (DSS)
* DSS Counselors and LD Specialists),
* Learning Disabilities Support Team
* Mobility Services
* Alternate Media
* Deaf and Hard of Hearing Services (DHHS),
* DSS Tutorial Center,
* Test Accommodation Center,
* Computer Accessibility Lab (CAL),and
* DSPS Division Office

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### Section One: Coming to De Anza College

### Placement Testing

#### **Placement Testing**

Placement testing, also called advisory assessment, helps students identify their skill levels in English, Math and Science. This information is a critical key to selecting the correct classes and for planning an educational program leading to a certificate, degree or to transfer to a university.

As advised by De Anza's DSS Counselors or LD Specialists, it is strongly recommended that students complete these tests prior to starting classes or as early as possible in their college career.

Before students can enroll in certain basic courses in:

* Math,
* English,
* Reading, or
* English as a Second Language (ESL),

they must take placement tests or provide proof of applicable skill levels (in most cases by documenting the completion of prior college-level course work).

Certain advanced Math or Science courses such as Chemistry 1A or Biology 6A also require clearance by testing or authorization from the Assessment Center.

##### **For Students with Disabilities:**

Accommodations for placement testing are evaluated and coordinated by the Disability Support Services (DSS) office. However, many students with disabilities will be able take the placement tests without special arrangements or accommodations since many tests:

* Are not timed,
* Are given on a computer, and
* Can be taken on a drop-in basis.

For more disability specific information, go to: Placement Testing for Students with Disabilities

If you are a Disability Support Services (DSS) student and think you may need an accommodation for placement testing, or to make accommodation arrangements, contact Disability Support Services.

Not registered as a DSS student? For information on how to apply for accommodations/services and to schedule an appointment with a DSS Counselor or LD Specialist, go to: <http://deanza.edu/dsps/applynow.html>

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### Section One: Coming to De Anza College

### English as a Second Language (ESL) Learning

#### **English as a Second Language (ESL) Learning**

Individuals whose native language is not English may wish to bring an interpreter to an Information Meeting. Those who plan to enroll for classes at De Anza must take the ESL placement test in order to assess their English language skills.  Check with the [Assessment Center](https://www.deanza.edu/assessment/) in the Registration & Student Services Building.  This is necessary to determine appropriate class enrollment. Accommodations are available for placement testing for ESL students with disabilities.

Learning disability assessment and courses offered by the DSPS Division are conducted in English. ESL students with disabilities who are otherwise qualified for De Anza enrollment and disability-related services will be assisted to obtain appropriate classroom accommodations.

To learn more, read about Placement Test Accommodations in Section 2 under General Accommodations.

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### Section Two: Using Disability Services and Accommodations

### The Basic Questions

#### **The Basic Questions**

1. [Who is eligible to receive Academic Adjustments, Auxiliary Aids, and/or Services?](#Question_1)
2. [Who can benefit from Academic Adjustments, Auxiliary Aids, and/or Services?](#Question_2)
3. [New Question to be added here.](#Question_3)
4. [How do I establish my eligibility to receive Academic Adjustments, Auxiliary Aids, and/or Services?](#Question_4)
5. [What are Academic Adjustments, Auxiliary Aids, and/or Services?](#Question_5)
6. [How are Academic Adjustments, Auxiliary Aids, and/or Services Determined?](#Question_6)
7. [Who is responsible for arranging Academic Adjustments, Auxiliary Aids, and/or Services?](#Question_7)
8. [What is the instructor's role in providing Academic Adjustments, Auxiliary Aids, and/or Services?](#Question_8)

##### **1. Who is eligible to receive Academic Adjustments, Auxiliary Aids, and/or Services?**

Students may be eligible if:

* There is an impairment that limits one or more major life activities like walking, seeing, hearing, learning, reading.
* The impairment is significant enough to prevent obtaining full benefit from classes, activities, or services of the college with or without reasonable accommodations such as academic adjustments, auxiliary aids, and/or services” (see DISH, Section 2, Using Disability Services and Accommodations at : "About Accommodations and Services", "General/College-Wide Accommodations and Services" and "Instructional/Classroom Accommodations and Services")
* Educational progress can be made as defined by the college’s academic standards and the student’s Academic Accommodation Plan (AAP) as written by the student and a Disability Support Programs and Services (DSPS) professional.

##### **2.  Who can benefit from Academic Adjustments, Auxiliary Aids, and/or Services?**

It is also important to consider the type of educational setting. For instance, most classes at De Anza:

* Begin and end in a 12-week period
* Enroll 20 or more students and
* Require a substantial commitment to study and work out of class

##### **What must students with disabilities be able to do in order to be successful?**

##### In order to be successful, all students, including those with disabilities, need to be able to:

* Profit from instruction by a teacher to a large group of students
* Work independently
* Complete outside assignments with a minimum of guidance
* Participate in small group and laboratory activities
* Attend to instructional activities which last a minimum of one hour
* Collaborate cooperatively with others in an educational environment
* Keep up with the pace of work required in a 12-week quarter system, as contrasted to an 18-week semester.

##### **4. How do I establish my eligibility to receive Academic Adjustments, Auxiliary Aids, and/or Services?**

* If you think you are eligible and want to request services, contact DSS to obtain information preferably before you enroll at the college, or as soon as possible after.
* Attending an Information Meeting is the best method, you can request this by contacting the DSPS department (DSS, APE, HOPE). (DISH, Section 1, Coming to De Anza College: "Learning About De Anza").
* [About Us: The De Anza Story](http://deanza.edu/about-us/)
* To become eligible for DSPS services, you will need to apply and provide your disability documentation. Qualified medical and other specified professionals outside of the college generally complete the forms for documentation of a significant impairments and related educational limitations.  (Apply Link-http://deanza.edu/dsps/applynow.html)
* Students with physical or psychological disabilities generally need to obtain a De Anza Disability Verification Formfor completion and return. (See DSS website at www.deanza.edu/dss for complete instructions.)   (Packet Link-http://deanza.edu/dsps/division\_forms.html)
* Students with documented learning disabilities should submit the appropriate outside testing results.  (See the DSS website for complete instructions.)  Those who do not have prior documentation, professionals on campus may be able to do the evaluation. (See DISH, Section 2, Using Disability Services and Accommodations: "Assessment for Learning Disability.") (Cant find on DSPS Webpage)
* You will meet with a DSS Counselor or LD Specialist to develop your personal Academic Accommodation Plan (AAP). This plan will address your educational goals and the academic adjustments, auxiliary aids, and/ or services you will need.

##### **5.  What are academic adjustments, auxiliary aids, and support services?**

Academic Adjustments, auxiliary aids, and support services consist of the following:

* Modifications to classes, programs, or course requirements
* Services required in order to participate in the educational programs

Examples of legally mandated accommodations include:

* Classroom interpreters
* Test accommodations
* Books in alternative format
* Academic adjustments, auxiliary aids, and services must address the educational limitations directly related to a student's disability. The objective in using these accommodations is to provide a student with a disability an equal educational opportunity to succeed.

Academic adjustments, auxiliary aids, and services are not to:

* Lower the college’s or the instructor’s academic standards
* Alter requirements essential to the course or program
* Give a student with a disability an advantage over other students
* Guarantee that a student will be successful
* Present an undue burden to the college

Many other student service programs on campus assist with student retention and success. De Anza offers services for students with disabilities that are not necessarily legally mandated accommodations, but which promote student achievement.

Examples of these services include:

* An on-campus shuttle service
* Specialized tutoring
* Targeted scholarships

Your DSS Counselor or LD Specialist can inform you of and assist you to obtain supportive services.

##### **6. How are Academic Adjustments, Auxiliary Aids, and/or Services Determined?**

A student who requests Academic adjustments, auxiliary aids, and/or services must:

* [Apply for services through Clockwork via MyPortal](http://deanza.edu/dsps/dss/applynow.html)
* Provide disability documentation
* Meet with a DSS Counselor or a LD Specialist to mutually determine the appropriate academic adjustments, auxiliary aids, and/or services

Academic adjustments, auxiliary aids, and services:

* Are decided on an individual basis
* Consider a student's educational history and accommodation preferences
* Are based on course requirements and the student’s educational limitations
* Are reviewed and evaluated for their effectiveness in providing equal access
* Are changed or discontinued as necessary

Your DSS Counselor or LD Specialist may recommend accommodations to you. Students should provide feedback on how their accommodations are working. It is assumed an accommodation is effective unless you report otherwise to the DSPS staff.

If you encounter a specific problem in a class that requires an accommodation not generally available, contact your DSS Counselor or a LD Specialist so that the problem can be reviewed, and a solution proposed.

##### **7.  Who is responsible for arranging Academic Adjustments, Auxiliary Aids, and/or Services?**

Students must make all accommodation requests in a timely manner, preferably before the quarter begins. It is always best to think about courses and their requirements ahead and try to anticipate accommodation needs. Generally, the student and DSS will work together to ensure accommodations are in place before a class begins.

If you feel comfortable you may discuss your accommodations with your instructor without disclosing your disability. There are sample dialogues in the Appendix to help you practice this. If you aren’t sure how to approach this, you may meet with your counselor for support.

The final determination of accommodations is determined by the DSPS office. Students need to contact their DSS Counselor or LD Specialist to request their quarterly accommodations.

Since you play a critical role in ensuring that accommodations are in place and appropriate, DSS has   developed a timeline checklist for you to use in planning for accommodations. See the DISH, Appendix: “Checklist for Planning Accommodations."

##### **8. What is the instructor’s role in providing Academic Adjustments, Auxiliary Aids, and/or Services?**

Once the instructor receives the request accommodation letter, they will collaboratively ensure the implementation of the DSPS authorized accommodations. (Sentence sounds awkward)
The instructor does not have the right to know your diagnosis nor do you have to share it. DSPS maintains high confidentiality standards and does not disclose your disability to anyone.

The instructor does have the right to:

* Confirm that you have documented your disability with the DSPS Division
* Understand what the appropriate accommodations are for a given situation
* Contact DSS if they have any concerns or questions
* Challenge an accommodation if they believe it poses fundamental alteration of the academic standards or presents an undue burden

In the event your instructor raises a concern about the accommodation or disagrees with it, you should contact DSS to review the situation before discussing it further with your instructor.

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### Section Two: Using Disability Services and Accommodations

### About Accommodations and Services

#### **About Accommodations and Services**

Accommodations are defined in Title 5 of the California Code of Regulations as:

* Academic Adjustments,
* Auxiliary Aids, and
* Services

Accommodations afford a student with a disability an equal opportunity to fully participate in and benefit from all college courses, programs, and activities.

Accommodations may include such things as:

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

Accommodations are required to relate directly to the student’s educational limitations and are designed to:

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

Accommodations must preserve academic integrity and must not:

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

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

Most accommodations fall into the following categories:

* Academic adjustments:
	+ Determined on a case-by-case basis
	+ Determined in a consultation process with the:
		- Student
		- DSS Counselor or LD Specialist
		- Instructor (as needed)
	+ Must NOT alter the:
		- Fundamental nature of the discipline
		- Established academic standards for the course or program

Physical plant and architectural accessibility

* Students are recommended to notify their counselor and complete the architectural barrier form.

Modification to policies, practices, or procedures

Provision of auxiliary aides and services

* Colleges and universities must provide auxiliary aids to ensure that students are not, in effect, excluded from courses, programs, services, and activities. These include such assistance as:
	+ Sign language interpreters,
	+ Real-time captioners,
	+ Assistive Technology
* Specialized equipment may be required, including equipment to make laboratories, computers, and information systems accessible. Likewise, media, distance learning courses, libraries, and information provided on the Internet must be accessible.
* Campus materials available to the public must be available in alternate formats upon request.Instructional materials requested by a student with print disabilities for a specific class must be translated in a timely fashion into an appropriate alternative format. Alternative formats may include:
	+ Large print,
	+ Braille, and
	+ Digital text made accessible by assistive technology.

(Add loan equipment options and add hyperlink to alt media and assistive tech)

ALT Media [http://deanza.edu/dsps/dss/alt\_media.html](http://deanza.edu/dsps/dss/alt_media.html%20)

CAL-[http://deanza.edu/dsps/cal/index.html](http://deanza.edu/dsps/cal/index.html%20)

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### Section Two: Using Disability Services and Accommodations

### Adapted Parking

#### **Adapted Parking**

##### With DMV issued DP placard or plate

Students who have a [**California Department of Motor Vehicles (DMV) Disabled Person (DP) parking placard or DP license plate**](http://dmv.ca.gov/pubs/brochures/fast_facts/ffvr07.htm) do not need to purchase a De Anza parking sticker.

With the California DMV Disabled Person (DP) placard or plate, parking is permitted in:

* Any specially marked disability blue parking space,
* Any student-designated parking space or lot, and
* Any staff-designated space or lot.
* Students displaying DMV issued DP plates or placards may also park in spaces marked for "30 minute" limit.

Parking is never permitted:

* In walkways,
* On lawns or landscaped areas, and
* Other locations generally considered illegal.

All parking lots at De Anza have specially marked disability blue parking spaces and all of them require that a California DMV Disabled Person (DP) placard or plate be displayed**.**

* Students who have a DMV placard, rather than a license plate, should ensure that the placard hangs on the rear-view mirror and is visible through the windshield at all times
* Vehicles without a DP plate or placard visible to Security officers will be ticketed
* Campus police are not permitted to reverse tickets
* Extra-wide specially marked disability blue parking spaces should be reserved for use by students using wheelchairs and para-transit vehicles, if possible

See the [detailed campus map](http://deanza.edu/maps-and-tours/) for the location of spaces for drivers with DMV issued DP placards or plates.

<http://deanza.edu/maps-and-tours/>  Link to campus map

##### **Without DMV issued DP placard or plate**

Students who **do not have a DMV issued DP placard or license plate** or are awaiting a placard or license plate, but whose mobility-related disability warrants special parking, can be issued a temporary De Anza College disability parking permit. Students can apply for the temporary disability parking permit for one quarter through DSS.  To obtain the temporary disability parking permit, students must:

1. See their DSS counselor or Learning Disabilities Specialist for authorization.
2. Purchase the college's regular Student Parking Permit.
3. Bring their regular Student Parking Permit and their automobile information (make, model, year and license number) to the DSS Secretary in RSS Building, room 141.
4. The temporary disability parking permit is valid only if displayed alongside the regular De Anza Student Parking Permit.  You will receive an additional hanger to display the temporary disability parking permit along with your regular campus parking permit.

With the temporary disability parking permit & Student Parking Permit, students **CAN** only park:

* In any general student lot or garage space and
* In staff lots or staff spaces with the **exception of STAFF LOT 1A**in front of the Registration and Student Services (RSS) building ([detailed campus map](http://deanza.edu/maps-and-tours/)).

With the temporary disability parking permit & Student Parking Permit, students

* **CANNOT park**in any of the parking spaces in Staff Lot 1A.
* **CANNOT park i**n the specially designated DMV "disabled person", blue parking spaces.
	+ These spaces are reserved for vehicles with DMV plates or placards only. Anyone without DMV plates or placard risks receiving a very expensive city parking citation which the campus cannot revoke.

### Section Two: Using Disability Services and Accommodations

### Adapted Equipment Loans

#### **Adapted Equipment Loans**

Students can borrow specialized equipment essential to access course requirements. Since loans are made for a temporary period, students are encouraged to purchase their own equipment when possible.

**Specialized equipment is available for loan through DSS and includes:**

* Digital tape recorders
* Portable closed-circuit print enlargers
* Assistive listening devices (DHHS)
* Daisy players
* Smart Pens
* Talking calculators

The state of California has a program to loan BrailleNote equipment which De Anza can participate in on an as-needed basis. See your DSS Counselor or LD Specialist.

#### **Steps to follow to borrow equipment:**

1. See your DSS Counselor or LD Specialist.
2. Sign an Equipment Loan form that describes the loan conditions and the equipment and accessories on loan.

#### **Guidelines:**

* Guidelines for borrowing equipment vary depending on the type of equipment borrowed.
* The Loan form will specify the return date and the policies for borrowing equipment.
* If a student fails to follow the guidelines, any future borrowing maybe affected or college records held.
* You may be asked to replace damaged or lost equipment.

#### **In addition:**

* The Computer Accessibility Lab (CAL) has a comprehensive list of assistive technology hardware and software in its lab and mainstream campus computer labs.
* The [Library](https://www.deanza.edu/library/services.html) provides two accessible computers, located on the first floor of the library, for students with disabilities.

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### Section Two: Using Disability Services and Accommodations

### Campus Accessibility

#### **Campus Accessibility**

De Anza College is an accessible campus of mostly one-story buildings built on a relatively level terrain, with elevator access to all two-story and three-story buildings. The [college campus map](http://deanza.edu/maps-and-tours/)**i**ndicates general access features on campus, including:

* Designated blue parking spaces for person with DMV issued DP placards or plates
* Elevators
* Para-transit drop-off / pick-up location

[Detailed area maps](http://deanza.edu/maps-and-tours/) provide information on the following access features.

* Ramps,
* Lifts,
* automatic doors,
* Gender neutral restrooms,
* Accessible computer labs and stations.

In addition, throughout the campus there are large De Anza arch tiles imbedded in the walkways indicating that the path ahead is wheelchair accessible.  The top of the arches point in the direction of the accessible route.

#### **Reporting Access Barriers**

If you encounter a barrier or a temporarily inaccessible route, contact DSS. You may be asked to file a **"Barrier Report Form"**, if necessary, which will help DSS evaluate the problem and develop a solution.

#### **Campus Orientation**

Students are encouraged to familiarize themselves with the campus and locate their classrooms before the quarter begins. If you would like help locating your classrooms or need escort service to a special campus appointment, please contact Mobility Services located in RSS 141 (408-864-8412)

#### **Campus Services Assistance**

Students who have challenges that may necessitate assistance in the cafeteria, bookstore or library should inform their DSS Counselor or Learning Disabilities Specialist for possible solutions which may include contacting a staff member in that location with an assistance request.

In such cases, a student needs to be aware that during busy periods he or she may have to wait for staff availability or may need to return later. If you will require assistance during a typically busy time, it is advisable to prearrange an appointment with the department.  Discuss possible needs in advance with your DSS Counselor or Learning Disabilities Specialist.  Assistance needs examples:

* Library
* Pulling books from bookshelf
* Assistance photocopying reference materials
* Bookstore
* Bypass line
* Assistance gathering or carrying materials/books
* Cafeteria
* Bypass line
* Assistance handling trays and seating

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### Section Two: Using Disability Services and Accommodations

### Campus & Community Liaisons and Referrals

#### **Campus & Community Liaisons and Referrals**

Staff members in each of the programs in the Disability Support Programs and Services (DSPS) Division are knowledgeable about the campus and local community, including educational, vocational, rehabilitation, consumer, medical, and social service agencies. They can inform students about resources, make referrals, and liaison with these resources to ensure that students have access to a comprehensive array of appropriate services.

Disability Support Services also coordinates with the**California Department of Rehabilitation** to assist students to achieve their vocational plans and also processes fee authorizations.

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### Section Two: Using Disability Services and Accommodations

### Financial Aid Liaisons

#### **Financial Aid Liaison**

DSS Counselors or LD Specialists can refer students to [Financial Aid Office](https://www.deanza.edu/financialaid/) for assistance and, if needed, help students with completing financial aid paperwork, including the [Free Application for Federal Student Aid](http://www.fafsa.ed.gov/index.htm)(FAFSA).  They can also serve serve as a liaison with the Financial Aid staff to facilitate understanding of the financial aid processes.

##### **Fee Waiver Program**

The Board of Governor's Waiver (BOG-W) program assists eligible low income students. The program:

* Waives course **enrollment** fees only
* Has no minimum or maximum number of enrolled classes or units required
* **Does not**waive or reduce basic college fees or any course materials fees

DSS Counselors or LD Specialists can assist the student seeking a BOG-W:

* With eligibility information
* To complete the application
* With submitting required supporting documentation

The BOG-W application must be renewed each Spring quarter for the next academic year and remains in place for each quarter of that academic year.

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### Section Two: Using Disability Services and Accommodations

### Computer Accessibility Lab (CAL)

#### **Computer Accessibility Lab (CAL)**

The Computer Accessibility Lab (CAL), provides students information and training on various Assistive Technology (AT) tools and devices.

The training and open lab setting allows students with disabilities to evaluate and test various assistive technologies, and to develop relevant skills to support their learning and retention requirements. The CAL is a valuable resource and assists students with completing De Anza College course requirements.

Scheduled small group workshops and one-on-one training is provided for students on various technologies to support access and specific learning needs.

 The Computer Accessibility Lab (**CAL)** offers computer stations for independent student use.  Students are able to use the computers during any of open lab hours, which are posted every quarter Lab Hours.

Students who require training are highly encouraged to schedule an appointment with the CAL Instructor in order to minimize waiting times and to ensure availability. DSPS recommends that students register in EDAC 240, 245, 290X/Y courses in order to learn how to use assistive technology tools and programs and to access the CAL computer stations for assignments and academic projects during CAL.

Contact the CAL lab instructor for more information on the appropriate assistive technology classes provide that provide access privileges for these computer stations.

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### Section Two: Using Disability Services and Accommodations

### Counseling Services – Accommodation Consultation

#### **Counseling Services - Accommodation Consultation**

Disability Support Services (DSS) Counselors and LD Specialists understand the impact that disability has on learning and overall well-being.  Since each disability is unique, they are familiar with a wide range of disability-related educational limitations.  DSS Counselors and LD Specialists can recommend and provide accommodations, disability management, and academic support.  The ultimate goal is to provide strategies that help promote academic and personal success in order to promote equitable learning experiences.

During the Intake Meeting the DSS Counselor or LD Specialist:

* Review and discuss impact of disability on student's overall functioning, including academic and personal well-being
* Discuss and recommend accommodations and auxiliary aides
* identify with student areas Identify academic goals and th??
* Discuss and recommend e course patterns to achieve them
* Develop and implement an individualized list of accommodations and services that:
* Are appropriate to the goals
* Address specific educational limitations
* Monitor academic progress
* Identify additional on- or off-campus resources
* Establish and monitor an individual Academic Accommodation Plan (AAP)
* Adjust goals or accommodations, as needed

The DSS Counselor or LD Specialist can also help students who need assistance with how to explain their needs to instructors and can consult with students and instructors about accommodation requirements and options, if necessary.

If a student encounters a perceived barrier to participation in a college program, students should bring this concern to their DSS Counselor or LD Specialist's attention.  It may be that the college has addressed the issue and with additional information, the student finds the issue is resolved.

### Section Two: Using Disability Services and Accommodations

### Disability Management

#### **Disability Management**

Counseling in DSS aims to empower students to develop and use effective disability management and problem-solving skills to achieve educational and vocational goals.

DSS students may use the college counseling and advising services through [Counseling and Advising Center](https://www.deanza.edu/counseling/) to supplement disability management counseling in DSS if they choose. DSS Counselors or LD Specialists may refer students, when appropriate, to other campus programs when specialized counseling and advising services are called for, such as for specific information available through [Transfer Center](https://www.deanza.edu/transfercenter/), [Career Services](https://www.deanza.edu/counseling/career/), etc.

Students with Learning Disabilities receive disability management counseling and learning strategy coaching from their LD Specialist and may receive additional counseling services from a special designated liaison counselor assigned from the college's [Counseling and Advising Center](https://www.deanza.edu/counseling/).

Keys to the effective use of disability management counseling.

**Students meet with a DSS Counselor or LD Specialist when they first enter the program to**

* Set appropriate educational goals
* Plan an academic program that takes into account student goals and disability-related needs
* Determine necessary academic adjustments, auxiliary aids, and services
* Orient to the college and services
* Complete an Academic Accommodation Plan (AAP)

**Students then meet with their DSS Counselor or LD Specialist at regular intervals**

* For priority registration
* To request specific accommodations
* To review and update their AAP
* For on-going monitoring of academic progress

**Students can schedule appointments with DSS Counselors or LD Specialist as needed** for additional assistance. The DSS Counselors or LD Specialists understand how having a disability may affect a student's success in college or on the job. With the student, they can

* Discuss progress,
* Help make adjustments in plans and accommodations,
* Problem solve issues that arise and impact the educational program,
* Address the impact of life adjustment issues and disability status on their educational program.

While DSS does not provide personal therapy, DSS Counselors or LD Specialists can refer students to such resources for assistance.

DSS Counselors or LD Specialists are available by appointment through the DSS Office and they also keep a regular **schedule of Drop-In hours** for short consultations.

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### Section Two: Using Disability Services and Accommodations

### Transition Planning

#### **Transition Planning**

#### **The DSS and other programs in DSPS work to help students with disabilities:**

* Enter De Anza College from the High School setting,
* Adjust to the college setting, and when ready,
* Proceed to the next phase of their lives, which may include additional training, higher education, or employment. Each program provides advisement, as appropriate.

DSS also works closely with staff in the [California Department of Rehabilitation](https://www.dor.ca.gov/), high schools, other colleges and universities, and other appropriate community programs to assist students with disabilities in the transition process.

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### Section Two: Using Disability Services and Accommodations

### Learning Disability Assessment

#### **Learning Disability Assessment**

##### What kind of testing is needed for eligibility?

A comprehensive standardized evaluation by a trained professional is necessary to qualify a student for accommodations and Learning Disabilities Support.  An evaluation:

* assesses the specific learning differences involved
* determines whether the learning problems result from a learning disability or from other possible causes

Students who have already completed a learning disability assessment**within the last three years** in high school, at a college, or by a private professional may be eligible for services.

Students should provide a copy of their testing at an Information Meeting or to the Learning Disabilities Support receptionist.  If the Learning Disabilities Specialist makes the determination of eligibility from these results, the student will not need any further LD testing at De Anza College.

The Learning Disabilities Support Team can provide an assessment for enrolled De Anza College students who have never been identified or diagnosed in order to establish their eligibility for Learning Disabilities Support and appropriate accommodations for college.

What is the process to be tested for a learning disability?

Learning disability assessment can help assure that a student has the best chance to utilize learning strengths and to receive the necessary assistance in areas of weakness. Learning disability assessment is scheduled on a case-by-case basis.

1. **Attend an Information Meeting** - contact the DSS Office at (408) 864-8753 to make an appointment.
2. At the Informational Meeting, students interested in having an assessment will fill out a request.
3. Student then is contacted to schedule an intake appointment with a Learning Disability Specialist.
4. The appointment will be made as soon as possible, based on appointment availability, and confirmation of the student's current enrollment at De Anza College.
5. At the intake appointment, the LD Specialist will discuss the student's individual situation and may recommend an assessment. If so, in order to receive an LD evaluation, a series of assessment appointments will be scheduled.
6. After the intake appointment, six individual appointments are generally required to complete testing. (During a pandemic, testing procedures will be adjusted accordingly. )
7. When finished, the student and their Learning Disabilities Specialist will meet to discuss the assessment findings and what they mean. Each student receives a written summary.
8. The Learning Disabilities Specialist will make recommendations based on the student's particular learning needs.  These may include accommodations and program services for students whose testing makes them eligible for Learning Disabilities Support and/or referral to other college services for help, as appropriate.

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### Section Two: Using Disability Services and Accommodations

### Deaf & Hard of Hearing Services

#### **Deaf & Hard of Hearing Services**

Deaf and hard of hearing students work with the Disability Support Services (DSS) Counselor and the [Deaf & Hard of Hearing Services](http://deanza.edu/dsps/dhhs/) (DHHS) Supervisor to receive academic support, to schedule quarterly classes, and to arrange auxiliary services to access De Anza College educational programs.

#### **Sign Language Interpreting and Real-Time Captioning Services**

Sign language interpreters and real time captioners provide communication access for:

* classes and lab lectures
* required class-related activities, such as on-campus group work and field trips
* instructor conferences
* tutorial sessions
* appointments on campus for necessary college business, such as Admissions and Records and Financial Aid

Effort is made to match interpreter style with student needs. Interpreters and captioners follow the Code of Ethics.  If you have questions or concerns on how to use an interpreter/captioner, ask the Deaf Hard of Hearing Services Supervisor.  If a problem develops with your interpreter/captioner, or you have a concern about your services, tell the Deaf Hard of Hearing Services Supervisor as soon as possible.  You can also talk to your DSS Counselor.  If your interpreter or captioner has concerns, they may ask for help from the DHHS Supervisor and/or from the DSS Counselor.

Students are asked to fill evaluation forms at the end of each quarter. These help to improve the services.

#### **Steps to arrange for Interpreters or Real Time Captioners**

##### For classes and labs

1. Every quarter meet with your DSS Counselor to choose classes for the next quarter, preferably during the priority registration period that takes place a month before registration.
2. Student is required to complete and to submit the Quarterly Request online at <http://deanza.edu/dsps/dhhs/forstudents.html> preferably right after you complete the registration on your assigned date and time.
3. Every year students must read and sign the Student Responsibilities (pdf): Utilizing Interpreting/Captioning Services form that reviews the DHHS procedures that students must adhere to.

##### **For required out-of-class activities**

* All out-of-class activities requests must be turned in to DHHS five (5) workdays before the out-of-class activity or the request may not be filled
* Student is responsible to complete and to submit the Quarterly Request form <http://deanza.edu/dsps/dhhs/forstudents.html> and to email the DHHS Supervisor at least one week in advance for the out-of-class activity
* Service requests for all out-of-class activities must be turned in to DHHS five (5) workdays ahead or request may not be filled

NOTE: For a campus activity that is not a class requirement, student is required to talk directly with the DHHS supervisor who will advise them on how to request services for other events.  For example, a student club event.

##### **For final exams**

1. Unless arrangements have been made to receive services for the final exam day, all regular class interpreting/captioning services will end on the last scheduled class session before the final exam date.
2. For final exam day services:
* Student is responsible to email the DHHS Supervisor at least one week in advance to request services for the final exam day.

**Important** -- Interpreters and captioners will attend the final exam sessions ONLY if these special arrangements have been made ahead of time.

**NOTE:**For a campus activity that is not a class requirement, talk to the DHHS supervisor who will advise you on how to request services.

#### **Policy on Interpreting/Captioning Services**

#####  **General Provisions**

Interpreting and Captioning Services are provided to students who:

* Who have completed the intake process with the DSS Counselor, and
* Are officially enrolled in the class

**Important** -- It is highly recommended that DHHS students meet with their DSS Counselor during the priority registration period and register for classes at their assigned day and time of priority registration

* Interpreters and captioners are assigned in order of student registrations.
* Priority registration appointments happen at least one month before students are able to register for their classes
* The priority registration period dates are
* Emailed to students at their email address, listed on MyPortal.
* **Important,**student is responsible to update their current email address on MyPortal
	+ Posted on the [DSS Home page](https://www.deanza.edu/dsps/dss/) and in the DSS News and Announcements
	+ Posted in the DSS office in RSS 141

Effort is made to honor the student’s preference mode of communication; however, when required, a comparable service or other alternatives may be offered to meet access needs.

Service delays may happen if a:

• Student registers late in the quarter, after the DSS priority registration period

• Student registers after the quarter begins

• Student changes class schedule after registration or during the quarter

* Student changes their class schedule after registration without updating their Quarterly Request Form at <http://deanza.edu/dsps/dhhs/forstudents.html> or notifying the DHHS Supervisor of the change.
* All changes to class schedule during the quarter must be reported to the DHHS Supervisor and to the DSS Counselor.

Changes in class schedule during the quarter should be reported to the DHHS supervisor.

* Student is responsible to notify the DHHS Supervisor and the DSS Counselor when they drop or withdraw from a class before and during the quarter.
* Students are highly encouraged to connect with their DSS Counselor before dropping or withdrawing from a class.
* If not reported, absences in classes dropped or withdrawn from may count as student no-shows.

In order to ensure services for the next quarter, it is highly recommended that students complete the Quarterly Request Form for Interpreting / Captioning services, immediately after they have registered for their classes or as soon as they register for their classes.

##### **Late Policies**

Interpreters/captioners**Waiting Periods** for students to arrive are as follows:

* 15 minutes for a one-hour class
* 20 minutes for a two-hour class
* 30 minutes for a class lasting three hours or more

Arriving late could mean missing important announcements at the beginning of class. It is the student's responsibility to ask the instructor what information was missed, preferably after class with the support of the interpreter/captioner.

DHHS is not contacted ahead of the class meeting time the service provider will leave after the Waiting Period and a **“no show”** may be recorded.

Notification requirements for students who will be late:

• Let the DHHS Supervisor know by email at deafservices@fhda.edu and provide the Supervisor with an estimated time of when you expect to arrive to class. If a service provider has not arrived after ten minutes,

* + Write a short explanation to the teacher and
	+ Inform DHHS
		- By email Deafservices@fhda.edu
		- By coming to the DHHS offices in LCW 110 [**(Map)**.](https://www.deanza.edu/maps-and-tours/documents/campus-map-01.22.2020.pdf)
	+ DHHS will assign a substitute if possible

##### **Student Responsibilities & Notification Requirement Policies**

**NOTE:**Interpreters and captioners are professionals who commit their time to the hours they are scheduled.

**Students are required to notify DHHS when they will miss class.**

* Contact the DHHS supervisor by one of the following methods:
	+ Email:  Deafservices@fhda.edu
	+ DHHS (V): 408.864.8755
	+ Drop a note at DHHS in LCW 110 or the DSS reception office in RSS 141**(**[**M**](https://www.deanza.edu/dsps/pdf/DSPS%20Map%202016.pdf)[**ap)**](https://www.deanza.edu/maps-and-tours/documents/campus-map-01.22.2020.pdf)
* Absence Notification
* Planned Absences:  Students who plan to be absent for class for any reason should inform DHHS as soon as they have decided not to attend.
* Unplanned Absences:  Contact the DHHS supervisor as soon as possible, preferably before the class meeting.
* First Day of Quarter Absences: Inform DHHS prior to the start time for the class or the interpreter/captioner may be transferred to another class.

##### **No Show Penalties**

If you are absent without notification, the absence will be counted as a **“no show.”**

**Consequences of No-Shows**

* **1st No-Show**
	+ Student receives a written reminder of the notification requirements from DHHS.
* **2nd No-Show**
	+ The student receives a written notice and needs to meet with the DSS counselor or LD Specialist on the day and time shown on the second notice.
* **3rd No-Show**:
	+ The student will be informed, in writing, of suspension of service and will be required to scheduled to meet with the Dean of the DSPS Division to further discuss and clarify DSPS expectations.
* **4th No-Show**:
	+ The student's services are terminated for the remainder of the quarter.  If the student wants to reinstate services or appeal the suspension, they should review the [Suspension of Services process,](http://fhdafiles.fhda.edu/downloads/aboutfhda/5076.pdf) FHDA District Board - Administrative Procedure AP-5076.

#### **Note-taking Assistance**

Notetakers are arranged in the same way that students with other disabilities arrange them. (See DISH Section 2, "Notetaking")

#### **Captioned Media**

De Anza has an on-going program to closed caption instructional videos and media. Online Education courses delivered by video or recorded for future instructional use are also captioned, including live broadcast and web streamed courses.  The Online Education Course schedule marks those courses that are already captioned.

##### **Steps to Request a Captioned Media**

Students do not need to initiate requests.

* Deaf Services works with the instructors of classes that Deaf & Hard of Hearing students have enrolled in to make available, if possible, captioned versions of video and media to be shown in class.

An interpreter or transcript may be offered, if necessary, as a substitute for a captioned version.

#### **Assistive Listening Devices**

Assistive listening devices may be borrowed from the DSS program for use on campus only.
The Deaf Services supervisor can demonstrate the use of these devices to people who are not familiar with them. Some large lecture classrooms are also equipped with in-place assisted listening systems.

##### **Steps to Borrow an Assistive Listening Device**

* Complete the DSS Disability Verification and intake process
* Register with your DSS Counselor or LD Specialist for classes, preferably during the priority registration period
* Submit a [Services Request form](https://docs.google.com/forms/d/e/1FAIpQLSdH730j9O_yfDSvCL5UhyEEod7YwT-HdqE6ku2INC3Oawylsw/viewform)
* Complete an Equipment Loan form
* Follow the guidelines listed on the Loan Form for pick-up and drop-off of the device
* If you do not follow Loan Form instructions,
	+ You may be required to meet with the DSS Counselor or LD Specialist, and the DHHS supervisor
	+ Your services may be suspended.

##### **Policy on Assistive Listening Devices**

* They are to be used on campus only
* Removing them from campus for any reason
	+ Will result in suspending your services for the remainder of the quarter
	+ To appeal for reinstatement of services, you will be need to follow the College Grievance Procedure. (See DISH Section 2,**Legal Aspects**, "Suspension of Services")

#### **Communication Resources**

* E-mail
	+ Students are encouraged to use e-mail for communication needs
	+ Addresses for divisions, departments, programs, faculty and staff are listed on the  [De Anza website](https://www.deanza.edu/) or from the [DSS office](https://www.deanza.edu/dsps/dss/)

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### Section Two: Using Disability Services and Accommodations

### Furniture Accommodations

#### **Furniture Accommodations**

For eligible students, DSS works with College Services to arrange for alternatives to traditional classroom chairs and desks to be placed in classrooms. The following are available to accommodate the need for classroom seating or desk alternatives:

* Adjustable height electric tables,
* Padded or adjustable chairs
* Small height adjustable tables
* Podiums

Individually prescribed seating arrangements are not within the college's scope of responsibility.

If a student's disability calls for a specific classroom seating location, the student can request that a quarter length "Reservation" label be placed on a specific seat.

Furniture accommodation use must be authorized by a DSS Counselor or LD Specialist and is based on disability related educational limitations.

Please contact your DSS Counselor or LD Specialist to make any arrangements for furniture accommodations.

### Section Two: Using Disability Services and Accommodations

### Mobility Assistance/Shuttle Service

#### **Mobility Assistance / Shuttle Service**

****

##### **Location:**

##### Registration and Student Services Building (RSS) Room 141 [**(**Map**)**](https://www.deanza.edu/maps-and-tours/documents/campus-map-01.22.2020.pdf) - 408-864-8412

A wheelchair-accessible courtesy shuttle service is available to students with temporary or permanent disabilities that affect their mobility. Transport to classrooms on a regularly scheduled basis or for special appointments may be arranged. The shuttle service operates between major campus buildings and is available from 7:30 a.m. to 4:30 p.m.

##### **Steps to arrange for shuttle service:**

* + Meet with your DSS Counselor or Learning Disabilities Specialist for authorization
	+ Provide your class schedule to the [Mobility Services Shuttle Driver](http://deanza.edu/dsps/dss/mobility_services.html).

##### **Guidelines**

* + The top priority is to provide shuttle services to and from classes
	+ Shuttle service to special on-campus appointments or activities must be prearranged and are only available when the regular class transportation schedules permit it
	+ The student must meet the shuttle at the designated meeting place and time
	+ The student must notify Mobility Services as soon as possible if they will not meet a regularly scheduled pick-up. Failure to notify three (3) times in a quarter may result in suspension of their Mobility Service
	+ If your class finishes early, call Mobility Services and wait at the appointed place.
	+ It is the student’s responsibility to inform Mobility Services if changes occur that affect their mobility service needs
	+ Shuttle service may be provided, as available, for emergency situations (such as after a fall, wheelchair malfunctions, unexpected heavy rain, etc.)
	+ Seat belts and ties-down are to be used at all times and safety instructions are to be observed
	+ Shuttle service may be cancelled due to driver absence, mechanical problems or for other unforeseen reasons

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### Section Two: Using Disability Services and Accommodations

### Personal Aides

#### **Personal Aides**

Under ADA and Section 504, De Anza College is not required to provide personal services or to employ personal aides. Services generally considered to be personal include:

* Storing or administering medications
* Assisting with personal hygiene or personal clothing
* Mobility aides (including wheelchairs)
* Assisting with food or drink
* Transportation to campus, or
* Assisting in personal matters

Typing, writing or proofing papers, or academic tutoring are also not required, although the college has tutoring resources and DSPS offers some basic skills tutoring through Learning Disabilities Support.

#### **Guidelines on Personal Aides**

* DSPS does not provide personal aides or personal services to students with disabilities.
* Classroom attendance in courses at De Anza is generally restricted to enrolled students only.
* Students who wish to have a personally arranged aide accompany him/her in class must obtain prior authorization.
* Authorization is granted on a case-by-case basis and students who want to request such permission must:
	+ First contact their DSS Counselor or LD Specialist.
	+ Meet eligibility requirements for disability services. See Disability Information Student Handbook (DISH), Section 2, Using Disability Services,["The Basic Questions"](http://deanza.edu/dsps/dss/dish_2020_2021/basic_questions_3column.html) for specific information.

### Section Two: Using Disability Services and Accommodations

### Placement Test Accommodations

#### **Placement Test Accommodations**

Placement testing, also called advisory assessment, helps students identify their skill levels in English, Math and Science. This information is a critical key to selecting the correct classes and for planning an educational program leading to a certificate, degree or to transfer to a university.

As advised by De Anza's DSS Counselors or LD Specialists, it is strongly recommended that students complete these tests prior to starting classes or as early as possible in their college career.

Before students can enroll in certain introductory courses, they may be required to complete one of the following assessments:

* Math,
* English,
* Reading, or
* English as a Second Language (ESL)

Students must take placement tests or provide proof of applicable skill levels (in most cases by documenting the completion of prior college-level course work or with a High School transcript).

Certain advanced Math or Science courses such as Chemistry 1A or Biology 6A also require clearance by testing or authorization from the [Assessment Center](http://deanza.edu/admissions/placement).

For details on placing into courses, including dates and locations of tests, you can visit placement testing at <http://deanza.edu/assessment/> or ask a Counseling Center counselor, a DSS Counselor, or an LD Specialist.

##### **For Students with Disabilities:**

Accommodations for placement testing are evaluated and coordinated by the Disability Support Services (DSS) office. However, many students with disabilities will be able take the placement tests without special arrangements or accommodations since many tests:

* Are not timed,
* Are given on a computer, and
* Can be taken on a drop-in basis.

If you are a Disability Support Services (DSS) student and think you may need an accommodation for placement testing, or to make accommodation arrangements, [contact Disability Support Services.](http://deanza.edu/dsps/dss/contact_dss.html)

Not registered as a DSS student? For information on how to apply for accommodations/services and to schedule an appointment with a DSS Counselor or LD Specialist, go to: <http://deanza.edu/dsps/dss/applynow.html>

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### Section Two: Using Disability Services and Accommodations

### Priority Registration and Assistance

#### **Priority Registration and Assistance**

Eligible students receive assistance in registering for classes. They may register early in order to accommodate disability-related needs, such as special scheduling or class location requirements, arranging for classroom support services or procuring alternative media materials.

Continuing students are advised by email about the time-lines for making registration appointments with DSS Counselor or LD Specialist. Registration dates and procedures are also posted in the DSS Announcements & News section and in the DSS office.

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### Section Two: Using Disability Services and Accommodations

### Reduced Class Load

#### **Reduced Class Load**

Students at De Anza College may enroll in as few units as they wish. For general purposes, De Anza College defines a **"full-time" load as enrollment in at least 12 units a quarter**. Less than this is considered part-time. While there is no minimum number of classes or units a student must take at De Anza, some Financial Aid programs, scholarships, special services such as EOPS, CARE, and CALWORKS, medical insurance programs, or other outside agencies may set a minimum for their eligibility purposes.

* **DSS Counselors and LD Specialists**work together with students and other campus programs from whom they receive services.  DSS can provide verification of eligibility so that enrollment in other campus programs is coordinated.
* Some federal financial aid programs have minimum unit limits that are not modifiable. There may, however, be a pro-rated award made for students with less than a full-time load.

Students whose disabilities prevent them from enrolling in the minimum number of units required for their eligibility in a specific program should consult with their DSS Counselor or LD Specialist. Their professional opinion about equivalency in work load for a student whose disability warrants it may be forwarded on the student's request, but De Anza College cannot assume responsibility for the mandate on full load equivalency status made by the receiving agency or program.

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### Section Two: Using Disability Services and Accommodations

### Service Dogs

#### **Service Dogs**

The Americans with Disabilities Amendments Act of 2008 (ADAA) defines service animal as "any **dog** that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a:

* Physical,
* Sensory,
* Psychiatric,
* Intellectual or
* Other mental disability."

Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition."  (Trained miniature horses may be permissible under certain circumstances.)

#### **Service Animal Defined**

The following are edited\* excerpts from FHDA Board Policy 3440\*\* and Administrative Procedures 3440\*\*\*:

A “service animal” for purposes of this procedure means a **dog**, as provided herein that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability, and which otherwise meets the criteria set forth below.  Service dogs that meet this definition and the other criteria set forth herein may be referred to as “qualifying service animals.”

Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition.

 **Criteria**
 To be a qualifying service animal, the dog must meet the following criteria:

* Work performed.  The work or tasks performed by a service dog must be directly related to the handler's disability.  For the purposes of this definition, the following effects of a dog's presence do not constitute work or tasks:
	+ Crime deterrent,
	+ Emotional support,
	+ Well-being,
	+ Comfort, or
	+ Companionship from its presence
* Control. The service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service dog's safe, effective performance of work or tasks, in which case the service dog must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
* Care or Supervision. The District is not responsible for the care or supervision of the service dog. Use of the animal as a service animal on District property shall not involve or require District care or supervision of the dog.

#### **Inquiries by the District and College**

Under the Americans with Disabilities Act (ADA), students with disabilities have a legal right to take their service dogs with them, even where dogs are otherwise prohibited on campus.

The District or College may make two inquiries to determine whether a student’s dog qualifies as a service animal:

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

The District will not make either of these inquiries when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

An individual may choose to produce a county service dog license or identification tag as proof that the animal is a service animal.  Licensure or certification is not required in order to meet the definition of service animal under this procedure.

#### **Exceptions**

Regardless of whether the service dog is otherwise qualifying, the District will require an individual with a disability to remove a service dog from the premises if:

* The dog is out of control and the dog's handler does not take effective action to control it;
• The dog is not housebroken; or
• The continuing presence of the service dog creates a substantial risk of injury to persons or District property.

If a service dog is excluded under one of these exceptions, the District will give the individual with a disability the opportunity to obtain goods, services, and accommodations or to participate in the service, program, or activity without having the service dog on the premises.

**NOTE:** In addition, to the criteria and exceptions listed above, service dogs must have the following:

* California state law requires that all dogs over the age of 4 months be licensed
* Service dogs must have current applicable vaccinations

Service dogs may be asked to leave campus if they do not meet these criteria or if their behavior is unruly or poses a danger and the partner/handler does not curtail it.  In cases of disagreement over decisions regarding service dogs, an individual may elect to appeal or grieve the decision as outlined in DISH, Section 2, Concern and Complaints.

 **\*** Although cited in the full text of the Board Policy and Administrative Procedures below, references to "miniature horses" as legal service animals have been out edited since they are typically not an issue or relevant at De Anza College.

**\*\***[**District Board Policy 3440**](http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUV4Y7CF0CE)

<https://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUV4Y7CF0CE>

**\*\*\***[**Administrative Procedures 3440**](http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TVUZC779417)

<https://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TVUZC779417>

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### Section Two: Using Disability Services and Accommodations

### Scholarships

#### **Scholarships**

The College awards a number of competitive scholarships, often totaling more than $50,000 annually, specifically to students with disabilities. Many of these have been funded through the generosity of the community and from bequests by donors with a special interest in supporting the success of persons with disabilities.
Among these have been the:

* [Carl Brown Memorial Scholarship](https://fhda.academicworks.com/opportunities/1257) (All Disabilities)
* [Keith Goodin Memorial Scholarship](https://fhda.academicworks.com/opportunities/1370) (Math)
* [Dale M. Schoettler Memorial Scholarships](https://fhda.academicworks.com/opportunities/1433)(Physical Disabilities)
* [Seth Stauffer Memorial Scholarship](https://fhda.academicworks.com/opportunities/1299) (Learning Disabilities)
* [David Wolin Memorial Scholarship](https://fhda.academicworks.com/opportunities/1978) (Math)

Announcements and application information of the above scholarships are posted on Financial Aid's **scholarship website** or visit their offices in the Baldwin Winery Building (Entrance just off the main Campus Center patio)  [See map](https://www.deanza.edu/map/main_quad.html) .

DSS Students are encouraged to apply. DSS Counselors or LD Specialists are available to assist students with the process.

The chances of receiving a scholarship are increased if students also apply for other applicable scholarships offered by the College. The deadline to apply for most of the more than 100 scholarships offered annually is mid-February. The DSS office hosts Application Workshops each year during early Winter quarter to help students with the scholarship process. In addition to annually awarded competitive scholarships, Book Scholarships are available quarterly to eligible students in DSS.

### Section Two: Using Disability Services and Accommodations

### Academic Adjustments and Course Substitution/Waiver

#### **Academic Adjustments and Course Substitution/Waiver**

Students with disabilities are expected to meet the same academic standards as all other students. Accommodations and support services available to students with disabilities contribute to their success in completing course requirements and curriculum plans. Occasionally, a student with a disability already receiving accommodations and services may need to request a modification in:

* A timeline,
* Course assignments, or
* Program requirements.

#### **Academic Adjustments**

Academic adjustments may be needed in spite of having employed all appropriate accommodations and support services. Examples of modifications include:

* Flexibility in applying the absence policy in a course, or
* Completing a representative sample of assigned homework problems in homework.

Academic Adjustments are:

* Made on a case-by-case basis,
* May not alter the established academic standard for the course,
* Are made in a consultation process with:
* The student,
* Their DSS Counselor or LD Specialist, and
* The course instructor

#### **Course Substitution / Waiver**

In exceptional circumstances, a student may succeed in completing all but one of the courses required for a certificate, degree, or transfer.  After all measures to accommodate have been utilized, if their disability-related educational limitations prevent a student from completing that one requirement, a course substitution may be considered. A student with a disability may submit a petition for course substitution or, as a last resort, course waiver if:

• The student has discovered that the first level of accommodations and support services are insufficient to enable him/her to complete the course, or

• The student's disability is of such magnitude that any attempt at completing the course would be futile.

• The decision to make a course substitution or waiver will be made on a case-by-case basis by:

* A DSS Counselor or LD Specialist,
* The instructor who teaches the course to be substituted, and
* the DSPS Division Dean.

Such a situation is evaluated carefully so the recommendation does not jeopardize the integrity of the individual’s achievement or preparation.

Any such course substitution or waiver would be applicable only to De Anza College requirements and may not be accepted by transfer institutions.

The policy and process is outlined in the De Anza College Academic [Senate Policy on Course Substitution/Waiver](http://www.deanza.edu/dsps/dish/section2/brief_legal.html#acasen) (June 13, 1994) or request a copy from a DSS Counselor or LD Specialist.

Maintaining academic standards and assuring equal opportunity are both essential objectives. Each situation is individually evaluated. DSS will work collaboratively with the student and the college to safeguard both student access and curricular integrity.

##### **Degree and Certificate Requirements:**

The college requirements for a degree or certificate may be modified in certain circumstances when a student with disability-related educational limitations cannot successfully complete a required course.

It is preferable for the student to use all available accommodations and support services to succeed and meet the stated requirement.  However, when not feasible, course substitution, rather than wavier, is typically the approach.  Any such substitution or waiver applies only to the De Anza College Certificate or Degree.  These may not transfer to other colleges or universities.

##### **Steps to Request an Academic Adjustment or Substitution/Waiver the Student Should:**

1. Meet with their DSS Counselor or LD Specialist in a timely manner so as not to delay the time line to complete their educational goal.
2. Consult with their DSS Counselor or LD Specialist about possible problem-solving approaches. Their DSS Counselor or LD Specialist can assist the student with the decision and the process to apply.
3. Provide any necessary evidence or paperwork.
4. Follow the college procedure, as advised by the DSS Counselor or LD Specialist.

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### Section Two: Using Disability Services and Accommodations

### Counseling Services – Accommodation Consultation

#### **Counseling Services** - Accommodation Consultation

####

Disability Support Services (DSS) Counselors and LD Specialists understand the impact that disability has on learning and overall well-being.  Since each disability is unique, they are familiar with a wide range of disability-related educational limitations.  DSS Counselors and LD Specialists can recommend and provide accommodations, disability management, and academic support.  The ultimate goal is to provide strategies that help promote academic and personal success in order to promote equitable learning experiences.

During the Intake Meeting the DSS Counselor or LD Specialist:

* Review and discuss impact of disability on student's overall functioning, including academic and personal well-being
* Discuss and recommend accommodations and auxiliary aides
* identify with student areas Identify academic goals and th??
* Discuss and recommend e course patterns to achieve them
* Develop and implement an individualized list of accommodations and services that:
* Are appropriate to the goals
* Address specific educational limitations
* Monitor academic progress
* Identify additional on- or off-campus resources
* Establish and monitor an individual Academic Accommodation Plan (AAP)
* Adjust goals or accommodations, as needed

The DSS Counselor or LD Specialist can also help students who need assistance with how to explain their needs to instructors and can consult with students and instructors about accommodation requirements and options, if necessary.

If a student encounters a perceived barrier to participation in a college program, students should bring this concern to their DSS Counselor or LD Specialist's attention.  It may be that the college has addressed the issue and with additional information, the student finds the issue is resolved.

### Section Two: Using Disability Services and Accommodations

### Alternate Media: Description and Types

#### **Alternate Media: Description and Types**

##### Description of Alternate Media and Alternate Media Services

###### **What’s Alternate Media?**

"Alternate Media" is created when printed materials are converted into other formats for use by persons who have print impairments and cannot access information through traditional print materials.   The "alternate" part refers to the fact that the print has been changed so that is it enlarged, in e-text or audio format, or in Braille and can be "read" using a computer or a mobile device.

Most commonly students need alternate media textbooks, instructional materials, and exams in the classroom. Other college materials not readily available on line on De Anza's web-site, such as publicity materials, or program brochures, can be made available in alternate media, when requested with sufficient notice, by students or the public.  Members of the public may request alternate media of general college materials not available on line by contacting the Alternate Media Specialist directly.

###### **Can Students Get Alternate Media on their Own?**

Students with print impairments are most successful when they learn how to effectively use the various types of access technology for their alternate media needs.  At De Anza, before students request books and materials, the alternate media process helps them understand the most effective technologies and format(s) available.

Students are encouraged to independently access materials when possible.

* Web-sites are often easily made accessible using special software programs.
* Students may independently order alternate media from outside sources.
* Print materials can be directly accessed by scanning them into computer programs that enable them to be stored, read, and displayed in an accessible format.
	+ Computer stations with Kurzweil 1000/3000 software are located in the [Computer Accessibility Lab (CAL)](http://deanza.edu/dsps/dss/dish_2020_2021/computer_accessibility_lab_3column.html), as well as in labs across campus
	+ Students already competent to use these should contact the C.A.L. staff  for more information.
	+ Students unfamiliar with the technology can receive the necessary training.

###### **Does DSS Produce Alternate Media for Students?**

To request that DSS convert materials from print into alternate media, students consult first with their DSS counselor or LD Specialist.  The Alternate Media Specialist handles the specific requests for conversion.  See [Steps to Obtaining Alternative Media](http://deanza.edu/dsps/dss/dish_2020_2021/alt_media_steps_to_obtain_3column.html) for details on accessing these services.

**Alternate media may be either:**

* Produced on campus or
* Obtained from other sources, such as:
	+ Publisher e-text,
	+ Electronic repositories on the Internet, and
	+ Other colleges and universities.

When alternate material is ordered from an off campus source, students may not need to provide the book to the Alt Media Specialist, but generally, the student will still be required to purchase the print copy and provide proof of that purchase.

##### **Types of Alternate Media**

###### **Audio Format**

* Audio formatted material may be
	1. Ordered by the Alt Media Specialist from an external source, if readily available.
	2. Converted on campus by the Alt Media Specialist from print by scanning and storing the data on electronic files for later student use on a computer, MP3 player, IPOD or other digital media device.
	3. Borrowed by the student from Learning Ally (formerly Recording for the Blind and Dylsexic)
		+ Eligible students may obtain personal membership and order their own materials.
		+ Materials are played on a Daisy player, available for purchase, or on short term loan from the DSS program.
		+ Alt Media Specialist can assist students to
			- Apply for membership,
			- Learn how to search and order books, or
			- Operate a Daisy player for playing Learning Ally Materials.

###### **E-Text**

* Print may be converted into a variety of e-text formats, including
	+ Kurzweil electronic file
	+ MP3 audio file
	+ PDF files
	+ Word/text files
	+ Daisy audio file
	+ Braille translation
	+ Others, as requested

**These may be obtained in a variety of ways:**

* 1. Print can be scanned to E-text directly by the student using specialized software available on campus or for purchase to use on personal computers.
	2. The Alt Media Specialist may order E-Text directly from publishers or other E-text sources.
	3. The Alt Media Specialist may convert print materials provided by the student.
	4. Students may also be eligible for personal accounts to borrow e-text from internet libraries specializing in serving persons with disabilities.  The Alt Media Specialist may assist students to locate and register with appropriate services.

###### **Braille and Tactile Graphic Materials**

* Requests for Braille translation of texts, classroom or other college materials are made to the Alt Media Specialist.
* Tactile Graphics are produced by raised line technology.

###### **Print Enlargement**

* Large print texts are limited in availability, bulky to handle, difficult to carry, and expensive.
* Effective, more flexible solutions for students who need to enlarge print size include the use of a:
	1. Computer to enlarge the print, using a software program such as Zoomtext
	2. Closed Circuit Televisions (CCTV), located on campus in the CAL Lab and the Library to enlarge the printed textbook
	3. Digital music player, such as an iPod, to listen to the text
	4. Portable tablet computer, such as an iPad to enlarge or listen to the text.
* If no other viable alternative can be utilized, a hard copy enlargement can be printed from E-text, other electronic files or photocopied from the print material directly.

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### Section Two: Using Disability Services and Accommodations

### Steps to Obtain Alternate Media

#### **Steps to Obtain Alternate Media**

Students should also review the [Alternate Media Services Guidelines](http://deanza.edu/dsps/dss/dish_2020_2021/alt_media_guidelines_3column.html) which details the requirements students must meet to receive this accommodation service.

At anytime, return to the [Alternate Media Services Description](http://deanza.edu/dsps/dss/dish_2020_2021/alt_media_descriptions_n_types_3column.html) page which details the services and types of alternate media that is available at De Anza.

**Step 1 - Authorization:**

Meet with your DSS Counselor or LD Specialist within a week after you register for a course to:

* Determine and sign-off on your initial Alternate Media Accommodation Authorization:
* NOTE: Timeliness is important because adequate time is necessary to:
* Research sources,
* Obtain alternate media from: Off-campus sources, or
* On-campus production
* Renew the Alternate Media Authorization each quarter within a week after you register for a course.

**Step 2 - Alternate Media Orientation and Selection:**

Attend an Alternate Media Orientation at the [Computer Accessibility Lab (CAL):](http://deanza.edu/dsps/dss/dish_2020_2021/computer_accessibility_lab_3column.html)

Location: Advanced Technology Center, Main level, Room 203 (AT 203) [(Campus Map)](https://www.deanza.edu/maps-and-tours/documents/campus-map-01.22.2020.pdf)

Meet with the CAL faculty and the Alternate Media specialist to:

* Familiarize you with assistive technology and alternate formats
* Consult on the most appropriate assistive technology and alternate formats, and
* Request and sign-off on the most appropriate Alternate Media for you

**Information and Timeliness:**

**For Textbooks**

* The Alternate Media Specialist will determine whether:
* The electronic format is available to order from an off-campus source.
* You will need to provide a print copy to be scanned.
* Requests may require proof of purchase.
* Provide book information on the Alternate Media Request Form:
	+ Title
	+ Author
	+ Edition number
	+ ISBN number
* Obtain this information from:
	+ The Bookstore.  Explain that you need the information for an alternate media order.
	+ The [Bookstore website](http://books.deanza.edu/Home.aspx).
	+ Course instructor or department/Division office.
	+ For assistance, contact your DSS Counselor or LD Specialist.

**For Class Handouts or Supplemental Materials:**

* First, ask instructor to provide material directly:
	+ By emailing the Alternate Media Specialist (armstrongdeborah@deanza.edu)
	+ As an electronic file on a USB flash drive.
	+ By printing it in large print, if applicable to you.
* If not available from instructor, submit print materials to the Alternate Media Specialist.
	+ Provide entire quarter's materials together, if possible.
	+ Provide as early in the quarter as possible (within the first week of the quarter).

**For Exams in Alternate Media**

* See your DSS Counselor or LD Specialist to authorize a Test Accommodation.
* Follow the [Steps to Arrange for Test Accommodations](http://deanza.edu/dsps/dss/dish_2020_2021/test_accommodation_steps_3column.html).
* The Test Proctor will arrange for your alternate test materials AFTER you have made your testing appointments.
* Coordinate testing appointments for the entire quarter, if possible.

**Step 3 - Problem Resolution**

Resolve any problems in a timely manner.

A timely Alternate Media Request is required:

* To your receiving your alternate media as soon as possible.
* Adequate time is necessary for alternate media specialist to
	+ Research sources,
	+ Obtain alternate media from:
		- Off-campus sources or
		- On-campus production.

If you cannot complete your Alternate Media Request:

* Contact your DSS counselor or LD Specialist as soon as possible to problem-solve:
	+ If book information is unavailable.
	+ If you have difficulty obtaining class handouts.
	+ If you encounter other obstacles.

**Step 4 - Materials Pick-up**

Pick-up Alternate Media materials in the DSS Office:

**DSS Location:** Disability Support Services, Registration & Student Services Building (RSS 141) [(Campus Map)](https://www.deanza.edu/maps-and-tours/documents/campus-map-01.22.2020.pdf)

**Step 5 - Got Questions Not Answered above?**

Contact:

* Your DSS Counselor
* Your LD Specialist
* The Alternate Media Specialist

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### Section Two: Using Disability Services and Accommodations

### Alternate Media Guidelines

### Alternate Media Guidelines

**This chart describes the requirements students with disabilities must follow to obtain alternate media.**

To order alternate media at De Anza, see [Steps to Obtain Alternate Media](http://deanza.edu/dsps/dss/dish_2020_2021/alt_media_steps_to_obtain_3column.html) which details the procedures students use to obtain instructional materials in alternate media.

At any time, return to the [Alternate Media Services Description](http://deanza.edu/dsps/dss/dish_2020_2021/alt_media_descriptions_n_types_3column.html) page which details the services and types of alternate media that is available at De Anza.

#### 1. General Alternate Media Guidelines

##### 1.1 Student Responsibilities:

**1.1.1**

Students must request an Alternate Media accommodation from their DSS Counselor or LD Specialist for authorization. An authorization must be submitted to the Alternate Media Specialist before alternate media can be requested.

**1.1.2**

Students are required to provide proof of purchase textbooks or other materials to be converted unless a publicly available copy is legally obtainable or the materials are provided to all De Anza students at no charge.

**1.1.3**

Students must sign off that they will not share or duplicate alternate media provided through DSS, nor permit anyone else to do so.

* + Electronic files are copyrighted and may not be reproduced or distributed in a format other than that provided to the student.
	+ Any further reproduction or unauthorized use is a violation of copyright law.

Misuse of alternate media may result in college disciplinary action.

**1.1.4**

Students must submit all requests in a timely manner, taking into account that delivery turn around time varies depending on the:

* + Format of the original source material,
	+ Conversion process required,
	+ Scope of the project,
	+ Number of projects in priority order.

**1.1.5**

Students must alert their DSS Counselor or LD Specialist in the event that they are unable to or are delayed in obtaining required book information or course materials.

##### 1.2 Materials and Preferences:

**1.2.1**

The College produces alternate media for only those materials:

* + Directly related to instruction, or
	+ Required to provide access to college public information.

**1.2.2**

To determine and recommend the most appropriate format, the Alternate Media Specialist may consult with the:

* + Student,
	+ DSS Counselor
	+ LD Specialist, and/or
	+ CAL faculty

Preference is given to the format specified by the student, when possible.

**1.2.3**

Materials available on-line in an accessible format will typically be accessed directly by the student, using assistive technology on campus.

**1.2.4**

Students will be provided with one alternate format only for each material requested.

Multiple formats may be provided as an exception only on recommendation by a CAL instructor for the purpose of evaluating or learning appropriate assistive technology.

**1.2.5**

If a Daisy version or other alternate media of your choice is not available, the Alternate Media Specialist will advise regarding other options.

#### 2. Timelines and Priorities

##### 2.1 Production and Delivery:

2.1.1 Projections of completion or delivery dates for alternate media are determined on a case by case basis.

2.1.2 After receipt and review of an authorized Alternate Media accommodation and any accompanying materials, the Alternate Media Specialist will notify the student of a projected completion date.

2.1.3 For alternate media requests of course examinations/tests:

* + Students must have followed the Steps and Guidelines for Test Accommodation.
	+ Arrangements must be made with the testing proctor a minimum of one academic week prior to the exam is or by the final exam deadline, whichever is applicable.

##### 2.2 Priority Order:

**2.2.1**

Alternate Media production will normally follow a priority system, as follows:

* + Examination materials
	+ Required textbooks
	+ Class handouts
	+ Required supplemental course materials
	+ General college materials

#### 3. Scanned Materials

##### 3.1 Quantity for Scanning:

3.1.1

Books submitted for scanning will be scanned in their entirety, unless otherwise specified on the authorized Alternate Media accommodation.

3.1.2

Requests to scan only a portion or parts of a book are honored only on consultation with the Alternate Media Specialist or on the request of the DSS Counselor or LD Specialist.

##### 3.2 Book Handling:

3.2.1

Books to be scanned will have their bindings removed. The book will be returned, unbound, with the alternate format materials.  Students may have the book rebound in a spiral binding at their own expense.  Student can make a special request for the binding to not be removed if no more than 50 pages are to be scanned.  No more than 2 requests in a quarter are permitted.

#### 4. Equipment and Materials Loan

##### 4.1 Terms of Loan:

4.1.1

Daisy CD Players may be borrowed on a short term basis only.  Students are expected to purchase their own player whenever possible.

4.1.2

Daisy books are loaned for a one quarter term.

4.1.3

Electronically-formatted books from the Alt Media Specialist are on loan for a one quarter term.

##### 4.2 Return Due Dates:

4.2.1

All quarterly loans are due back in the DSS office no later than the last day of the Finals period.

#### 5. Resolution of Alternate Media Issues

##### 5.1 Exceptions to the Alternate Media Guidelines:

5.1.1

Any exception is subject to approval by, as appropriate,

* + Alternate Media Specialist
	+ DSS Counselor or LD Specialist
	+ DSPS Dean

##### 5.2 Accommodation Effectiveness:

5.2.1

Questions or concerns about accommodation effectiveness should be brought to the attention of the DSS Counselor or LD Specialist as soon as possible.

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### Section Two: Using Disability Services and Accommodations

### Assistive Technology

### Assistive Technology

Assistive technologies are computer-based adaptations which enable persons with disabilities to fully utilize computer applications and access electronic information. De Anza is committed to full and equal access to the educational electronic environment, including instruction, web and information resources and laboratories.  In order to accomplish this, the DSPS Division has established:

* The [Computer Accessibility Lab (CAL)](http://deanza.edu/dsps/dss/dish_2020_2021/computer_accessibility_lab_3column.html),
* [Alternate Media Services](http://deanza.edu/dsps/dss/dish_2020_2021/alt_media_descriptions_n_types_3column.html), and
* An on-going consultation with the college community to ensure technology access across all campus programs.

#### **Computer Accessibility Lab (CAL)**

**Educational Assistance Courses include:**

* SPED 240
	+ to learn what assistive technology will best work, given your needs and goals
	+ includes both basic evaluation of assistive needs and more advanced, individualized, or specialized training.
* SPED 245
	+ basic computer and word processing skills using the assistive technology you need.
* SPED 290
	+ Lab opportunity to use CAL computers to
		- complete course assignments
		- work on assistive technology skills
		- use specialized assistive technology not available elsewhere on campus.

The CAL is equipped with up-to-date computer hardware and software based on the recommendations from the Chancellor’s Office funded [High Technology Center Training Unit (HTCTU)](https://ca.college.technology/2017/03/20/high-tech-center-training-unit/). The assistive technology available in CAL is:

* Configured to work well with standard educational and work station applications,
* Supported by the college's technology team, and
* Integrated as much as possible on campus.

Students may learn to use these assistive technologies through individual and group instruction in the CAL. There are access tools for students with:

* Learning or cognitive disabilities,
* Vision impairments, and
* Mobility limitations.

A complete list of current software and hardware is detailed on the [Computer Accessibility Lab (CAL)](http://deanza.edu/dsps/dss/dish_2020_2021/computer_accessibility_lab_3column.html) website.

#### **Alternate Media Production**

An Alternate Media Specialist located in RSS room 141 works with students and college staff to ensure that alternate media are made available to eligible students. See the DISH, Section Two: Using Disability Services and Accommodations, [Alternate Media Services](http://deanza.edu/dsps/dss/dish_2020_2021/alt_media_descriptions_n_types_3column.html)"  for more information.

#### **Assistive Technology Support in On-Campus Locations**

DSPS staff members consult across campus on issues of computer accessibility.

For specific information and assistance with assistive technology in campus labs, contact the CAL staff. They may also support you by providing technology in other campus locations where computers are used. Some software can be provided to many different locations over the network. In other cases, some programs and hardware need to be installed locally on one computer.

In the [A. Robert DeHart Library](http://deanza.edu/library/services.html), there are several accessible computer workstations available for use by students with disabilities.

The Library West Computer Lab (formerly the Open Media Lab) located downstairs in the Learning Center West has two adjustable workstations for student use.

De Anza supports the current industry standard set of assistive technology, which is intended to meet most needs and includes:

* Zoomtext,
* JAWS,
* DragonNaturally Speaking, and
* Kurzweil 3000.

Wherever possible, these are accessed directly through the campus network. If you believe your adapted computer needs are not being met, contact your DSS Counselor or LD Specialist to discuss the situation.

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### Section Two: Using Disability Services and Accommodations

### Attendance and Absence Issues

**Attendance and Absence Issues**

#### **College Attendance Policies**

Your instructor will set the attendance policy for students in the class and will state it on the course syllabus (outline). Listen carefully for your instructor’s attendance and make-up policies.  It is the student's responsibility to know the attendance policies in their classes.

Attendance has been found to impact class performance significantly, so we encourage you to regularly attend all class sessions. If your disability negatively impacts regular attendance, consult with your DSS Counselor or LD Specialist.

In some courses, student participation in classroom activities may be deemed an essential part of the learning objective. If that is the case, attendance may be integral and affect a grade through a participation component. Faculty members are not required to lower their academic standards or make fundamental alterations of their courses.

##### **Absences on the First Day of the Quarter**

Instructors may drop students automatically who do not show up to the first day of the class.  A student on the waiting list may be put in your place. If you are unable to attend for a legitimate reason, it is advisable to notify your instructor before the class meets. You can request that your place be held, though it is at the discretion of the instructor.

##### **Absence Notification**

* It is usually not necessary to inform your instructor in advance of an absence, unless your instructor requests you do so.
* DSS will normally inform your instructors of absences on your behalf.
	+ If your absence is specifically caused by your disability, and, as a result, you believe you may exceed the instructor’s absence policy,  call your DSS Counselor or LD Specialist to discuss your options.
	+ You may be required to provide medical or other verification.
* Students who receive some types of services (such as interpreting) through DSS may be required to notify the program of an absence in advance and cancel the need for services.
	+ Please be aware of the rules for the services you use.
	+ Be sure you have all phone, text, email addresses or other contact information you may need in the event that you are off campus when you need to notify and cancel services to comply with program policies.

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### Section Two: Using Disability Services and Accommodations

### Book Scholarships

### Book Scholarships

Through the generosity of bequests made to the Foothill-De Anza Community College Foundation for students with disabilities, DSS is able to offer financial scholarships to eligible DSS students to purchase classroom books and required materials for enrolled courses.

The college is not required to provide special or additional financial assistance to students with disabilities.  As a result, special stipulations govern the program, and it is dependent on funding.

Students may contact their DSS counselor or LD Specialist for more information and for an application.

Students with disabilities who do not meet the scholarship criteria for eligibility and who need financial assistance can consult with their DSS counselor or LD Specialist for other options available to obtain course materials.

For students with disabilities who need financial assistance, the Financial Aid office can also be consulted about eligibility and provisions for several loan programs.

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### Section Two: Using Disability Services and Accommodations

### Academic Adjustments and Course Substitution / Waiver

### Academic Adjustments and Course Substitution / Waiver

Students with disabilities are expected to meet the same academic standards as all other students. Accommodations and support services available to students with disabilities contribute to their success in completing course requirements and curriculum plans. Occasionally, a student with a disability already receiving accommodations and services may need to request a modification in:

* A timeline,
* Course assignments, or
* Program requirements.

#### **Academic Adjustments**

Academic adjustments may be needed in spite of having employed all appropriate accommodations and support services. Examples of modifications include:

* Flexibility in applying the absence policy in a course, or
* Completing a representative sample of assigned homework problems in homework.

**Academic Adjustments are:**

* Made on a case-by-case basis,
* May not alter the established academic standard for the course,
* Are made in a consultation process with:
	+ The student,
	+ Their DSS Counselor or LD Specialist, and
	+ The course instructor

#### **Course Substitution / Waiver**

In exceptional circumstances, a student may succeed in completing all but one of the courses required for a certificate, degree, or transfer.  After all measures to accommodate have been utilized, if their disability-related educational limitations prevent a student from completing that one requirement, a course substitution may be considered. A student with a disability may submit a petition for course substitution or, as a last resort, course waiver if :

• The student has discovered that the first level of accommodations and support services are insufficient to enable him/her to complete the course, or

• The student's disability is of such magnitude that any attempt at completing the course would be futile.

The decision to make a course substitution or waiver will be made on a case-by-case basis by:

* A DSS Counselor or LD Specialist,
* The instructor who teaches the course to be substituted, and
* the DSPS Division Dean.

Such a situation is evaluated carefully so the recommendation does not jeopardize the integrity of the individual’s achievement or preparation.

Any such course substitution or waiver would be applicable only to De Anza College requirements and may not be accepted by transfer institutions.

The policy and process is outlined in the De Anza College Academic [Senate Policy on Course Substitution/Waiver](https://www.deanza.edu/dsps/legal/division_academicpolicy.html) (June 13, 1994) or request a copy from a DSS Counselor or LD Specialist.

Maintaining academic standards and assuring equal opportunity are both essential objectives. Each situation is individually evaluated. DSS will work collaboratively with the student and the college to safeguard both student access and curricular integrity.

##### **Degree and Certificate Requirements:**

The college requirements for a degree or certificate may be modified in certain circumstances when a student with disability-related educational limitations cannot successfully complete a required course.

It is preferable for the student to use all available accommodations and support services to succeed and meet the stated requirement.  However, when not feasible, course substitution, rather than wavier, is typically the approach.  Any such substitution or waiver applies only to the De Anza College Certificate or Degree.  These may not transfer to other colleges or universities.

##### Steps to Request an Academic Adjustment or Substitution/Waiver the Student Should:

1. Meet with their DSS Counselor or LD Specialist in a timely manner so as not to delay the time line to complete their educational goal.
2. Consult with their DSS Counselor or LD Specialist about possible problem-solving approaches. Their DSS Counselor or LD Specialist can assist the student with the decision and the process to apply.
3. Provide any necessary evidence or paperwork.
4. Follow the college procedure, as advised by the DSS Counselor or LD Specialist.

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### Section Two: Using Disability Services and Accommodations

### Deaf & Hard of Hearing Services

#### **Deaf & Hard of Hearing Services**

Deaf and hard of hearing students work with the Disability Support Services (DSS) Counselor and the [Deaf & Hard of Hearing Services](http://deanza.edu/dsps/dhhs/)(DHHS) Supervisor to receive academic support, to schedule quarterly classes, and to arrange auxiliary services to access De Anza College educational programs.

#### **Sign Language Interpreting and Real-Time Captioning Services**

Sign language interpreters and real time captioners provide communication access for:

* classes and lab lectures
* required class-related activities, such as on-campus group work and field trips
* instructor conferences
* tutorial sessions
* appointments on campus for necessary college business, such as Admissions and Records and Financial Aid

Effort is made to match interpreter style with student needs. Interpreters and captioners follow the Code of Ethics.  If you have questions or concerns on how to use an interpreter/captioner, ask the Deaf Hard of Hearing Services Supervisor.  If a problem develops with your interpreter/captioner, or you have a concern about your services, tell the Deaf Hard of Hearing Services Supervisor as soon as possible.  You can also talk to your DSS Counselor.  If your interpreter or captioner has concerns, they may ask for help from the DHHS Supervisor and/or from the DSS Counselor.

Students are asked to fill evaluation forms at the end of each quarter. These help to improve the services.

#### **Steps to arrange for Interpreters or Real Time Captioners**

##### For classes and labs:

1. Every quarter meet with your DSS Counselor to choose classes for the next quarter, preferably during the priority registration period that takes place a month before registration.
2. Student is required to complete and to submit the Quarterly Request online at <http://deanza.edu/dsps/dhhs/forstudents.html> preferably right after you complete the registration on your assigned date and time.
3. Every year students must read and sign the Student Responsibilities (pdf): Utilizing Interpreting/Captioning Services form that reviews the DHHS procedures that students must adhere to.

##### For required out-of-class activities

* All out-of-class activities requests must be turned in to DHHS five (5) workdays before the out-of-class activity or the request may not be filled
* Student is responsible to complete and to submit the Quarterly Request form <http://deanza.edu/dsps/dhhs/forstudents.html> and to email the DHHS Supervisor at least one week in advance for the out-of-class activity
* Service requests for all out-of-class activities must be turned in to DHHS five (5) workdays ahead or request may not be filled

NOTE: For a campus activity that is not a class requirement, student is required to talk directly with the DHHS supervisor who will advise them on how to request services for other events.  For example, a student club event.

##### For final exams

1. Unless arrangements have been made to receive services for the final exam day, all regular class interpreting/captioning services will end on the last scheduled class session before the final exam date.
2. For final exam day services:
* Student is responsible to email the DHHS Supervisor at least one week in advance to request services for the final exam day.

**Important** -- Interpreters and captioners will attend the final exam sessions ONLY if these special arrangements have been made ahead of time.

**NOTE:**For a campus activity that is not a class requirement, talk to the DHHS supervisor who will advise you on how to request services.

#### **Policy on Interpreting/Captioning Services**

#####  General Provisions

Interpreting and Captioning Services are provided to students who:

* Who have completed the intake process with the DSS Counselor and
* Are officially enrolled in the class

**Important** -- It is highly recommended that DHHS students meet with their DSS Counselor during the priority registration period and register for classes at their assigned day and time of priority registration

* Interpreters and captioners are assigned in order of student registrations.
* Priority registration appointments happen at least one month before students are able to register for their classes
* The priority registration period dates are
* Emailed to students at their email address, listed on MyPortal.
* **Important,**student is responsible to update their current email address on MyPortal
	+ Posted on the [DSS Home page](https://www.deanza.edu/dsps/dss/) and in the DSS News and Announcements
	+ Posted in the DSS office in RSS 141

Effort is made to honor the student’s preference mode of communication; however, when required, a comparable service or other alternatives may be offered to meet access needs.

Service delays may happen if a:

* + Student registers late in the quarter, after the DSS priority registration period
* Student registers after the quarter begins
	+ Student changes class schedule after registration or during the quarter
* Student changes their class schedule after registration without updating their Quarterly Request Form at <http://deanza.edu/dsps/dhhs/forstudents.html> or notifying the DHHS Supervisor of the change.
* All changes to class schedule during the quarter must be reported to the DHHS Supervisor and to the DSS Counselor

Changes in class schedule during the quarter should be reported to the DHHS supervisor.

* Student is responsible to notify the DHHS Supervisor and the DSS Counselor when they drop or withdraw from a class before and during the quarter.
* Students are highly encouraged to connect with their DSS Counselor before dropping or withdrawing from a class.
* If not reported, absences in classes dropped or withdrawn from may count as student no-shows.

In order to ensure services for the next quarter, it is highly recommended that students complete the Quarterly Request Form for Interpreting / Captioning services, immediately after they have registered for their classes or as soon as they register for their classes.

##### **Late Policies**

Interpreters/captioners**Waiting Periods** for students to arrive are as follows:

* 15 minutes for a one-hour class
* 20 minutes for a two-hour class
* 30 minutes for a class lasting three hours or more

Arriving late could mean missing important announcements at the beginning of class. It is the student's responsibility to ask the instructor what information was missed, preferably after class with the support of the interpreter/captioner.

DHHS is not contacted ahead of the class meeting time the service provider will leave after the Waiting Period and a **“no show”** may be recorded.

Notification requirements for students who will be late

* + Let the DHHS Supervisor know by email at deafservices@fhda.eduand provide the Supervisor with an estimated time of when you expect to arrive to class

If a service provider has not arrived after ten minutes,

* + Write a short explanation to the teacher and
	+ Inform DHHS
		- By email Deafservices@fhda.edu
		- By coming to the DHHS offices in LCW 110 [**(Map)**.](https://www.deanza.edu/maps-and-tours/documents/campus-map-01.22.2020.pdf)
	+ DHHS will assign a substitute if possible

##### Student Responsibilities & Notification Requirement Policies

**NOTE:**Interpreters and captioners are professionals who commit their time to the hours they are scheduled.

**Students are required to notify DHHS when they will miss class.**

* Contact the DHHS supervisor by one of the following methods:
	+ Email:  Deafservices@fhda.edu
	+ DHHS (V): 408.864.8755
	+ Drop a note at DHHS in LCW 110 or the DSS reception office in RSS 141**(**[**M**](https://www.deanza.edu/dsps/pdf/DSPS%20Map%202016.pdf)[**ap)**](https://www.deanza.edu/maps-and-tours/documents/campus-map-01.22.2020.pdf)
* Absence Notification
* Planned Absences:  Students who plan to be absent for class for any reason should inform DHHS as soon as they have decided not to attend.
* Unplanned Absences:  Contact the DHHS supervisor as soon as possible, preferably before the class meeting.
* First Day of Quarter Absences: Inform DHHS prior to the start time for the class or the interpreter/captioner may be transferred to another class.

##### **No Show Penalties**

If you are absent without notification, the absence will be counted as a **“no show.”**

**Consequences of No-Shows**

* **1st No-Show**
	+ Student receives a written reminder of the notification requirements from DHHS.
* **2nd No-Show**
	+ The student receives a written notice and needs to meet with the DSS counselor or LD Specialist on the day and time shown on the second notice.
* **3rd No-Show**:
	+ The student will be informed, in writing, of suspension of service and will be required to scheduled to meet with the Dean of the DSPS Division to further discuss and clarify DSPS expectations.
* **4th No-Show**:
	+ The student's services are terminated for the remainder of the quarter.  If the student wants to reinstate services or appeal the suspension, they should review the [Suspension of Services process,](http://fhdafiles.fhda.edu/downloads/aboutfhda/5076.pdf) FHDA District Board - Administrative Procedure AP-5076.

#### **Note-taking Assistance**

Notetakers are arranged in the same way that students with other disabilities arrange them. (See DISH Section 2, "Notetaking")

#### **Captioned Media**

De Anza has an on-going program to closed caption instructional videos and media. Online Education courses delivered by video or recorded for future instructional use are also captioned, including live broadcast and web streamed courses.  The Online Education Course schedule marks those courses that are already captioned.

##### St**eps to Request a Captioned Media**

Students do not need to initiate requests.

* Deaf Services works with the instructors of classes that Deaf & Hard of Hearing students have enrolled in to make available, if possible, captioned versions of video and media to be shown in class.

An interpreter or transcript may be offered, if necessary, as a substitute for a captioned version.

#### **Assistive Listening Devices**

Assistive listening devices may be borrowed from the DSS program for use on campus only.
The Deaf Services supervisor can demonstrate the use of these devices to people who are not familiar with them. Some large lecture classrooms are also equipped with in-place assisted listening systems.

##### **Steps to Borrow an Assistive Listening Device**

* Complete the DSS Disability Verification and intake process
* Register with your DSS Counselor or LD Specialist for classes, preferably during the priority registration period
* Submit a [Services Request form](https://docs.google.com/forms/d/e/1FAIpQLSdH730j9O_yfDSvCL5UhyEEod7YwT-HdqE6ku2INC3Oawylsw/viewform)
* Complete an Equipment Loan form
* Follow the guidelines listed on the Loan Form for pick-up and drop-off of the device
* If you do not follow Loan Form instructions,
	+ You may be required to meet with the DSS Counselor or LD Specialist, and the DHHS supervisor
	+ Your services may be suspended.

##### **Policy on Assistive Listening Devices**

* They are to be used on campus only
* Removing them from campus for any reason
	+ Will result in suspending your services for the remainder of the quarter
	+ To appeal for reinstatement of services, you will be need to follow the College Grievance Procedure. (See DISH Section 2,**Legal Aspects**, "Suspension of Services")

#### **Communication Resources**

* E-mail
	+ Students are encouraged to use e-mail for communication needs
	+ Addresses for divisions, departments, programs, faculty and staff are listed on the  [De Anza website](https://www.deanza.edu/) or from the [DSS office](https://www.deanza.edu/dsps/dss/)

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### Section Two: Using Disability Services and Accommodations

### Sign Language Interpreting and Real-Time Captioning Services

### Sign Language Interpreting and Real-Time Captioning Services

**Sign language interpreters and real time captioners provide communication access for:**

* classes and labs
* required class-related activities, such as field trips
* instructor conferences
* tutorial sessions
* appointments on campus for necessary college business

Effort is made to match interpreter style with student needs. Interpreters and captioners follow the Code of Ethics.  If you have questions or concerns on about how to use an interpreter/captioner, ask the Deaf Services supervisor.  If a problem develops with your interpreter/captioner, or you have a concern about your services, tell the Deaf Services supervisor as soon as possible.  You can also talk to your DSS Counselor or LD Specialist.  If your interpreter or captioner has concerns, he/she may ask for help from DHHS and/or the DSS office.

Students are asked to fill evaluation forms at the end of each quarter. These help to improve the services.

#### **Steps to arrange for Interpreters or Real Time Captioners**

##### For classes and labs:

1. Register with your DSS Counselor or LD Specialist for classes, preferably during the priority registration period.
2. Complete and Submit the online [Request for Services (pink form)](https://docs.google.com/forms/d/e/1FAIpQLSdH730j9O_yfDSvCL5UhyEEod7YwT-HdqE6ku2INC3Oawylsw/viewform)
3. Read and sign the [Student Responsibilities](https://www.deanza.edu/dss/pdf/st_respons_deafsve.pdf) (pdf): Utilizing Interpreting/Captioning Services form.

##### For required out-of-class activities:

* At least one week in advance of the out-of-class activity: Complete and Submit the online [Request for Services (pink form)](https://docs.google.com/forms/d/e/1FAIpQLSdH730j9O_yfDSvCL5UhyEEod7YwT-HdqE6ku2INC3Oawylsw/viewform)

##### For final exams:

1. Regular class interpreting/captioning services will end on the last scheduled class session before the final exam date unless arrangements have been made for services on final exam day.
2. For final exam day services:
	* At least 5 days before the final exam date, complete and Submit the online [Request for Services (pink form)](https://docs.google.com/forms/d/e/1FAIpQLSdH730j9O_yfDSvCL5UhyEEod7YwT-HdqE6ku2INC3Oawylsw/viewform)

Interpreters and captioners will attend final exam sessions ONLY if these special arrangements have been made.

**NOTE:**For a campus activity that is not a class requirement, talk to the DHHS supervisor who will advise you on how to request services for other events.

#### **Policy on Interpreting/Captioning Services**

#####  General Provisions

Interpreting and Captioning Services are provided to students:

* + Who have completed the intake process, and
	+ Are officially enrolled in the class

Students should enroll in classes during the DSS priority registration period, or as early as possible.

* + Interpreters and captioners are assigned in order of student registrations.
	+ The priority registration period dates are
		- Emailed to students at their email address,
		- Posted on the [DSS Home page](http://deanza.edu/dss/) and in the DSS News and Announcements
		- Posted in the DSS office in RSS 141

Effort is made to honor the student’s preference for communication method. However, when required, a comparable service or other alternatives may be offered to meet access needs.

Service delays may happen if a

* + - Student registers late (after the DSS priority registration period) even after the quarter begins
		- Student changes class schedule after registration or during the quarter
	+ Last up to five (5) instructional days, even after the quarter begins

Service requests for out-of-class activities must be turned in to DHHS five (5) workdays ahead or may not be filled.

Changes in class schedule during the quarter should be reported to the DHHS supervisor.

* + If not reported, absences in classes dropped or withdrawn from may count as student no-shows.

##### **Late Policies**

Interpreters/captioners**Waiting Periods** for students to arrive are as follows:

* + 15 minutes for a one-hour class
	+ 20 minutes for a two-hour class
	+ 30 minutes for a class lasting three hours or more

Arriving late could mean missing important announcements at the beginning of class. It will be the student's responsibility to ask the instructor what information was missed. If DHHS is not contacted ahead of the class meeting time the service provider will leave after the Waiting Period and a **“no show”** may be recorded.

Notification requirements for students who will be late:

* + Let DHHS know by email at Deafservices@fhda.edu

If a service provider has not arrived after ten minutes,

* + Write a short explanation to the teacher and
	+ Inform DHHS
		- By email Deafservices@fhda.edu
		- By coming to the DHHS offices in LCW 110 [**(Map)**](https://www.deanza.edu/maps-and-tours/documents/campus-map-01.22.2020.pdf).
	+ DHHS will assign a substitute if possible.

##### **Student Responsibilities & Notification Requirement Policies**

**NOTE:**Interpreters and captioners are professionals who commit their time to the hours they are scheduled.

**Students are required to notify DHHS when they will miss class.**

* Contact the DHHS supervisor by one of the following methods:
	+ Email:  Deafservices@fhda.edu
	+ DHHS (V): 408.864.8755
	+ Drop a note at DHHS in LCW 110 or the DSS reception office in RSS 141**(**[**M**](http://deanza.edu/dsps/pdf/DSPS%20Map%202016.pdf)[**ap)**](https://www.deanza.edu/maps-and-tours/documents/campus-map-01.22.2020.pdf)
* Absence Notification
* Planned Absences:  Students who plan to be absent for class for any reason should inform DHHS as soon as they have decided not to attend.
* Unplanned Absences:  Contact the DHHS supervisor as soon as possible, preferably before the class meeting.
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##### No Show Penalties

If you are absent without notification, the absence will be counted as a **“no show.”**  **Consequences of No-Shows**

* **1st No-Show**
	+ Student receives a written reminder of the notification requirements from DHHS.
* **2nd No-Show**
	+ The student receives a written notice and needs to meet with the DSS counselor or LD Specialist on the day and time shown on the second notice.
* **3rd No-Show**:
	+ The student will be informed, in writing, of suspension of service and will be required to scheduled to meet with the Dean of the DSPS Division to further discuss and clarify DSPS expectations.
* **4th No-Show**:
	+ The student's services are terminated for the remainder of the quarter.  If the student wants to reinstate services or appeal the suspension, they should review the [Suspension of Services process](http://fhdafiles.fhda.edu/downloads/aboutfhda/5076ap.pdf), FHDA District Board - Administrative Procedure AP-5076.

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### Section Two: Using Disability Services and Accommodations

### Captioned Media

#### **Captioned Media**

De Anza has an on-going program to closed caption instructional videos and media. Online Education courses delivered by video or recorded for future instructional use are also captioned, including live broadcast and web streamed courses.  The Online Education Course schedule marks those courses that are already captioned.

##### **Steps to Request a Captioned Media**

Students do not need to initiate requests.

* + Deaf Services works with the instructors of classes that Deaf & Hard of Hearing students have enrolled in to make available, if possible, captioned versions of video and media to be shown in class.

An interpreter or transcript may be offered, if necessary, as a substitute for a captioned version.

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### Section Two: Using Disability Services and Accommodations

### Assisted Listening Devices

#### **Assistive Listening Devices**

Assistive listening devices may be borrowed from the DSS program for use on campus only.
The Deaf Services supervisor can demonstrate the use of these devices to people who are not familiar with them. Some large lecture classrooms are also equipped with in-place assisted listening systems.

##### **Steps to Borrow an Assistive Listening Device**

* Complete the DSS Disability Verification and intake process.
* Register with your DSS Counselor or LD Specialist for classes, preferably during the priority registration period.
* Submit a [Services Request form](https://docs.google.com/forms/d/e/1FAIpQLSdH730j9O_yfDSvCL5UhyEEod7YwT-HdqE6ku2INC3Oawylsw/viewform) .
* Complete an Equipment Loan form.
* Follow the guidelines listed on the Loan Form for pick-up and drop-off of the device.
* If you do not follow Loan Form instructions,
	+ You may be required to meet with the DSS Counselor or LD Specialist, and the DHHS supervisor
	+ Your services may be suspended.

##### **Policy on Assistive Listening Devices**

* They are to be used on campus only.
* Removing them from campus for any reason.
	+ Will result in suspending your services for the remainder of the quarter.
	+ To appeal for reinstatement of services, you will be need to follow the College Grievance Procedure. (See DISH Section 2,**Legal Aspects**, "Suspension of Services")

#### **Communication Resources**

* E-mail
	+ Students are encouraged to use e-mail for communication needs.
	+ Addresses for divisions, departments, programs, faculty and staff are listed on the [De Anza website](http://deanza.edu/) or from the [DSS office](http://deanza.edu/dss/).

### Section Two: Using Disability Services and Accommodations

### Instructor Consultation / Liaison

### Instructor Consultation / Liaison

#### **Advocacy and Disclosure**

In most cases, students are their own best advocates. Because of this and guidelines on confidentiality, we prefer that DSS students discuss their accommodations and services that DSS has recommended directly with your instructor.

To help you do so, your DSS Counselor or LD Specialist discusses with you those accommodations and support services you will use. If needed, they can help you formulate how to present your limitations and your needs, especially in the context of a particular class’s requirements. In the student success section of this handbook there are additional materials on self-advocacy.

Unless you anticipate requesting accommodations from your instructor, you do not need to disclose your involvement with DSS. If an issue arises later, and you decide to request accommodations, you can consult with your DSS Counselor or LD Specialist for guidance, if needed.

If an instructor questions your status as a student with a disability or has concerns about the accommodations, he/she may call DSS. DSS do not disclose your diagnosis to your instructor but will confirm that the proper documentation is on file, and that the accommodations are appropriate.  Often an issue is resolved with a simple clarification.

If more mediation or information is required, the student is informed and normally, a dialog is initiated by your DSS Counselor or LD Specialist that involves all parties, with confidentiality safe-guarded and collaboration encouraged.

#### **Notification to Instructors**

DSS does not routinely send notifications or accommodation letters to your instructors. If you want this as a service, you must ask for it.  You may hand carry the notification to your instructor or sign off that you wish the program to send it.

Those instructors who will have interpreters or real-time captioners in their classroom, will receive an informational packet before the quarter begins.

##### **Steps to Receive Instructor Notifications:**

1. If you and your DSS Counselor or LD Specialist determine an “Instructor Referral” or an “Accommodation Letter” is appropriate for your situation, you can request that one be prepared.
	* An “Instructor Referral” states that you are a student with a verified disability and that you will be speaking to the instructor about the accommodation needs DSS has recommended.
	* An “Accommodations Letter” states that you are authorized to receive certain accommodations.
2. Meet with your DSS Counselor or LD Specialist to make the request and sign to release the information.

#### **Progress Checks**

Students are encouraged to be aware of their course progress throughout the quarter.   This can be done by monitoring the instructor's feedback on assignments, periodically calculating their grade to date in the course, and talking with instructors. By doing so, you can get help if needed early to improve your success in the course.

Your DSS Counselor or LD Specialist will assist you to learn a process to evaluate class progress that will be useful throughout your academic career.

When circumstances warrant, and upon your request, your DSS Counselor or LD Specialist, may send out a mid-quarter Progress Checks to obtain instructor feedback. This information can then be shared with you in planning any needed interventions.

##### **Steps to Receive Progress Check Service:**

1. Meet with your DSS Counselor or LD Specialist to discuss  the self-monitoring process.
2. If requesting a Progress Check, sign a consent.
3. Meet with your DSS Counselor or LD Specialist to review the instructor's feedback.

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### Section Two: Using Disability Services and Accommodations

### Note-Taking Assistance

#### **Note-Taking Assistance**

There are several options for obtaining lecture or classroom notes as an approved accommodation.

##### ·       **Recording Lectures**

* Students with disabilities may record instructor lectures, as stated in the De Anza College Academic [Senate Policy on Recording Lectures](https://www.deanza.edu/dsps/dss/dish_2020_2021/academic_senate_policy_3column.html)(April 13, 1987).  Digital audio recording to save audio files on a computer or regular tape recording may be alternatives. If students are going to record the lectures, please meet with your DSS Counselor/LD Specialist to obtain a “ name of form” to give to your instructor.

##### ·       **Instructor Copies**

* Instructors who have lecture notes, overheads, or power-point presentations may be able to share these for use as a note-taking template. Arrangements can be made to copy these through DSS. Instructors may post notes our lecture outlines on their web-sites which can be downloaded and printed.
	+ Instructors may lecture from power point presentations and may be able to provide these on request as an accommodation.
	+ **NOTE:** When students use instructor materials or tapes, they may be asked to sign a Restricted Use Agreement.

##### ·       **Classmate Copies**

* A peer note taker can be solicited from the class to provide a copy of the course notes. Classmates who volunteer to take notes will receive an hourly wage once a month for the duration of the quarter. In order for Note Takers to receive compensation, they will need to have :
	+ - Properly registered with DSS in a timely manner
		- Return a signed Note-Taker Contract form, and
		- Provide the note-taking service through the end of the quarter.
	+ To be authorized for this service, students must meet with their DSS Counselor or LD Specialist, who will assist the student with the process to solicit the note-taker and properly document the service.

Many students find that learning a note-taking system such as the one taught in the college’s student success and study skills classes is invaluable. It helps you produce more efficient notes when you take them yourself or helps you organize for study more efficiently using the notes from a peer note-taker.

##### **Steps to Receive Note-Taking Assistance:**

* Review the class requirements with your DSS Counselor or LD Specialist, discussing the alternatives and deciding what would work best.
* If note-taking assistance is an approved accommodation, take the Note Taking Request form to the Instructional Associate in LCW 110 for a small meeting to go over next steps and note taking services.
* The Instructional Associate will give you a packet for each of the courses you requested, and student will take the note-taking packet to your classroom instructor to discuss your preference for locating a note-taker or ask a classmate.  Your instructor will make send an email and/or make an announcement in class to help locate a note taker for you.
* Provide the appropriate materials to the instructor and volunteer note-taker, including the Note-taker Contract, if appropriate.
* Inform the volunteer note-taker that they need to meet with the Instructional Associate in LCW 110 as soon as possible to get their paperwork completed for them to receive compensation.
* When Note Taker meets with Instructional Associate, they will determine a manner of delivery and will inform the student.   Typically, notes will be delivered electronically via email.
* Report any problems finding note-takers or with their performance to your DSS Counselor or LD Specialist and to the Instructional Associate immediately.
* In case your note-taker is absent, have a back-up plan. This might include recruiting a secondary note-taker or requesting that the teacher assist in locating an emergency note-taker for the day.

##### **Note-Taking Guidelines**

* You must attend class to receive note-taking assistance.
* Note-taking is an approved accommodation when supported by current documentation.
* Photocopying at LCW 110 is available:
	+ For PowerPoint outlines,
	+ If there are two or more students in a class who require note-taking assistance, or
	+ If your instructor requests that we make copies of his or her overheads or lecture notes.
* Inform DSS immediately if the note-taker drops the class or if you withdraw from the course.
* Students receiving captioned transcripts will solicit a note-taker from the class to record board or other written information.

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**Section Two: Using Disability Services and Accommodations**

**Seat Reservation**

**Seat Reservation**

Students with limitations who require special seating in the classroom can request these arrangements:

* a reserved seat in a particular location in the classroom
* alternative to traditional classroom desk

DSS can arrange for alternatives to regular classroom desks such as

* several types of padded, armed or armless chairs
* adjustable height tables
* podiums

These can be used in the classroom for the quarter. Please note that the college does not provide specially designed or individually prescribed ergonomic seating.

**Steps to follow to arrange specialized seating:**

1. If possible, review your needs with your course instructor to see if a solution in the classroom is possible.
2. If you need to have signage posted on a particular seat, or need a seating alternative, see your DSS Counselor or LD Specialist.
3. Plan ahead to allow for college furniture moving timelines.

### Section Two: Using Disability Services and Accommodations

### Readers / In-Class Assistants

### Readers / In-Class Assistants

#### **Reader Services**

Students unable to use print and who prefer auditory material are urged to utilize alternate media sources. When possible, we will obtain audio file books from outside sources or electronic texts from publishers. If these are not available, print materials can be scanned to disk, transferred to audio file or read directly from the computer with a screen reader. These solutions provide effective, independent and economical methods to read textbooks.

Students can learn to do this independently. The equipment is readily available on campus and we can advise about options for home purchase. Students have found that their ability to provide for and utilize alternate media independently is very useful when they transfer to the university or become employed.

If these solutions are not effective, personal reader service for required course materials will be considered. If you are a Department of Rehabilitation client, or are a blind student who is not a client, we will help you determine if reader funds can be made available for you to hire your own personal reader. Reader referral service is available through Disability Support Services. See your DSS Counselor or LD Specialist for information.

#### **In-Class Assistants**

Sometimes a student’s educational limitations present a challenge in completing classroom activities, such as lab experiments. When this occurs, the instructor, student, and their DSS Counselor or LD Specialist should consult to explore accommodation options. Common solutions include pairing students with a lab partner, providing alternate media or materials, or modifying the curriculum or delivery methods.

In the event that no other satisfactory solution can be found, after careful deliberation with your DSS Counselor or LD Specialist, the provision of an in-class assistant may be considered.

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### Section Two: Using Disability Services and Accommodations

### Test Accommodations for Classroom Tests

### Test Accommodations for Classroom Tests

[◊ Steps to Arrange for Test Accommodations and Schedule Tests ◊](https://www.deanza.edu/dsps/dss/dish_2020_2021/test_accommodation_steps_3column.html)

#### **Description**

Accommodation for classroom testing provides an equal opportunity for students with verified disabilities to demonstrate mastery of the course objectives and take required course exams or evaluative assignments.
In the case of students with learning disabilities, visual impairments, limited dexterity, or mental health disabilities, the need for, and type of, accommodation depends on the impact the disability has on test taking. Students with other verified disabilities may also be eligible for accommodations.

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

* Extended time (1.5X - 2.0X)
* Reduced distraction environments for on campus exams
* Testing in alternative media
* Access to assistive technology
* Breaks
* Math Accommodations
	+ Calculators
	+ Formulas
	+ Multiplication Tables
* Notes \*Notes must be approved by the instructor prior to your testing appointment.
* Scantron Scribe Services

Test accommodation Steps and Procedures are outlined on this page and the Test Accommodation Guidelines appear in the next page. Students using test accommodations should refer to these sections for complete instructions.  Specific test accommodations are determined in consultation with the DSS Counselor or LD Specialist.

Accommodations are authorized based on the student's disability-related educational limitation(s) and the evaluative activities in the course. For this reason, students should always bring the course syllabus or outline whenever they meet with their DSS Counselor or LD Specialist to discuss test accommodations.

When DSS provides test accommodation service, timelines for appointments, guidelines and policies are adhered to. Students need to be aware of these in order to ensure they receive appropriate accommodations, including automated email Test Appointment Reminders and their test appointments on their calendars.   Students should maintain regular contact with the Test Proctor and update their DSS Counselor or LD Specialist without delay should any test issues or concerns come up.

Test security and integrity are strictly enforced to protect student achievement and college standards.

Modifications to classroom tests are made based on the educational limitations of the student with a disability and the format of the examination.
Effective accommodation for class evaluation activities often requires preparations well in advance. Make certain that you know the instructor's plan for quizzes or other in-class evaluative assignments. If you need assistance to assess possible accommodations for any type of course requirement, see your counselor/advisor.

### Section Two: Using Disability Services and Accommodations

### Steps to Arrange for Testing Accommodations

#### **Steps to Arrange for Testing Accommodations**

(Students should also review the [Test Accommodation Guidelines](https://www.deanza.edu/dsps/dss/dish_2020_2021/test_accommodation_guidelines_3column.html) which details the requirements to receive this accommodation.)

##### **Step 1: Meet with/Email your DSS Counselor or LD Specialist**

###### **Schedule an appointment**

* + As soon as you decide to request test accommodation for the course
	+ After the 1st class meeting or as soon as you have exam information for the class

###### **Bring to the appointment**

* + The course's exam schedule
	+ The class syllabus ("green sheet")
	+ Any other information about the tests

###### **You and your DSS Counselor or LD Specialist will:**

* + Discuss your disability-related needs and the exam requirements for the class
	+ Review "Test Accommodation Roles and Responsibilities"
	+ Confirm your understanding of the Academic Integrity Policy and the Test Accommodations Guidelines

##### S**tep 2: Talk with your Instructor**

###### **Discuss**

* + Your accommodation needs
	+ The test accommodation procedures
	+ The copy of the "Test Roles and Responsibilities". (You will receive a copy from the Testing Center located in LCW 110)

###### **Your instructor will receive a letter from your DSS Counselor or LD Specialist notifying them of your authorized test accommodations**

##### **Step 3: Go See the Test Proctor**

###### **Test Proctor Location/Hours:**

* + Learning Center West (LCW) 110
	+ Mon. - Thurs. 8:00 a.m. - 5:00 p.m.
	+ Fri.  8:00 a.m. - 3:00 p.m.

\*if your course meets outside of our operating hours, please discuss with your instructor booking your appointments at an earlier time than the class meeting.

* Review the Test Accommodation Guidelines and procedures with the Test Proctor, if needed
* Review and Sign the Testing Center contract

##### **Step 4: On-Campus classes: Schedule your Test Accommodation Appointments**

###### **You may Schedule appointments** with the Test Proctor or online through Clockwork

* + For the entire quarter, if possible.
	+ In advance, according to the [Test Accommodation Guidelines](https://www.deanza.edu/dsps/dss/dish_2020_2021/test_accommodation_guidelines_3column.html)
	+ Bring the course syllabus and test schedule to the test proctor.

###### **Keep the "Appointment Reminders"** **for each of your future appointments.**

* + Calendar your appointments in your planner.
	+ You will be emailed a reminder 5 days, 3 days and 1 day before any scheduled appointment.

**Courses Meeting Online**

* Contact your instructor to discuss the testing method designated for the course and if applicable, adjusting the testing duration for quizzes and exams.

##### **Step 5: If your instructor requires a Test Envelope:**

###### The Test Proctor will complete a Test Envelope for you to provide to your instructor.

* + Obtain the Test Envelope from the Test Proctor early enough for you to give it to your instructor at least a week ahead of your scheduled appointment
	+ Follow any additional instructions or alternate procedures the Test Proctor gives you

##### **Step 6: Arrive Promptly for Your Scheduled Test Appointment**

###### Check in at least 5-10 minutes before your scheduled test appointment time.

* + Bring all required test materials.

##### Got Questions about the Six Steps outlined above?

**Consult**

* + your DSS counselor or LD Specialist
	+ the Test Proctor

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### Section Two: Using Disability Services and Accommodations

### Test Accommodation Guidelines

#### **Test Accommodation Guidelines**

**Requirements students with disabilities must follow to obtain test accommodations.**

For the Steps to set up test accommodations, see [Test Accommodations for Classroom Tests](http://deanza.edu/dsps/dish/section2/testaccom_desc_steps.html)

Quick Links:

[◊ 1: General Test Accommodation Guidelines ◊](http://deanza.edu/dsps/dish/section2/testaccomm_guidelines.html#general)

[◊ 2: Test Appointments and Scheduling ◊](http://deanza.edu/dsps/dish/section2/testaccomm_guidelines.html#appointments)

[◊ 3: Test Accommodation Administration Conditions ◊](http://deanza.edu/dsps/dish/section2/testaccomm_guidelines.html#conditions)

[◊ 4: Cancellation, Late, No-Shows ◊](http://deanza.edu/dsps/dish/section2/testaccomm_guidelines.html#cancel)

[◊ 5: Resolution of Test Accommodation Issues ◊](http://deanza.edu/dsps/dish/section2/testaccomm_guidelines.html#resolution)

##### 1: General Test Accommodation Guidelines

###### 1.1 Student Responsibilities

1.1.1 - Students must request test accommodations from their DSS Counselor or LD Specialist.

1.1.2 - Students must schedule all test accommodation appointments with Test Proctor or through Clockwork, according to Advance Notice Requirements listed in 2.1.

1.1.3 - If the instructor requests a test envelope, the student must pick one up from the test proctor and deliver to the instructor at least 5 school days in advance of appointment. Test envelopes may not be given to a third party to deliver to instructor or Test Proctor.

1.1.4 - Students must understand and follow all testing Guidelines, Policies, Procedures, and Rules, as explained by DSS personnel, outlined in Test Accommodation materials, or posted publicly in DSPS offices, the DISH, or websites.

###### 1.2 Test Accommodation Authorization

1.2.1 - All accommodations must be authorized by the DSS Counselor or LD Specialist.

1.2.2 - Approval can be for only:

* Those accommodations clearly supported by current disability documentation
* Those evaluative course activities that require alteration in order to afford the student equal opportunity to demonstrate course objective mastery

1.2.3 - The Test Proctor may not make any changes to a student's test accommodations authorized by the DSS Counselor or LD Specialist.

##### 2: Test Appointments and Scheduling

###### 2.1 Advance Notice Requirements

2.1.1 - During the regular quarter:  Test appointments and/or pickup of Test Envelopes must be made a minimum of five (5) school days in advance.

2.1.2 - For Final Exams:  Deadline to arrange for test accommodation appointments are typically posted at the beginning of the quarter, but no later than the eleventh (11th) week or the Monday before finals week as posted in Test Proctor's office.

2.1.3 - Failure to adhere to Final Exam deadlines may result in loss of accommodation.

###### 2.2 Test Appointments

2.2.1 -Test appointments will coincide with regular classroom test administration schedule to the extent possible. Students are responsible for allowing sufficient time in their schedule to utilize extended exam time.

2.2.2 - Exams must be completed in one appointment block unless stated otherwise as an authorized accommodation and approved in advance by DSS counselor or LD Specialist.

2.2.3 - Exams may not be started in the course classroom and subsequently completed under DSS supervision.

2.2.4 -Students will receive an automated appointment reminder via email 5, 3 and 1 day(s) before any confirmed testing appointment. If you need an alternate format or unable to receive emails, please contact the test proctor at 408-864-8927 or via email dsstestproctor@fhda.edu

###### 2.3 Test Accommodations for Online Courses

2.3.1 - Since online course accommodations may necessitate consultation and coordination with the Online Education Office, requests for accommodation must be made as soon as the online education course commences. Otherwise, accommodation may be delayed.

2.3.2- Please note, that after meeting with your DSS counselor or LD Specialist, you will need to contact your instructor to discuss your accommodations for your online course.

##### 3: Test Accommodation Administration Conditions

###### 3.1 Administration

3.1.1 - Authorized exam accommodations may be administered by the course instructor or the DSS Test Proctor or his/her designee.

###### 3.2  Materials

3.2.1 - Students supply required test materials, such as pencils, scantrons, blue books, etc.\*The testing center does not supply materials.

3.2.2 - Unauthorized materials or personal effects are not permitted in any testing area.

* Only items approved as test accommodations or those permitted by the instructor are allowed.
* Backpacks and any belongings not used as a part of your testing accommodations will be stored in your assigned locker

3.2.3 - If there is a case of misconduct and unauthorized materials are observed during the testing appointment, the test will be interrupted, and the instructor will be notified.

###### 3.3 Notes and Prompts

3.3.1 - Course instructor must review and approve any notes or materials to be used as an accommodation in advance of the test appointment.  Approval must be indicated by the instructor clearly designating pages or materials approved.

3.3.2 - All notes must be presented to the Test Proctor prior to the start of the exam.

###### 3.4 Break Periods

3.4.1 - Students may not leave the test area during the test appointment, except for a medical or other emergency, or for an official break period that has been approved in advance.

3.4.2 - In the event of a Medical or Other Emergency,

* Notify the Test Proctor immediately upon leaving the test area
* Return the exam and any other approved test materials to the Test Proctor
* In the event that the Test Proctor is unavailable, another De Anza staff person in the area must be notified and receive the exam

3.4.3 - Officially approved break periods are permitted only if necessitated by disability and with prior approval by the Test Proctor. In addition, student must:

* Check in with Test Proctor at the beginning of the break
* Provide the exam and any approved test materials to the Test Proctor during the break
* Remain in only the location agreed on and approved by the Test Proctor during the break
* Check in with the Test Proctor prior to resuming testing

###### 3.5 Exam Removal

3.5.1 - Exams are not to be removed from the test area for any reason, except to be returned to the Test Proctor or a designee of the Test Proctor.

###### 3.6 Assistive Technology

3.6.1 - Students may use only those assistive technologies approved as an authorized accommodation.

3.6.2 - Students must demonstrate to assistive technology lab staff effective use of the applicable technology prior to the test appointment.

3.6.3 - For any exam administered in the Computer Accessibility Lab [CAL link](http://deanza.edu/dsps/cal/), student is responsible for understanding and following the CAL Lab Rules.

###### 3.7 Discrepancies at the Time of the Test Accommodation

3.7.1 - In the event of a discrepancy regarding test administration conditions at the time of the appointment, the Test Proctor may exercise the right to consult with the course instructor, the DSS Counselor or LD Specialist, the DSPS Division Dean and/or other college administrators, as needed.

3.7.2 - Test Proctor is responsible for the final determination.

##### 4: Cancellation, Late, or No-Shows

###### 4.1 Notification Requirement

**4.1.1** - Students who have scheduled test appointments must notify the Test Proctor in the event any of the following occurs:

* Cancellation of an appointment
* Anticipated late arrival, past the scheduled appointment time
* Absence from a scheduled appointment
* Students may have that amount of time deducted from their exam or extended time
* Decision to take the exam in class during the regular class administration of the test
* Course drop or withdrawal: it will then be assumed that future scheduled appointments for that class may be cancelled by the Test Proctor

###### 4.2 No-Show Consequences

4.2.1 - If a student has not contacted the Test Proctor, and is tardy more than 30 minutes, a "no show" will be recorded.

* Instructor and the DSS Counselor or LD Specialist will be informed
* The test may be returned to the instructor
* Student will need the instructor's approval to reschedule

4.2.2 - Students whose exams have been returned to an instructor more than 2 times in a given quarter may have their test accommodation services suspended.

##### 5: Resolution of Test Accommodation Issues

###### 5.1 Exceptions to Test Policies and Guidelines

5.1.1 - Any exception is subject to approval by, as appropriate:

* Test Proctor
* DSS Counselor or LD Specialist
* DSPS Division Dean

###### 5.2 Exceptional Circumstances

5.2.1 - Questions or concerns about accommodation effectiveness should be brought to the attention of the student's DSS Counselor or LD Specialist as soon as possible.

5.2.2 - Problems during a test accommodation appointment or with the administration of the test must be reported immediately to the Testing Proctor, or his or her designee, at the testing site, and if appropriate, as soon as possible thereafter, to the DSS Counselor or LD Specialist.

5.2.3 - Serious disagreement or dissatisfaction about test accommodations should be noted promptly, per DISH Section Two, Legal Aspects, ["Concerns and Complaints Link"](http://deanza.edu/dsps/dish/section2/con_complaints.html)

5.2.4 - Any occurrence that in the judgement of DSPS poses a potential breach of De Anza's Academic Integrity Policy:

* May result in the immediate termination of the testing appointment
* Is reported to the class instructor, DSS counselor or LD Specialist & DSPS Division Dean

### The incident will be reported to the Advocate Judiciary System

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### Section Two: Using Disability Services and Accommodations

### Tutorial Support

#### **Tutorial Support**

**There are numerous options to obtain tutoring support. Programs such as:**

* [Extended Opportunities Programs and Services (EOPS)](http://deanza.edu/eops/),
* [Math Performance Success](http://deanza.edu/mps/),
* [Occupational Training Institute (OTI)](http://deanza.edu/oti/), and
* others offer tutoring to their participants.

Many divisions offer study groups or instructional associate help for their own course offerings. Students may meet with the instructor during office hours to clarify their understanding of course material. In addition, students sometimes find that hiring a private tutor is most useful and provides maximum flexibility. Familiarize yourself with the various options and match what works best for the class and your needs.

Two general tutorial support resources utilized by DSS students are:

* Peer tutoring through the college's [**Student Success Center**](http://deanza.edu/studentsuccess/), and
* [Learning Strategies (LS) Courses](http://deanza.edu/dsps/dish/section2/tutorial.html#guide) offered through the Disability Support Services (DSS) Tutorial Center

**Peer and small group tutoring through the College's Student Success Center**

The [**Student Success Center**](http://deanza.edu/studentsuccess/) located on the third floor of the ATC provides a variety of services to improve academic success including:

* Trained peer tutors for free
* Individual, group, and/or drop-in tutoring for all students on campus in many academic subjects.
* Adjunct study skills and learning strategies in small group format to students enrolled in particular sections of classes that are listed in each quarter’s schedule of classes.
* [DSPS tutorial schedule for Winter 2018](http://deanza.edu/edc/mainlabpage.html)

The [**Math, Science and Technology Resource Center**](http://deanza.edu/studentsuccess/mstrc/) is located in S43.

Help in writing and reading is available in the [**Writing and Reading Center (WRC)**](http://deanza.edu/studentsuccess/wrc/) in ATC 309.

If you would like the Student Success Center to coordinate with DSS and the Learning Disabilities Support Team, indicate on the tutoring request application that you are affiliated with DSS.

**Peer and small-group tutoring through the Disability Support Services - Tutorial Center**

DSS tutoring services are provided by the [Learning Disabilities Support Team](http://deanza.edu/edc/)for math or language classes through enrollment in **Learning Strategies (LS)** (formerly GUID) Courses (see below).

In the DSS Tutorial Center, instructional associates provide instructional support tutoring generally in a group or lab setting.

The DSS Tutorial Center also offers one-to-one and drop-in peer tutoring for De Anza College courses in a wide variety of subjects (based on Tutor availability).

The DSS Counselor or LD Specialist can help advise about the most appropriate tutoring service and provide the necessary enrollment forms and liaison.

**Learning Strategies (LS) Courses (formerly GUID)**

Trained Instructional Associates provide small group tutoring or a drop-in lab for disability-related study support focusing in language, math, learning strategies, and/or organizational skills. Enroll in:

* **LS 218** - for small group tutoring, or
* **LS 219** - for drop-in lab.

Any student registered with DSS whose disability indicates specialized tutoring support may enroll, on the recommendation of their DSS Counselor or LD Specialist.

##### Steps to receive instructional support:

1. Meet with your DSS Counselor or LD Specialist to discuss tutoring support options or request academic assistance. It is recommended that this be done during registration planning in order to reserve time in your schedule.
2. Read and sign the Instructional Support Contract which describes the procedures.
3. Follow the procedures specified for small group tutoring and drop-in lab tutoring.

##### Guidelines

* Enrollment in LS 218 or LS 219 tutorials is:
	+ By approval of a DSS Counselor or LD Specialist and
	+ Based on educational need.
* The required attendance policies are specified on the Instructional Support Procedures provided at the first group session you attend, or when you are oriented to DSS Tutorial Services.
* These guidelines must be followed in order to receive course credit.

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### Section Two: Using Disability Services and Accommodations

### Legal Aspects

### Legal Aspects

#### Legal Basics - Disability in Higher Education

◊[Federal Laws](http://deanza.edu/dsps/dss/dish_2020_2021/federal_laws_3column.html)◊

◊ [California Regulations](https://www.disabilityrightsca.org/resources/higher-education) ◊

◊[De Anza Academic Senate Policies ( Recording Lectures and Course Substitution/Waiver)](https://www.deanza.edu/dsps/dss/dish_2020_2021/academic_senate_policy_3column.html) ◊

◊ [FHDA Board Policies and Administrative Procedures](https://www.deanza.edu/dsps/legal/division_boardpolicies.html) ◊

In high school, the laws that provided disability-related services were under the Federal
“Individuals with Disabilities Education Act of 1997” (IDEA). The relevant laws that apply in college and in employment settings are different. These are briefly summarized below.

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### Section Two: Using Disability Services and Accommodations

### Federal Laws

**Federal Laws:**

Major federal mandates govern De Anza College’s response to students with disabilities:

* [The Civil Rights Act of 1964](#Civil_Rights_Act_of_1964)
* [The Rehabilitation Act of 1973, Section 504](#Section_504) (reauthorized in 1992)
* [The Rehabilitation Act of 1973, Section 508](#Section_508) (added as an amendment in 1998)
* [The Americans with Disabilities Act (ADA)](#The_Americans_with_Disabilities_Act_(AD) of 1990
* [The Americans with Disabilities Amendments Act (ADAA)](#The_Americans_with_Disabilities_Act_(AD) of 2008 (reauthorized and amended the ADA)

These laws protect the civil rights of students with disabilities. The legal obligations under the ADA/ADAA and Sections 504 and 508 apply to the whole institution and are not the sole responsibility of the DSPS Division or its programs.

Sections 504 and 508 apply to entities that receive federal financial assistance while the ADA/ADAA expands and clarifies application to include private entities. De Anza must comply with the provisions of both statutes.

**Civil Rights Act of 1964**

This landmark legislation outlawed discrimination based on race, color, religion, sex, or national origin. It ended racial segregation in schools, at the workplace and by facilities that served the general public.

**Section 504, Rehabilitation Act of 1973**

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

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

**Section 508, Rehabilitation Act of 1973**

In 1998, the Rehabilitation Act of 1973 was amended to require colleges receiving federal financial assistance to make their electronic and information technology accessible to students with disabilities. Inaccessible technology interferes with an ability to obtain and use information quickly and easily. Section 508 also requires that electronic and information technology of the college is accessible to employees and members of the public with disabilities.

**Americans with Disabilities Act (ADA) of 1990 and Americans with Disabilities Amendments Act (ADAA) of 2008**

The ADA of 1990 was amended and reauthorized in 2008 (ADAA).  The ADA is best understood as civil rights legislation whose purpose is to provide a comprehensive national mandate for the elimination of discrimination against individuals with disabilities. It gives individuals with disabilities the same civil rights protection as that provided on the basis of race, gender, national origin, and religion. Its five parts extend universal civil rights protection covering public and private sector employment, public accommodations, transportation, and telecommunications. The ADA applies to all institutions of higher education regardless of the receipt of federal financial assistance.

The ADA protects qualified individuals. In a college setting, these are students who meet the academic and technical standards for admission and participation but, due to their verified disability, need adjustments to do so. The ADA also requires that existing facilities be free of physical barriers. De Anza College has a compliance plan to make all facilities readily accessible.

The ADAA reauthorized and amended the ADA to be more inclusive by expanding the definition of disabilities. <https://www.ada.gov/pubs/adastatute08.htm#12102>

Individuals are considered to be persons with a disability if they:

* Have a physical or mental impairment that substantially limits one or more major life activities \*.
* Have a history of such an impairment or disability.
* Are perceived by others as having such an impairment or disability.

Disabilities can be classified as:

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

**\* Major Life Activities** include, but are not limited to:

* + Moving
	+ Walking
	+ Performing Manual Tasks
	+ Bending
	+ Standing
	+ Lifting
	+ Breathing
	+ Concentrating
	+ Seeing
	+ Reading
	+ Hearing
	+ Communicating
	+ Sleeping
	+ Speaking
	+ Eating
	+ Caring for self
	+ Learning
	+ Thinking
	+ Working
	+ Major bodily functions, including but not limited to:
		- Functions of the immune system,
		- Normal cell growth,
		- Digestive,
		- Bowel,
		- Bladder,
		- Neurological,
		- Brain,
		- Respiratory,
		- Circulatory,
		- Endocrine, and
		- Reproductive functions.

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### Section Two: Using Disability Services and Accommodations

### California State Regulations

**California - State Regulations**

[◊ California Code of Regulations - Title 5 - DSPS ◊](https://www.deanza.edu/dsps/legal/division_caregulations.html)

[◊ Reasonable Accommodations ◊](https://www.deanza.edu/dsps/legal/division_caregulations.html)

[◊ Auxiliary Aids ◊](https://www.deanza.edu/dsps/legal/division_caregulations.html)

[◊ Alternate Formats ◊](https://www.deanza.edu/dsps/legal/division_caregulations.html)

[◊ Confidentiality ◊](https://www.deanza.edu/dsps/legal/division_caregulations.html)

**California Code of Regulations - Title 5 - DSPS Governing Regulations**

Full Text (pdf) - [2015 Implementing Guidelines for Title 5 DSPS Regulations](http://extranet.cccco.edu/Portals/1/SSSP/DSPS/Laws%20and%20Regulations/NEW_TITLE_5_Regs__Guidelines_%20Oct._6_%202016.pdf)

In addition to operating under the mandates of Sections 504 / 508 and the ADAA, De Anza College and the DSPS Division is governed by the California Code of Regulations - Title 5 enacted in 1977 and revised in 1993 and 2015. Title 5 guides the provision of services and instruction to students with disabilities. It also provides funding that offsets some of the additional costs of providing authorized services.

Title 5 specifies that DSPS services or instruction must:

* Be directly related to the educational limitations of the student’s verified disabilities.
* Be directly related to the student’s participation in the educational programs and activities.
* Support participation in educational programs and activities consistent with the college mission.
* Promote maximum independence and integration.

Title 5 also specifies that DSPS services or instruction must **not**:

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

**Reasonable Accommodations**

Colleges are required to provide reasonable accommodations (academic adjustments, auxiliary aids, services, and educational assistance courses) so that students with verified disabilities can fulfill academic requirements.

These accommodations may include, but are not limited to:

* Changes in teaching methods or materials
* Increased time allowances
* Alternate assignments
* Substitution of equivalent courses. Link to Academic Senate Policy

Effective accommodations relate directly to the student’s educational limitation.

They are designed to:

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

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

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

Academic accommodations are **not** required if they would alter the fundamental nature of a course or a program. However, the burden of proof is on the college to demonstrate that the student’s accommodations will alter the fundamental nature of a course or a program. A central consideration is that the college administration and the faculty/staff member have made good faith efforts to provide appropriate, reasonable, and equal access to the college’s educational programs, services, and activities without altering their fundamental nature.

**Auxiliary Aids**

Colleges and universities must provide auxiliary aids to ensure that students are not, in effect, excluded from programs and activities. These include, but are not limited to, such assistance as that provided by

* Sign language interpreters,
* Real-time captioners,
* Readers, or
* Scribes.

Specialized equipment may be required, including equipment to make laboratories, computers, and information systems accessible. Video materials, distance learning courses, libraries, and information provided on the Internet must likewise be accessible for students with disabilities.

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

**Alternative Formats**

Campus materials available to the public must be available in alternate formats upon request. Instructional materials requested by a student with print disabilities for a specific class must be translated in a timely fashion into an appropriate alternative format. Alternative formats include, but are not limited to:

* Audiotape,
* Large print,
* Braille, and
* Electronic text made accessible by assistive technology.

**Confidentiality**

Disability information is privileged and highly confidential. College administration, faculty, and staff should be aware that strict legal provisions protect student privacy. Key points are summarized below.

* Disability records are separate from the student’s other college and academic records.
* Prior to providing the accommodation, faculty may verify with the DSPS Division that:
	+ A student has documented their disability and
	+ That the student’s accommodations are authorized as appropriate, reasonable, and current.
	+ A student with a non-visible disability may prefer not to disclose their specific disability diagnosis, but if the student requests accommodation, a faculty member should require that the student’s eligibility be verified and current. Contact DSPS for assistance.
	+ Some students request that DSPS inform faculty members of their enrollment. If a particular service provider, such as a sign language interpreter, is assigned, that information will be forwarded.
	+ Any discussion of disability issues should be conducted in private with the student.
	+ The student, and no one else, may share the diagnosis and other particulars of the disability with faculty. A student’s decision to share such information is entirely voluntary.
	+ Faculty must make general classroom announcements and not single out a student with a disability unnecessarily.
	+ Information cannot be shared with other faculty, staff, or students without the student’s expressed consent. The only exception is a “specific professional need to know,” and if this rare circumstance arises, the faculty member is advised to first consult with the DSPS Division Dean or the College ADA/504 Officer.

Disability information is privileged and highly confidential. Questions on confidentiality should be addressed to the DSPS Division Dean or the College ADA/504 Officer

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### Section Two: Using Disability Services and Accommodations

### De Anza College Academic Senate Policy Statements

**De Anza College Academic Senate Policy Statements**

**Senate Policy Statement on Taping Classroom Lectures**

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

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

**Senate Policy on Course Substitution**

**Overview**

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

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

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

**Conditions of Course Substitution/Waiver Petition**

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

* The student must have a letter from an appropriate DSPS specialist providing a history of the student's effort and certifying that the student's disability interferes with the successful completion of the course in question. This letter will serve as an application and be a precursor to an Academic Council petition.
* The student must have a fully documented disability whose educational limitations significantly affect his/her ability to master a specific course.
* The student must have a documented history of past academic success with at least a 2.0 grade point average, indicating the ability to successfully complete courses in general education and courses in his/her certificate or major.
* The student must have documentation that all known and available accommodations had been examined and/or utilized in an attempt to pass the course.
* The student might generally be granted only one disability related waiver/substitution per major. However, on a case-by-case basis, additional waivers/substitutions can be requested.

**Administrative Procedures**

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

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

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

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

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

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

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

The Academic Council's decision will be determined by a simple majority vote. The decision will be forwarded to the student within two weeks of receiving the original written petition.

**Petition Appeals**

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

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

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

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

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### Section Two: Using Disability Services and Accommodations

### Student Rights and Responsibilities

**Student Rights and Responsibilities**

The Foothill-De Anza Community College District has adopted a set of policies defining Student Rights and Responsibilities for the general student body ([Board Policy 5500, Student Rights and Responsibilities](https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TV2YN0462B2)).  In addition, applicable federal laws (the Americans with Disabilities Act (ADA), the federal Rehabilitation Act of 1973, Sections 504 and 508), and state law (Title 5, California Code of Regulations, Title 5, Sections 56000-56076) also help define the roles that both the student and the college have in assuring equal access and using Disability Support Programs and Services (DSPS).  These are summarized as follows.

**DSPS Student Rights:**

1. Participation by students with disabilities in Disability Support Programs and Services (DSPS) shall be entirely voluntary.
2. Students with disabilities receiving DSPS authorized accommodations shall not be precluded from using or participating in any other courses, programs, services, jobs, facilities, or activities offered by De Anza College.
3. All records maintained by DSPS personnel pertaining to students with disabilities shall be protected from disclosure and shall be subject to all other requirements for handling student records as outlined in the Family Educational Rights and Privacy Act (FERPA) and the California Code of Regulations, Title 5, Sections 56023 and 56025.
4. Students with disabilities may obtain information in alternate/accessible formats.
5. Students with disabilities are entitled to the timely provision of authorized academic adjustments, auxiliary aids, and services.
6. Students with disabilities have the right to freedom from harassment and discrimination
7. Students with disabilities maintain the option to file a complaint by using the college and district guidelines.

**DSPS Student Responsibilities:**

1. Comply with the ["De Anza College Student Code of Conduct"](https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U2UC77B2DA5) and all other applicable statutes and regulations related to student conduct as outlined in the current schedule of classes and college catalog.
2. Be responsible in their use of DSPS services and adhere to written service provision policies adopted by DSPS.
3. When enrolled in Educational Assistance Classes, make measurable progress toward the goals developed for the course as established in the student's Academic Accommodation Plan (AAP).
4. When enrolled in general college classes, meet essential technical, academic, and institutional standards established by the college, as applied to all students (with or without accommodations).
5. Follow established policies, guidelines, and procedures of the DSPS programs for obtaining academic adjustments, auxiliary aids, and services.
6. Submit requests for academic adjustments, auxiliary aids, and services  in a timely and complete manner.
7. Maintain current documentation and inform their DSS Counselor or LD Specialist of changes that may affect their accommodation requests.
8. Provide documentation that verifies an “impairment which substantially limits one or more major life activities and which imposes an educational limitation” (Code of Regulations, Title 5, Sec. 56002).
9. Maintain an interactive communication process with their DSS Counselor or LD Specialist to maintain a current Academic Accommodation Plan (AAP).
10. Follow established procedures to report concerns and complaints (See DISH - Concerns and Complaints).

### Section Two: Using Disability Services and Accommodations

### Student Code of Conduct

**Student Code of Conduct**

All De Anza students are obligated to abide by the Student Code of Conduct Administrative Policy 5510, effective 1/20/06.  (See the DISH Appendices, ["Foothill De Anza Standards of Conduct"](https://foothill.edu/campuslife/documents/Student_Code_of_Conduct.pdf) for a reprinting of the Policy and its listing of applicable rules and regulations.)

The introduction states:
**Foothill and De Anza Colleges consider the following principles essential to their educational mission and community life:**

1. **Mutual respect between students, faculty and staff;**
2. **Pursuit of studies with honesty and integrity;**
3. **Respect for College and personal property; and**
4. **Compliance with all rules and regulations.**

Students in DSPS are expected to become familiar with and understand the behavioral expectations and standards of the District.  Misconduct in these areas shall subject the student to college disciplinary action, as outlined in [AP 5520 - Student Due Process and Discipline.](https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U2UGB7BD19B)

### Section Two: Using Disability Services and Accommodations

### Confidentiality and Student Records

### Confidentiality and Student Records

#### **Confidentiality**

Per the California Code of Regulations, Title 5, Section 56008, disability information is confidential. Disability Support Programs and Services (DSPS) staff and service providers may not release any information from a secure file without written permission.  The Family Educational Right and Privacy Act (FERPA) as outlined in the College Catalog, and the District Administrative Policy 5045, governs other rights of students with regard to college records.

Students with disabilities do not need to share the nature of your disability with instructors. If a student requests an accommodation, they may be asked about the education limitation caused by the disability. Only the student may share the diagnosis of a disability with general faculty or staff.

If needed, the DSS Counselor or LD Specialist may consult with an instructor to discuss accommodation matters. On request by instructor, a DSS Counselor or LD Specialist may also verify eligibility for a specific service or accommodation.

Faculty can make general classroom announcements about disability issues, such as a confidential request for a note taker, as long as a student is not singled out unnecessarily. A student should communicate their preferences to the instructor.

#### **Obtaining copies of DSPS records**

Medical records and psycho-educational testing that students with disabilities provide become the property of the DSPS division. Students should make copies of all documents submitted because information provided by a third party cannot be released. If a learning disability assessment was done at De Anza, the student may request in writing to the Learning Disabilities Support program an additional copy for a $5.00 fee with a five (5) working day notice.

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**Section Two: Using Disability Services and Accommodations**

**DSPS Evaluations**

**DSPS Evaluations**

Improvement of De Anza's Disability Support Programs and Services is based in large measure on student feedback.

* Program evaluation surveys are periodically conducted.
* Students are encouraged to meet with DSPS faculty, staff, and administrators to discuss ideas for DSPS improvement.

### Section Two: Using Disability Services and Accommodations

### Suspension of DSPS Services

**Suspension of DSPS Services**

Per California Code of Regulations, Title 5, Section 56010 (b), if a student utilizing the programs in the Disability Support Programs and Services (DSPS) Division fails to adhere to the written policies and procedures of a specified service, they will be:

* Informed in writing by the **Dean of DSPS** of an impending suspension of the service
* Permitted the opportunity to appeal with the Dean or his/her representative
* Provided with a written notice of the resolution arrived at during the appeals process to continue services, or a final notice of suspension
* Entitled to appeal through the College Grievance process (See: Appendix)

The policies and procedures to be followed for each service are specified in the description of that service.  See the Table of Contents for the DISH to link to the page of an accommodation or service.  Students may also request a printed copy or an alternate format for any part of the DISH document from [Disability Support Services](http://deanza.edu/dsps/dss/).

### Section Two: Using Disability Services and Accommodations

### First Approach to Resolving Problems

**The First Approach to Resolving Problems**

If a problem arises during your period of attendance at De Anza College, there are various avenues for recourse.

Experience has shown that using good human relations principles, communication skills and problem-solving techniques means that often **parties can resolve disagreements without** **having to initiate a formalized complaint procedure**.  While these procedures may sometimes be necessary, it is important to recognize that they can also be time consuming, and potentially trying and costly.

When misunderstandings or miscues in communication are not identified, problems may then unnecessarily escalate.  Promptly dealing with an issue in a calm and open way provides everyone an opportunity to clarify and resolve the problem.

DSPS staff members at De Anza are receptive to hearing student concerns and helping to mediate in the belief that by doing so solutions can be found that are satisfactory to all parties and energies can be focused back on educational objectives.  Students are encouraged to contact their DSS Counselor or LD Specialist for this assistance.

**If this first approach does not work**, then all official procedures, as outlined later in this section, are available and at the disposal of the student. These include internal college processes, both informal and formal, and external options.

At any point (as appropriate), students may:

* Initiate an official College Grievance or
* Initiate the District Procedure to Resolve Complaints Regarding Harassment and Discrimination, or
* Contact the Office for Civil Right in San Francisco.

See the DISH Section Two: Concerns and Complaints, "[Student Complaints & Resolution Process](http://deanza.edu/dsps/dss/dish_2020_2021/student_complaints_n_resolution_3column.html)," for more information and contacts.

The College endorses making a good faith, collaborative effort to resolve differences, if possible.Here are some suggestions to do so.

**A Problem-Solving Strategy**

1. **Speak first to the person involved.**
	* Present your concern.
	* Explore any potential alternative solutions.
	* If you want help to formulate an approach, see your DSS Counselor or LD Specialist.
2. **If a mutually satisfactory solution is not reached, the proper channel is to talk to the administrator directly responsible** (see below, “Who to Contact for Assistance”).
	* With this approach, your concern can then be raised to a higher level supervisor or administrator which may then result in a satisfactory outcome.
	* If you are unsure about who to see or how to proceed, meet with your DSS Counselor or LD Specialist.
3. **If the matter is not resolved** **after employing these steps,** **you will be advised about how to proceed through an official complaint process**, as described in the next DISH section,  "[Student Complaints & Resolution Process](http://deanza.edu/dsps/dss/dish_2020_2021/student_complaints_n_resolution_3column.html)"

**Who to Contact for Assistance**

**If the issue involves or concerns an instructor or college staff member:**

* Contact the appropriate supervisor or administrator who will be one of the following:
	+ Supervisor of the specific college service or program, or
	+ Faculty Department Chair of the academic area or,
	+ Dean of the Division

**If the issue involves or concerns a DSPS employee or DSPS program policy, guideline, or action:**

* Contact the Dean of Disability Support Programs and Services (DSPS).

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### Section Two: Using Disability Services and Accommodations

### Student Complaints & the Resolution Process

**Student Complaints & Resolution Process**

Student disputes regarding actions or policies may fall into one of several categories:

* **Accommodation** disagreement or complaints about DSPS services
* **Academic Regulation** exceptions (unrelated to disability or other legally protected category),
* **Violation of Student Rights** (unrelated to disability or other legally protected category) such as:
	+ Grade disputes based on error, bad faith or incompetence or
	+ Alleged arbitrary actions without regard to academic due process,
* **Harassment or Discrimination**, due to disability or other legally protected category

The process to resolve complaints and concerns varies, depending on the type. You may utilize a campus resource person in Disability Support Programs and Services (DSPS) Division, Counseling, Student Development, or another advisor for assistance.

**Information about procedures may be found in the current college Catalog and Schedule of Classes, or other locations, as noted below:**

**Denial of, or Disagreement about, Accommodations or other Complaints regarding DSPS Services**

Often, a solution may be obtained in a straightforward manner by using the suggestions in the DISH Section Two: Concerns and Complaints, **“**[**The First Approach to Resolving Problems**](http://deanza.edu/dsps/dss/dish_2020_2021/first_approach_to_solving_problem_3column.html)**”**.

**If not,**see the next DISH Section Two: Concerns and Complaints, **“**[**Accommodation Disputes**](http://deanza.edu/dsps/dss/dish_2020_2021/accommodation_disputes_3column.html)**”.**

**Requests for Exceptions to the Academic Regulations or Requirements**

Exceptions to college regulations are generally appealed by completing a **General** **Petition** or other specific Admissions and Records exception's forms.  A DSS Counselor or LD Specialist can assist in the preparation of a request and can advise students of the proper procedure to carry a request forward.

**Course substitutions or waiver requests** based on disability follow a special procedure, as **outlined in**the DISH Section Two: Academic & Classroom Accommodations & Services, **"**[**Academic Adjustment & Course Substitutions**](http://deanza.edu/dsps/dss/dish_2020_2021/academic_adjustments_3column-1.html)".  You may also see your DSS Counselor or LD Specialist for information.

**Violation of Student Rights**

All students at De Anza College have Student Rights and Responsibilities as established in Board Policy 5500.  These are delineated on line in the De Anza College Student Handbook[.](http://deanza.edu/studenthandbook/)

**The Student Grievance Procedure is a vehicle to** **file a complaint that one's student rights have been violated.**

**The Grievance Process**recommends that an initial attempt be made to resolve an issue directly with the staff member involved and his or her supervisor, if necessary. (See  Step 1 and 2 of the Student Grievance Procedures in the DISH Appendix or at http://www.deanza.edu/students/handbook.html.)  Helpful suggestions to consider are  in the DISH Section Two: Concerns and Complaints, **“**[**The First Approach to Resolving Problems**](http://deanza.edu/dsps/dss/dish_2020_2021/first_approach_to_solving_problem_3column.html)**”**.

The college’s **Grievance Process**is outlined in the College Catalog under Student Grievance Procedures and reprinted in the DISH appendix.   The [De Anza College Cataloge](https://www.deanza.edu/catalog/) is available online in "flipbook" format or to be downloaded (PDF).  A print copy is available for purchase in the college bookstore. Students may also contact the Office of Student Development for information on the Student Grievance Procedure.

**Complaints about Discrimination or Harassment**

The **District** has adopted a **Diversity Vision Statement** and conducts regular workshops on Diversity in the Workplace.   Policies on Cultural Diversity, Mutual Respect, Anti-Discrimination, Harassment and Discrimination and Definition of Sexual Harassment have been delineated.  These can be viewed in detail at [**http://hr.fhda.edu/diversity**](http://hr.fhda.edu/diversity)**.**

**Discrimination and harassment complaints follow the Procedures to Resolve Complaints**

**Regarding Harassment and Discrimination (Board Policy 4640).**  For complete information about District policy on Harassment and Discrimination, see http://hr.fhda.edu/policies-procedures/A2\_procedures.html<http://hr.fhda.edu/policies-procedures/A2_procedures.html>.

Because the procedures encourage following a specified established **Informal Process**prior to filing a formal written and signing an Unlawful Harassment and Discrimination Complaint form, students are advised to first **contact the Campus 504/ADA Coordinator**, who is an administrator charged with implementing the policy and procedure.  De Anza’s Campus Coordinator is the Dean of Student Development, who will provide advisement to the student and information about the informal and formal complaint procedures.

The Procedures to Resolve Complaints Regarding Harassment and Discrimination (Board Policy 4640) may be obtained from the**:**

* Office of Student Development in the De Anza College Campus Center,
* Foothill De Anza Community College [District Office of Human Resources and Equal Opportunity](http://hr.fhda.edu/_hr%20contacts.html).

Should a decision be made to file a formal Harassment and Discrimination Complaint, the District’s forms are a the [District Office of Human Resources and Equal Opportunity](http://hr.fhda.edu/_hr%20contacts.html) on the Foothill Campus

A Harassment and Discrimination Complaint can be filed with the [California Community College Chancellor’s Office](https://www.cccco.edu/About-Us/Chancellors-Office) instead of the FHDA District.

In the event that the FHDA District or State Chancellor's Office due process procedures are deemed unsatisfactory, or if an individual wishes to, he or she may pursue recourse at any point by filing with the [**Office for Civil Rights**/San Francisco](http://www.ed.gov/ocr).

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### Section Two: Using Disability Services and Accommodations

### Accommodation Disputes

**Accommodation Disputes**

Academic adjustments, auxiliary aids, and service requests may be authorized only when:

* The student has completed the college’s disability documentation/intake process, and
* The student has formally requested an accommodation, and
* The accommodation is determined not to alter course content or present an undue burden.

The Disability Support Programs and Services (DSPS) Division uses state and federal regulations to determine that:

* An individual is a qualified person with a disability, and
* The individual has an educationally-related functional limitation that qualifies her/him for:
	+ Any appropriate and reasonable academic adjustments, auxiliary aids, or services (accommodations).

The college is charged adopting procedures to handle accommodation disputes. A student may initiate the**Steps**outlined below, considered to be an**Informal Process**, to mediate a resolution in the following situations:

* Disagreement or dispute about an accommodation determination
* Denial of an accommodation
* Belief that the accommodation provided is inadequate
* A complaint about DSPS programs or services

At any point, a student may elect instead to pursue a**formal**recourse by filing:

* A **Harassment and Discrimination Complaint** with the Foothill De Anza Community College District, as appropriate.  For more information and contacts, see the Disability Information Student Handbook (DISH) Section 2: Concerns and Complaints, “[Student Complaints and Resolution Process](http://deanza.edu/dsps/dss/dish_2020_2021/student_complaints_n_resolution_3column.html).”
* A complaint with the[**Office for Civil Rights**/San Francisco.](https://www2.ed.gov/about/offices/list/ocr/docs/howto.pdf)

**Students are strongly encouraged, however, to first employ the following Steps in the Informal Process in order to have a disagreement mediated without (or prior to) initiating a District or external complaint procedures.**

**Steps to Address a Complaint regarding an Academic Accommodation or a DSPS Program or Service**

1. If a student is dissatisfied with an accommodation decision or a service of a Disabled     Students Program and Services (DSPS) Division:

 1.1 Discuss the issue with the specific staff member involved, or a DSS Counselor or LD Specialist.
 1.2 If the concern is unresolved, speak to the program lead instructor or staff member.
    1.3 If unresolved at this point,
          1.3.1 Contact the DSPS Dean and, if necessary
          1.3.2 Bring the concern to the campus 504/ADA officer who will proceed according to 2.2.
2. If a De Anza College instructor disagrees with the professional recommendation of a professional DSPS Division staff member or if an instructor denies an accommodation to a student, either the student or instructor may proceed as follows:

   2.1 Contact the DSPS program that originally authorized the accommodation.  An informal meeting will be set up.
            2.1.1 The meeting shall proceed within five (5) instructional days.
            2.1.2 The purpose will be to determine a mutually agreed upon resolution, if possible.
            2.1.3 The meeting may include the,
* Concerned parties
* Dean of the academic division involved or the Dean's designee
* Dean of DSPS or his/her designee.

            2.1.4 Once a resolution is agreed upon, all parties will be informed and the resolution will be implemented.

      2.2  In the event that no resolution is reached or if the instructor or student disagree with the decision, the student, the instructor or the DSPS professional can refer the matter to the college 504/ADA  officer.
            2.2.1 The matter should be referred within five (5) instructional days for review.
            2.2.2 The 504/ADA officer will take those actions necessary to render a decision and
will inform all parties of that decision within five (5) instructional days.

**Guidelines**

**Accommodation Provision During Resolution Period**

1. The accommodation originally authorized by DSPS will be permitted for at least a three (3) week period while the matter is being considered, per Section 2.

      3.1  In the case of a dispute with a program in the DSPS Division, the accommodation will be authorized for this period, unless it represents an undue burden to do so.
      3.2  The 504/ADA officer will make any necessary determinations to extend the time period.

**Appeals**

1. Parties who wish to appeal a decision made by the 504/ADA officer at the conclusion of the resolution process can proceed with the District Procedures to Resolve Complaints Regarding Harassment and Discrimination (Board Administrative Policy 4640) or may file a Discrimination Complaint with the California Community College Chancellor's Office.

Students may also file a complaint with the [**Office for Civil Rights**/San Francisco.](https://www2.ed.gov/about/offices/list/ocr/docs/howto.pdf)

For more information and contacts, see the Disability Information Student Handbook (DISH) Section 2, Concerns and Complaints, "[Student Complaints and Resolution Process](http://deanza.edu/dsps/dss/dish_2020_2021/student_complaints_n_resolution_3column.html)."

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### Section Three: Disability Support Programs & Services Division Instruction

### Educational Assistance Course Offerings

### Educational Assistance Course Offerings

Educational Assistance Courses are designed for students with verified disabilities and are offered through the Disability Support Programs and Services (DSPS) Division.

Although designed for students with disabilities, Educational Assistance Courses are open, on a space available basis, to all De Anza College students who can benefit from the specialized instruction.

For a brief description of the[DSPS Educational Assistance Courses](https://www.deanza.edu/dsps/dss/dss_courses.html) go to:

* [Learning Strategies (LS)](https://www.deanza.edu/dsps/dss/dss_courses.html)  - (formerly GUID)
* [Adapted Physical Education (PEA)](https://www.deanza.edu/dsps/dss/dss_courses.html)
* [Educational Access (EDAC)](https://www.deanza.edu/dsps/dss/dss_courses.html) - (formerly SPED)

Check the current [De Anza Class Schedule](https://www.deanza.edu/schedule/) for a complete list of this quarter's class offerings, days, and times.

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### Section Three: Disability Support Programs & Services Division Instruction

### Repeating Classes

### Repeating Classes

Courses at De Anza have a designated maximum number of times they may be taken for credit. Unless it is specified that one can retake a course more than once, the general rule in most courses is that you may re-enroll and repeat only those courses in which you receive a grade of “D” or “F.”

There are some De Anza courses which do designate the option to be repeated for credit more than once. Check the Schedule of Classes for each course’s “repeatable for credit” allowance. If the curriculum allows for this in a particular course, a student may enroll for a maximum of four to six times.  Although few exceptions to this policy are made, if you believe you need to repeat a course, meet with your DSS Counselor or LD Specialist.

The DSPS Division offers a number of [Educational Assistance Courses](https://www.deanza.edu/dsps/dss/dss_courses.html) that may be repeated beyond the published repeat limit, per Title 5 of the California Education Code, Section 56029. Once the curricular repetition limit is reached a student will need to meet with his/her DSS Counselor or LD Specialist and petition for an exception to repeat over the allowance. Because these are Educational Assistance classes, extenuating circumstances related to a student’s disability and educational limitations may justify repetition.

Adapted Physical Education (PEA) courses and other Educational Assistance Course repetitions can be requested on a **Course Repetition Request Form** (available in DSS and APE). These are approved by staff in the APE or DSS program offices. Although there are no set limits to repeating such courses, students circumstances must meet allowable regulation standards to be approved.  Repeats are intended to accommodate a student's educational limitations and goals set forth in their Academic Accommodation Plan (AAP).

Requests to exceed the repeat policy in all other college courses must be filed on an **Academic Council petition**. Your DSS Counselor or LD Specialist can assist you to complete and file the proper forms and follow up to ensure that, if approved, you are able to enroll.

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**Section Three: Disability Support Programs & Services Division Instruction**

**Academic Differences Between High School and College**

**Academic Differences Between High School and College**

Students coming to higher education from high school find that there are numerous differences both in the academic expectations and in disability services. Familiarize yourself with some of the following differences and allow yourself several quarters to get accustomed to the new system. Review the Section Two: Using Disability Services and Accommodations, **"**[**Legal Aspects**](http://deanza.edu/dsps/dss/dish_2020_2021/legal_basics_disability_in_higher_ed_3column.html)**,**" and Section Four: Success Strategies, **"Transition to College," "Important Academic Policies," and "Tips from Successful Students,"** for more on this topic.

**Major differences in obtaining accommodations for disabilities:**

1. Legal protections in higher education are no longer under IDEA as in K-12.
2. Students must (with help of Disability Support Services (DSS) staff):
	* Identify their own needs,
	* Request assistance, and
	* Provide documentation of disability upon request.
3. Students are responsible for their own goals and progress rather than the high school ensuring that IEP goals are met.
4. Accommodations may not alter the fundamental nature of degree applicable courses, requirements or instructional methods as were allowed in K-12.
5. Equal access but not success is the guarantee in higher education.
6. No transportation or personal services are provided in college.

**Academic differences between high school and college:**

1. There is less time in class and more time on out-of-class work.
2. Attendance may not be required or noted.
3. Students are more responsible for dividing your time between study, work, and relaxation.
4. Instructors will not spend as much time explaining, discussing, and reviewing course material and will expect students to read and study more on their own.
5. Many classes require collaborative group projects that take a great deal of out-of-class scheduling and planning.
6. Studying does not necessarily mean homework from the book. It means independent learning, research and review.
7. College requires from two to three hours of work outside of class for each in class hour.
8. Tests may be given less often, so grades are based on fewer opportunities.
9. A “C” is considered the lowest passing grade; if you receive anything lower you risk probation or dismissal.
10. There are eleven weeks of class and one week for finals in the quarter system. Students will be taking fewer classes, but working more quickly and more independently.

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### Section Three: Disability Support Programs & Services Division Instruction

### Transition to College

**Transition to College**

**Planning the Class Schedule**

During your first quarter at De Anza, careful planning will set the stage for a successful quarter. Depending on a student's goals and prior college experience, they may want to consider the following principles:

* **Don’t overload.**
	+ Start the first quarter with a lighter load.
	+ Mix “harder” classes with some not so hard classes.
	+ Don’t take too many units or personally challenging courses.
	+ Allow for adjustment to De Anza’s demanding pace and work.
* **Use placement scores, advisories, and prerequisite guidelines wisely.**
	+ English and math scores not only place a student in particular course levels but also give useful information on their general academic preparation.
	+ "Prerequisites" are courses and/or skills that are expected to have been mastered before taking a course.
		- Some courses **require** prior completion of prerequisites.
		- Others state that the prerequisite is “advised.”
		- A student should use these important guides to help them know if they are truly prepared for classes.
* **Improve basic skills as soon as possible.**
	+ Take English, reading and math courses, especially if needed for review, as soon as possible.
	+ These are foundations for many other courses.
	+ There may be a sequence of courses to finish the requirement. Don’t delay.
* **Choose something of high interest.**
	+ It is important to enroll in general education courses, major prerequisites and to improve basic skills, if needed.
	+ **But** it is also important for motivation to take classes the student would really enjoy. Choose at least one "for interest’s sake."
* **Factor in disability-related issues.**
	+ If a student with a disability needs academic adjustments, auxiliary aids, and services, consider the impact of these on the course choices.
	+ For instance, if writing is time-consuming, mix in some courses which won’t require as much writing.
	+ The first quarter a student with a disability may want to consider courses which require fewer accommodations or adjustments to give themself time to acclimate.
* **Get help and advice.**
	+ Meet with the DSS Counselor or LD Specialist. They know the curriculum and can help plan well.
	+ Meet with prospective teachers to find out about courses, instructional styles, and to plan accommodations.
	+ Talk to other students about courses they’ve taken.
	+ Arrange tutoring early if it might be helpful.
	+ Stay in contact with the DSS Counselor or LD Specialist and let them help devise strategies for success.

**Recommended Classes for the Transition**

The following classes have proven to help students adjust to De Anza and to effectively reach their goals. Consider which of these might be a good fit for the first few quarters or soon thereafter.

* **COUN 50**Introduction to College
* **EDAC 240**Assistive Technology Evaluation— Learn which assistive technologies will help with using a computer efficiently given a specific disability
* **EDAC 245**Assistive Technology— Learn to use the assistive technologies that provide access to produce college work
* **LS 202**Student Success Strategies - Learn study skills essential to organizing and achieving in college level learning
* **Adapted Physical Education (PEA) or Physical Education (PE)**— Take a course to help your body maintain fitness and contribute to a healthy and productive mind
* **Any LS or EDAC classes** ([Educational Assistance Course offerings for students with disabilities](https://www.deanza.edu/dsps/dss/dss_courses.html))—Recommended by your DSS Counselor or LD Specialist

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**Section Three: Disability Support Programs & Services Division Instruction**

**Talking with Instructors**

**Talking with Instructors**

An important and sometimes difficult skill to learn is effective communication with instructors about your learning needs and accommodation requests. Here are suggestions to guide your self-advocacy in this area. In the DISH Appendix Section, "Planning for Accommodations," you will find additional questions and practice dialogues to help prepare you to be knowledgeable for an open and productive discussion.

* After you have the course syllabus or "green sheet," review the course expectations, requirements and assignments.  Then schedule a private meeting with your instructorduring his/her office hour.  Use the campus directory on line to locate your instructor's phone number, email or office number, if necessary.
* Review DISH Section 2: Academic and Classroom Accommodations and Services,**"**[**Instructor Liaison**](http://deanza.edu/dsps/dss/dish_2020_2021/instructor_liason_dhhs_3column.html)," and DISH Appendix Section, **"Checklist for Planning Accommodations."**  Prepare for your meeting with these materials and the course syllabus in mind.  If you would like help to do so, meet with your DSS Counselor or LD Specialist.
* If your instructor is only at the college on a part-time basis, you may have to prepare a brief summary in writing or by e-mail if they do not have an office hour on campus.
* Do not request a reduction in workload or an exemption from a course requirement. Unless it is an emergency, do not request extensions on assignments. If you feel these are necessary, discuss it with your DSS Counselor or LD Specialist first.
* Stay in contact with your instructor throughout the quarter and ask what can be done if you are having difficulties in the class. Do not drop a class until you have discussed all options with your instructor and your DSS Counselor or LD Specialist.
* **Instructors cannot legally alter the fundamental class expectations and requirements**; nor do you want them to.

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### Section Four: Success Strategies

### Important Academic Policies

**Important Academic Policies**

**Learning the System**

Attending college and managing your academic career can feel overwhelming and complicated, especially at first. Most students find they grow more comfortable with time and experience. They learn to adapt to a new vocabulary and more responsibility.

**The best ways to quick start your abilities are to:**

* Participate in the [**New Student Orientation**](https://www.deanza.edu/apply-and-register/apply/orientation.html) process
* Take [**Counseling 50**,](https://www.deanza.edu/our-counselors/) Introduction to College
* Browse the [**Counseling Center's website**](https://www.deanza.edu/our-counselors/) which is full of useful information, and read their on-line student success seminar.
* Become familiar with the [**Schedule of Classes**](https://www.deanza.edu/schedule/)
* Familiarize yourself with the [**De Anza College Catalog**](https://www.deanza.edu/catalog/) for the year you start, especially the sections which describe:
	+ College policies and regulations,
	+ General education requirements, and
	+ Major's degree or certificate requirements.
	+ You may want to download those requirements for future reference.
* Read this **Disability Information Student Handbook (DISH)**thoroughly
* Ask questions of your instructors and your DSS Counselor or LD Specialist whenever you don’t understand something.
* Review the [**Academic Integrity and Student Success Senate Policy**](https://www.deanza.edu/gov/academicsenate/academic_integrity.html)of 5/20/02 which describes in detail the expectations of faculty, students, and administration to mutually contribute to an educational environment that fosters academic integrity, defined "as a commitment, even in the face of adversity, to five fundamental values:
	+ Honesty,
	+ Trust,
	+ Fairness,
	+ Respect, and
	+ Responsibility."

**Importance of Dates and Deadlines**

Little happens automatically in college. Most often actions that affect your academic career must be initiated by you. When you have done something, it is best to follow up for confirmation that the action you wanted has taken place.  If you submit something in writing or by email, be sure to keep a copy for yourself.

Pay close attention to deadlines which may apply. After deadlines pass, it may be more difficult or impossible to accomplish your objective.

**Watch these deadline dates VERY carefully:** (all have published deadlines and procedures)

* Registering, adding, dropping or withdrawing from classes,
* Paying for fees for registration,
* Filing forms,
* Applying for credit/no credit,
* Applying for graduation,
* Etc.

The most critical dates are always in the Class Schedule on the [De Anza website Academic Calendar, Important Dates and Deadlines](https://www.deanza.edu/calendar/).

You may also watch around campus for posts of essential dates or be sure to read the weekly campus newspaper, La Voz.

If you have provided an email address, you may receive email communications from the College or the DSS program.  Be sure to read them, and don't overlook them in your "spam" or "junk" folder.  If you aren't receiving emails, be sure to check with the DSS office to correct your email address or check change your computer setting redirect them from your "junk" to "incoming" mail folders.

**Don’t let the “snooze, you lose” happen to you.**

**"The Paper Chase"**

Even if you keep your computer records in order, a paper trail is still a good method to prevent misunderstandings and correct possible mistakes.

* Always keep copies of important documents, communications, receipts, and records.
* Check your grades in your courses and keep your graded work until after the quarter ends.
* Check your official grade /transcript after every quarter to ensure the grades are recorded correctly.
* Make a file labeled “Important De Anza Papers” and keep all college papers in permanent storage.

**Green Sheets**

The “green sheet,” and/or a course syllabus will be handed out in each class at the beginning of the quarter. Always keep these for at least the quarter and become familiar with their contents, which will include at least the:

1. Instructor’s purpose and description of the course
2. Required materials
3. Attendance policy
4. Grading policy
5. Contact information for the instructor

They may also list specifics of the course requirements, including a schedule and details about assignments and exams.

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**Section Four: Success Strategies**

**Tips from Successful Students**

**Tips from Successful Students**

Here are some proven techniques to boost your success:

1. **Keep a good scheduling system.**
	* Choose one calendar system—weekly, monthly, or day-at-a-time.
	* Personalize it, make it colorful, but most of all, keep all your appointments, deadlines, etc. on it.
	* Break long-term projects into parts and set a timeline, starting with the due date and working backwards. Focus on achieving these mini-deadlines.
2. **Dedicate yourself to your job as a student.**
	* Attend every class. Studies clearly show attendance is highly correlated with performance.
	* Sit where you can pay maximum attention.
	* Learn and use a note taking system that works for you.
	* Schedule daily review and study time, about 1-2 hours for each academic class.
3. **Know where you stand in classes.**
	* Review assignments and tests that are returned to you, for accuracy and to learn from your mistakes.
	* Track your own progress and know what your approximate grade is at all times.
	* Check your grade in each class before the drop deadlines.
4. **Understand what you need to do.**
	* Team up with a classmate to double-check and study with.
	* Use your instructors’ office hours, or e-mail to clarify assignments and ask questions.
	* If you are stumped, use tutoring, counseling or other resources to get “unstuck.”
5. **Get help BEFORE you are too frustrated.**

**Don’t give up.**

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### Section Four: Success Strategies

### Campus Resources

### Campus Resources

This is a list of some of the frequently used programs and services that have not been discussed elsewhere in the handbook. Visit their offices or websites to see how they might be of use to you. Each has a variety of important services or offerings.

Extended Opportunity Program and Services (EOPS)

[http://www.deanza.edu/eops/index.html](http://deanza.edu/eops/)

Student Success and Retention Services Center (SSRS)

[http://www.deanza.edu/ssrsc/index.html](http://deanza.edu/ssrsc/)

De Anza Associated Student Body (DASB)

[http://www.deanza.edu/dasb/](http://deanza.edu/dasb/)

Honors Program

[http://www.deanza.edu/honors](http://deanza.edu/honors)

Learning in Communities (LinC)

[http://www.deanza.edu/linc/](http://deanza.edu/linc/)

Health Services - Hinson Campus Center, lower level

<https://www.deanza.edu/healthservices/>

Campus Safety and Security - Hinson Campus Center, lower level

<https://www.deanza.edu/police/>

Office of College Life

[http://www.deanza.edu/collegelife/](http://deanza.edu/collegelife/)

A. Robert De Hart Library

[http://www.deanza.edu/library/index.html](http://deanza.edu/library/)

Child Development Center

[http://www.deanza.edu/child/](http://deanza.edu/child/)

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### Section Five: Campus and Community Life

### Emergency Procedures

### Emergency Procedures

Campus Safety and Security and the Health Service respond to individual emergencies. When notified and as necessary, DSS will send a sign language interpreter to emergencies which occur during regular business hours.

**DSS students are given a separate copy of De Anza’s emergency evacuation procedures**. **Keep these available in a notebook or backpack while on campus. These colorful blue and red sheets are also posted in various locations in campus buildings.**

Students will evacuate buildings in an orderly manner, then, if necessary, the campus. Familiarize yourself and significant others with De Anza's Emergency Preparedness website, especially the pages on evacuation procedures for the disabled[.](http://deanza.edu/emergency/evac_proc.html#disabled)

In the event of an earthquake, or another disaster in which students are told to stay on campus, assembly areas are designated. You are strongly advised to share the following information with family, significant others, and caregivers.

#### **Evacuation**

Familiarize yourself and significant others with De Anza's Emergency Preparedness website, especially the pages on [evacuation procedures for the disabled.](https://www.deanza.edu/collegeops/emergencies/evacuation.html)(https://www.deanza.edu/collegeops/emergencies/evacuation.html)

In an evacuation, VTA paratransit should use the Peppertree (east) entrance to pick up disabled students from PE 13 ( APE gym) unless otherwise directed.

In the classroom:  Follow the directions of your instructor or other college staff. If you require help, request it immediately and explain the help you need.

In another campus location: such as a lab, office campus center etc., you may ask for help from any staff member. You may also request that a staff member accompany you to the parking lot, bus stop, or VTA para-transit location if it is safe to do so and you are able to leave campus.

Do not use elevators unless you have been advised by a staff member to do so. If a stairway evacuation is required, staff members have been instructed to consult with you regarding the preferred methods to help. Special evacuation chairs may be used for stairway evacuation and are located in multi-story buildings near stairwells.

#### **Assembly Areas**

In the event you need additional assistance after evacuating a building, or if it is not safe or feasible to leave campus, staff members will be available to advise and assist. Students will be assisted to a safe area to wait until it is possible to leave campus.

**The preferred locations are:**

* **Instruction Days: Adapted Physical Education gym (PE 13)**

**In the event that PE 13 is not a viable assembly area, the alternate are:**

* Nights/Weekends: Security Office/ Lower Level Campus Center
* Earthquake: Football field
* Off-Campus: Hoeffler Building (corner of Stelling & McClellan)

#### **Power Outages**

In the event of a blackout, elevators may not operate. If there is an alert for a rolling blackout, do not use. If an elevator stops working during a power outage or other emergency, staff members will check elevator occupancy and operation.

Classes may continue during daylight hours at the instructor’s discretion. All classes will resume once power is restored. Official cancellation of all classes is at the order of the administration only.

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### Section Five: Campus and Community Life

### Diversity

### Diversity

The Foothill De Anza Community College District is committed to creating an educational environment centered on cultural diversity, including disability culture and cognitive diversity. This commitment diversity is ingrained in the [De Anza College Mission and Values](https://www.deanza.edu/about-us/mission-and-values.html).  The vitality that diverse students, staff, and faculty contribute is evident at De Anza. Your participation in the numerous college and student-sponsored activities will challenge and enrich your college experience and deepen the experience for other students and staff.

Visit the [Office of Equity, Social Justice, and Multicultural Education](https://www.deanza.edu/equityoffice/) for more information.

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### Section Five: Campus and Community Life

### Online Education

### Online Education

Online classes can be an effective method to address some disability access issues, because they may offer the flexibility to complete some course work off-campus. De Anza offers online courses through the Online Education office. Visit the office to pick up the information brochure and schedule or visit the site at [www.deanza.edu/online-ed](http://deanza.edu/online-ed). Courses produced by De Anza are closed captioned, and the college is in the process of ensuring closed captioned access to all video courses. Those currently available are designated as such in the Online Education brochure and schedule. Web and online courses are also expected to meet accessibility standards.

Completing courses in an online format can create some challenge for all learners. Before a student registers for a class that relies heavily on technology and may not meet on a regular schedule, students should prepare themselves by discussing the advantages and challenges of this option with a DSS Counselor or LD Specialist. Students will want to consider carefully the skills necessary to work independently.

It is also recommended that students take a class that orients them to online learning methods. Online Education has a self-evaluation tool that can assist students to decide if they are prepared for this type of course work.

#### **Steps to Request Accommodations for Online courses:**

1. Students who are currently enrolled on campus with DSS should make an appointment with their DSS Counselor or LD Specialist to discuss online course options and accommodation needs.
2. For students not currently enrolled, to establish eligibility for disability accommodations may necessitate attendance at on campus appointments. Students with disabilities who are unable to do so should consult as follows to determine possible alternatives
* Students with learning disabilities, contact [Learning Disabilities Support.](http://deanza.edu/dsps/dss/)
* Students with other disabilities, contact [Disability Support Services.](http://deanza.edu/dsps/dss/)

#### **Guidelines**

* All disability documentation, eligibility requirements and procedures as outlined in the DISH, Section 2, Using Disability Services & Accommodations, ["The Basic Questions"](http://deanza.edu/dsps/dss/dish_2020_2021/basic_questions_3column.html), apply to accommodations for distance education classes.
* [Learning disability assessment](http://deanza.edu/dsps/dss/) at De Anza and disability information meetings are held on campus.

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**Section Five: Campus and Community Life**

**Student Clubs and Disabled Students Unlimited (DSU)**

**Student Clubs and Disabled Students Unlimited (DSU)**

Student activities, government and club functions are rewarding opportunities for involvement and enrichment. A wide variety of clubs offer opportunities for students to come together to pursue common interests. Check with Student Activities at http://www.deanza.edu/clubs/

The Disabled Students Unlimited (DSU) club is an active student advocacy and activity club. It meets regularly and sponsors the following types of activities:

* Scholarships
* Emergency book grants
* Cap and gown grants

It also underwrites numerous social activities and events enjoyed by the entire DSPS Division, such as:

* Spring Celebration for students receiving degrees and transfers
* APE Holiday Party
* Summer ice cream party
* Spring APE bar-b-que

Social events are planned on a quarterly basis. These have included activities such as kayaking, restaurant evenings, ball games, theater visits, museum days. Occasionally, the group plans a major overnight trip for its members. Past trips have included camping at state parks, a train ride to historical Sacramento, an overnight excursion to Santa Rosa and a visit to the Wild Animal Park.

Funds for these activities typically come from student fees through the De Anza Student Body (DASB) and are raised by club members who participate in a variety of fund-raising activities.

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### Section Five: Campus and Community Life

### Special Events for Students with Disabilities

**Special Events for Students with Disabilities**

The programs in the Disability Support Programs and Services (DSPS Division sponsor speakers, events and activities for the college and community. Events in recent years have included:

* A lecture by a nationally recognized speaker on learning and ADHD,
* Literary reading by an acclaimed blind poet, author, and disability rights advocate,
* Participation in national teleconferences,
* Presentations by local community agencies that serve persons with disabilities.

The programs also host awareness activities for the campus, such as "Deaf Town," a campus-wide activity focused on the Deaf and Hard of Hearing community and culture.

The Adapted PE program has hosted an annual holiday celebration, spring bar-b-ques and a summer ice cream social for a number of years.

An annual Spring Celebration honors the DSS students who have earned certificates or degrees or who are transferring to the university.

See the Photo Galleries for pictures of past events at:

* Disability Support Services (DSS)
* [Adapted Physical Education (APE)](http://deanza.edu/dsps/ape/about/ape_gallery.html)
* Deaf and Hard of Hearing Services (DHHS)

Students representatives are also appointed as members of the DSPS Advisory Board. This group of community and campus leaders meets annually to advise the College and the DSPS division.

### Section Five: Campus and Community Life

### Working with the Department of Rehabilitation

**Working with The Department Of Rehabilitation**

The [California State Department of Rehabilitation](https://www.dor.ca.gov) (DOR) is a state agency that provides services to assist persons with disabilities to obtain employment. When a student become a DOR client, they will have:

* A plan that specifies an approved goal,
* The services they can expect to receive and
* Their responsibilities.

It is important for a student to maintain good communications with a DSS Counselor or LD Specialist and be clear about what they need to do and the DOR plan’s timelines. Procedures may take a long time, and the student may not always receive everything they seek.

**In general, a student can expect a smoother experience by following these suggestions:**

1. Know what their goal is and be sure it is attainable for them and will provide a realistic opportunity for entry-level employment. If they don’t know their goal, they should tell their DSS Counselor or LD Specialist so that vocational testing can be arranged.
2. Be reasonable in terms of what the student want. Funding is usually limited and must be tied to their training and employment goals.
3. Be patient. Often their DSS Counselor or LD Specialist does not have control over how fast things happen. It’s fine to be persistent and check with their DSS Counselor or LD Specialist regularly; however they shouldn't take out their frustrations on their DSS Counselor or LD Specialist.
4. Students will be expected to participate in the least costly training program to meet their vocational objective.
5. Only programs that lead specifically to employment are sponsored. Students need to make sure they know about the job market in their chose field.
6. Everyone is treated individually. Students should not expect to receive something just because someone else did.
7. Students should be sure to observe the requirements of their DOR plan, including keeping their DSS Counselor or LD Specialist updated on their progress.
8. The student's DSS Counselor or LD Specialist is often their best advocate and may need their help to justify the services. The student should provide as much information as they can to help them build their case.
9. If a student has a serious disagreement with DOR, they should make a good faith effort to resolve it, including speaking to the supervisor. If they are unable to do so, they may then contact the Client Assistance Program (CAP) which helps clients clarify rights and responsibilities and investigates complaints, when necessary.

A student's DSS Counselor or LD Specialist can provide them with the contact information.

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### Section Five: Campus and Community Life

### Career, Transition, and Employment

### Career, Transition, and Employment

#### **Career Planning**

It is helpful for students to start early exploring the potential careers and employment opportunities that are compatible with their personal talents and interests. Early identification of possible career paths can help define and focus a student's educational planning and maintain their motivation. For assistance, contact [Career Services](https://www.deanza.edu/counseling/career/).

#### **University Transfer Planning**

If a student plans to transfer to a university they should:

* Visit the [Transfer Planning Center](http://deanza.edu/transfercenter/) web site,
* Use the resources in [Transfer Center Services](http://deanza.edu/transfercenter/),
* Meet with a DSS Counselor or LD Specialist for academic advisement, and
* Attend college sponsored activities and workshops.

These suggestions can help a student formulate their transfer plans:

* Become familiar with general education course patterns, especially those that are required by the:
	+ California State University and
	+ University of California systems.
* Settle on a major as early as possible and learn about the lower division preparation courses they will need to complete prior to transferring.
* Develop relationships with their instructors, so they are able to write recommendation letters for them.
* Attend the college fair at De Anza to meet representatives from a number of universities.
* Make a personal visit to any four-year colleges they are considering.
* Contact the **disability service office** at any universities they are interested in.
	+ If possible, students should visit the campus in person.
	+ Ask about disability support services they offer, and confirm their:
		- Documentation requirements,
		- Eligibility process, and
		- Time lines.

#### **Employment Resources**

[**Diversity World**](http://www.diversityworld.com/)
Employment Opportunities with Proactive Companies
"Enriching workplaces and reducing employment barriers..."
[http://www.diversityworld.com](http://www.diversityworld.com/)

[California Business Leadership Network](https://askjan.org/organizations/California-Business-Leadership-Network.cfm)
Active alliance of California companies, collaborating to improve employment for people with disabilities

[Office of Disability Employment Policy (ODEP)](https://www.dol.gov/agencies/odep)
<https://www.dol.gov/agencies/odep>

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### Section Five: Campus and Community Life

### Web Resources

### Web Resources

Disability issues, organizations, and agencies are extensively represented on the Internet. The Disability Support Programs and Services (DSPS) Division website lists many major web addresses for local, state and national organizations as well as local agencies.

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### Appendices

### Computer Accessibility Lab (CAL) Hardware and Software

**Computer Accessibility Lab (CAL) Hardware and Software**

**Assistive Technologies**

Students' learning and access needs are supported with training on a variety of technology tools in the Computer Accessibility Lab (CAL).

**Reading, Writing, & Learning Tools**

* [**Texthelp Read & Write:**](http://www.texthelp.com/page.asp?pg_id=10059) Scan/OCR, customizeable Text-to-Speech & reading options, convert-to-audio, study skills, spelling, and proofreading tools
* [**ClaroRead Plus:**](https://www.clarosoftware.com/claroread)ClaroRead is a simple, easy-to-use and flexible software program that aids reading, writing, and study skills. Includes Scan/OCR features, customizeable features,Text-to-Speech, and proofreading tools
* [**Balabolka:**](http://www.cross-plus-a.com/balabolka.htm) Text-to-Speech & customize able reading, convert-to-audio features
* [**Inspiration**](http://www.inspiration.com/visual-learning)**:** Visual thinking supports learning and retention of information. Some common visual learning strategies include creating graphic organizers, diagramming, mind mapping, outlining and more.
* [**Central Access Reader**](https://www.cwu.edu/central-access/reader)**:** Central Access Reader (CAR) is free, open source, text-to- speech application designed specifically for students with print-related disabilities.  CAR reads Word Docs and pasted text using the voice installed on your computer.  CAR has an intuitive interface and many customizable features.

**Mobility Impairments**

* [**Dragon Naturally Speaking:**](http://www.nuance.com/dragon/index.htm) Voice-recognition software transcribes dictation through spoken voice commands
* **Ergonomic adaptations**
	+ Alternative Input devices: specialized computer mice, keyboards
	+ Adjustable tables & chairs

**Vision Impairments**

* [**NVDA**:](http://www.nvaccess.org/)Screen reading for Windows
* [**JAWS:**](http://www.freedomscientific.com/Products/Blindness/JAWS) Screen reader for Windows
* [**Narrator**](https://support.microsoft.com/en-us/help/17173/windows-10-hear-text-read-aloud)**:** Screen reader for Windows
* [**ZoomText**](http://www.zoomtext.com/products/zoomtext-magnifierreader/)**:** Magnifier and Screen Reader
* [**Magnifier**:](https://support.microsoft.com/en-us/help/11542/windows-use-magnifier) Screen-magnification function for Windows
* [**Kurzweil 1000**:](http://www.kurzweiledu.com/products_k1000.asp) (scan/read software for visual impairments)
* [**OptelecColor CCTV**:](http://www.optelec.com/en_US/product/clearview%2B-series/19-flat-screen-color-system) Video magnifier
* [**Central Access Reader**](https://www.cwu.edu/central-access/reader): Central Access Reader (CAR) is free, open source, text-to- speech application designed specifically for students with print-related disabilities.  CAR reads Word Docs and pasted text using the voice installed on your computer.  CAR has an intuitive interface and many customizable features.

**Math Software**

* [MathType](http://www.dessci.com/en/products/mathtype/)**:**MathType is a powerful interactive equation editor for Windows and Macintosh that lets you create mathematical notation for word processing, web pages, desktop publishing, presentations, elearning, and for TeX, LaTeX, and MathML documents.
* **Microsoft Math add-in for MS Word** - This free add-in makes it easy to create graphs, perform calculations, and solve for variables with equations created in Word.
* [**MathTypeIt**](http://math.typeit.org/)Insert mathematical symbols into email messages and other target documents.
* [**Central Access Reader**](https://www.cwu.edu/central-access/reader)**:**Read math and logic equations

**Note-Taking Software**

Explore various note-taking strategies and apps such as:

* [**Sonocent Audio Notetaker**](https://www.sonocent.com/en-us/audio-notetaker): Capture, annotate, and review customize able note-taking options
* [**Livescribe Smartpens**](https://www.livescribe.com/en-us/smartpen/): Capture and replay searchable notes, pair with android or iOS app
* [**Notability**](http://gingerlabs.com/)**:**Combine handwriting, photos and typing in a single note. Use a wide range of note-taking and sketching tools to capture every detail. Add and annotate PDFs in Notability.
* [**OneNote**](https://www.onenote.com/?public=1&wdorigin=ondcauth2&wdorigin=ondc)**:**Type, write or draw with the free form feel of pen to paper. Search and clip from the web to picture ideas. Access your notes anywhere, on any device or platform.

**Contact Information**

**Faculty Information:**Sridevi (Shri) Lakshmanan

**Email:** LakshSri@fhda.edu

**Phone:**408.864.5817 | CAL: 408.864.5816

**Location:** AT-203, Advanced Technology Center (ATC)

### Appendices

### Checklist for Planning Accommodations

### Checklist for Planning Accommodations

#### **Before the quarter begins**

* Meet with a DSS Counselor or LD Specialist (or Counselor in the college's Counseling Center, if necessary) to **plan your class schedule**.
* **Register** for classes.
* **Inform** your **Department of Rehabilitation** counselor by providing:
	+ copy of class schedule
	+ fees owed
	+ books and supplies needed
* **Discuss** your past educational history and **accommodations** with your DSS Counselor or LD Specialist in the following areas or other accommodations you need:
	+ note taking
	+ exams
	+ communication needs
	+ alternate media
	+ instructor referral options
* **Meet your class instructor** in advance of the quarter if possible
	+ Discuss accommodations
	+ Gather the following class materials:
		- book and materials list
		- class syllabus
		- course handouts
		- exam schedule and format
		- information about field trips or other special assignments
* **Turn in accommodation requests** to the appropriate DSS staff in a timely manner
	+ alternate media requests
	+ shuttle schedule requests
	+ interpreter, real-time captioning requests, etc. to appropriate staff

#### Soon after the quarter begins

* **Meet your instructor to discuss your accommodations**
* **Confirm accommodation arrangements** with your DSS Counselor or LD Specialist and/or discuss additional accommodations needs
* **Turn in**any required **accommodation/service documentation**promptly to DSS
* **Schedule exam accommodations** with the Testing Coordinator, if you use test accommodations

#### **Throughout the quarter**

* **Monitor your progress in the class**
	+ meet with the instructor, as needed
	+ monitor the effectiveness of your accommodations
* **Stay in touch** with your DSS Counselor or LD Specialist, as needed, especially if issues arise in your accommodations or your class progress and success
* **Utilize additional support** services, counseling, and tutoring, if needed

#### **Foothill/De Anza Community College District Student Code of Conduct**

**Administrative Policy 5510**

Foothill and De Anza Colleges consider the following principles essential to their
educational mission and community life:

1. Mutual respect between students, faculty and staff
2. Pursuit of studies with honesty and integrity
3. Respect for College and personal property; and
4. Compliance with all rules and regulations.

These standards are intended to promote responsible student conduct and fair play.  Students shall be subject to College discipline (as outlined in Administrative Procedure 5520:  Student Due Process and Discipline) for any of the following misconduct that occurs at any time on campus or at any off -campus facility, including internet-based courses held on the world- wide web, or college-approved or sponsored functions:

1. Academic dishonesty, such as cheating, plagiarism (including plagiarism included in student publications), or knowingly furnishing false information to the Colleges, or District.
2. Unauthorized preparation, giving, selling, transfer, distribution or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any district policy or administrative procedure.
3. Dishonesty, forgery, alteration, or misuse of College or District documents, records or identification.
4. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other College or District activities, including its public service functions, or of other authorized activities.
5. Physical or verbal abuse of any person or conduct which threatens or endangers the health or safety of any such person.
6. Committing or attempting to commit robbery or extortion.
7. Causing or attempting to cause damage to College or District property or to private property on campus.
8. Stealing or attempting to steal College or District property or private property on Campus, or knowingly receiving stolen College or District property or private property on campus.
9. Willful misconduct that results in injury or death to a student or to College or District personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the College or District or on the campus.
10. Unauthorized entry to or use of College or District facilities.
11. Violation of College or District policies or of campus regulations including those concerning registration of student organizations, use of College or District facilities, or the time, place and manner of public expression.
12. Unlawful possession, use, sale, offer to sell, or furnishing or being under the influence of, any controlled substance as listed in California Health and Safety Code Section 11053 et seq., an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.
13. Use, possession, or sale of any firearm, knife, explosive, or other object that could be classified as a weapon (unless the student has specific authorization from a College or District official);
14. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of authority, or persistent abuse of College or District personnel.
15. Gambling on College or District property.
16. Hazing or any act that injures, degrades, or disgraces or tends to injure, degrade, or disgrace any fellow student or other persons.
17. Disorderly conduct or lewd, indecent or obscene behavior, conduct or expression on District-owned or controlled property, or at District sponsored or supervised functions.
18. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the College or District.
19. Theft or abuse of computer time, including but not limited to:
a. unauthorized entry into a file, to use, read or change the contents or for any other purpose;
b. unauthorized transfer of a file;
c. unauthorized use of another person identification and password;
d. use of computing facilities to interfere with the work of another student, faculty member or college official;
e. use of computing facilities to send obscene or abusive messages, or to defame or intentionally harm other persons;
f. use of computing facilities to interfere with normal operation of the college computing system;
g. use of computing facilities for student's personal benefit;
20. Committing sexual harassment as defined by law or as set forth in Board Policy 4640.
21. Engaging in harassing or discriminatory behavior based on race, sex, religion, age, national origin, disability, or any other status protected by law.
22. Engaging in expression which is obscene, libelous or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on College or District premises, or the violation of lawful College or District regulations, or the substantial disruption of the orderly operation of the College or District.
23. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.

See[Board Policy 5500](http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TV2YN0462B2)—Student Rights and Responsibilities
See[Administrative Policy 5520](http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U2UGB7BD19B)—Student Due Process & Discipline
Effective 1/20/06

**Foothill/De Anza Standards of Conduct**

Book

Administrative Procedures

Section

Chapter 5 - Student Services (including former Article 5 - Students)

Title

Student Code of Conduct

Code

AP 5510

Status

Active

Legal

[Health and Safety Code Section 11014.5](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=HSC&sectionNum=11014.5.)

[Health and Safety Code Sections 11053 et seq.](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=HSC&sectionNum=11053.)

Adopted

January 20, 2006

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2.     Unauthorized preparation, giving, selling, transfer, distribution or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any district policy or administrative procedure;

3.     Dishonesty, forgery, alteration, or misuse of College or District documents, records or identification;

4.     Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other College or District activities, including its public service functions, or of other authorized activities;

5.     Physical or verbal abuse of any person or conduct which threatens or endangers the health or safety of any such person;

6.     Committing or attempting to commit robbery or extortion;

7.     Causing or attempting to cause damage to College or District property or to private property on campus;

8.     Stealing or attempting to steal College or District property or private property on Campus, or knowingly receiving stolen College or District property or private property on campus;

9.     Willful misconduct that results in injury or death to a student or to College or District personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the College or District or on the campus;

10.   Unauthorized entry to or use of College or District facilities;

11.   Violation of College or District policies or of campus regulations including those concerning registration of student organizations, use of College or District facilities, or the time, place and manner of public expression;

12.   Unlawful possession, use, sale, offer to sell, or furnishing or being under the influence of, any controlled substance as listed in California Health and Safety Code Section 11053 et seq., an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5;

13.   Use, possession, or sale of any firearm, knife, explosive, or other object that could be classified as a weapon (unless the student has specific authorization from a College or District official);

14.   Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of authority, or persistent abuse of College or District personnel;

15.   Gambling on College or District property;

16.   Hazing or any act that injures, degrades, or disgraces or tends to injure, degrade, or disgrace any fellow student or other persons;

17.   Disorderly conduct or lewd, indecent or obscene behavior, conduct or expression on District-owned or controlled property, or at District sponsored or supervised functions;

18.   Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the College or District;

19.   Theft or abuse of computer time, including but not limited to:

a.     unauthorized entry into a file, to use, read or change the contents or for any other purpose;

b.     unauthorized transfer of a file;

c.     unauthorized use of another persons identification and password;

d.     use of computing facilities to interfere with the work of another student, faculty member or college official;

e.     use of computing facilities to send obscene or abusive messages, or to defame or intentionally harm other persons;

f.     use of computing facilities to interfere with normal operation of the college computing system;

g.     use of computing facilities for student’s personal benefit;

20.   Committing sexual harassment as defined by law or as set forth in [*Board Policy 4640*](http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUUWZ7B920F);

21.   Engaging in harassing or discriminatory behavior based on race, sex, religion, age, national origin, disability, or any other status protected by law.

22.   Engaging in expression which is obscene, libelous or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on College or District premises, or the violation of lawful College or District regulations, or the substantial disruption of the orderly operation of the College or District.

23.   Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.

[*See Board Policy 5500 Student Rights and Responsibilities*](http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TV2YN0462B2)

[See Administrative Policy 5520 Student Due Process and Discipline](http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U2UGB7BD19B)

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### Appendices

### Self-Advocacy Practices

### Self-Advocacy Practices

#### **Self-Advocacy Practice for Meeting with Your Instructor**

These are questions you need to be prepared to address if your instructor asks them.  Or you may want to bring one or more of them up as topics to discuss when you are emphasizing your desire to be successful in the course. It may be good practice to write out the answer or even role play them with someone acting as the teacher.

1. What is your disability?
	* You do not have to give a medical diagnosis and/or cause of your disability.
	* You do need to state that you have verified disability documentation on file in the DSS office.
	* For example:
		+ “I have documentation of my disability on file in the DSS office and have used their services for the past two quarters.”
2. What are the educational limitations of your disability for that class?
	* To the best of your understanding, explain how your disability will impact your performance in this particular class.
	* Examples:
		+ “Because of my fine motor coordination, I can’t write quickly enough to take effective notes so I use a note-taker.“
		+ "I take medication for my disability and it can slow my thinking skills and motor reaction time.”
3. Emphasize your abilities, strengths, and special interests in the class.
	* Examples:
		+ “I have good long-term memory - once I learn something, I’ve got it.”
		+ “I'm want to be a pre-law major and political science is my most important class this quarter."
4. What are you doing to maximize your abilities and to compensate for your disability to succeed in the class?
	* Explain what the DSS Counselor or LD Specialist has recommended you do to succeed in the class. Include the extra effort you will put forth.
	* Examples:
		+ “I spend extra time studying, using the SQ3R method.”
		+ “I use the Kurzweil 3000 to help me read my text.”
		+ “I use the DSS tutoring services.”
		+ “I just finished the study skills class last quarter.”
5. What accommodation(s) from the instructor would help you learn in that class?
	* Explain what your DSS Counselor or LD Specialist has recommended for classroom accommodations or provide an accommodation letter.
	* Tell what has worked for you in other similar type classes. You have to be specific to explain your need.
	* Examples:
		+ “I will need a volunteer note-taker because, due to my disability, I have difficulty listening and taking good notes at the same time.”
		+ “Since I am a strong auditory learner and a poor speller, I will need to tape the class to get a good set of notes.”
6. What accommodation(s) from the instructor would help you demonstrate your knowledge in that class.  In other words, what type of testing procedure do you need to show you have learned the material?
	* Explain what the DSS Counselor or LD Specialist has recommended.
	* Again, tell what has worked in the past and be specific in explaining your needs.
	* Examples:
		+ “I will use extra time to take tests because it takes me longer to write due to the weakness in my hands”
		+ “I need to take major tests in an place with reduced distraction because I have difficulty concentrating in a room full of other people which causes me to forget the steps to solving the equations.”
7. Are these accommodations reasonable?
	* Based on the impact of your disability and the law, the DSS Counselor or LD Specialist can only recommend or authorize accommodations that do not
		1. fundamentally alter the content or procedures in a course
		2. cause an undue burden on the college.
	* Examples:
		+ If you asked the instructor to give you the tests individually, that could be unreasonable, causing an undue burden.
		+ If you asked to be excused from taking tests at all or turning in written assignments, that could be a fundamental alteration of the course.
	* The instructor may offer other accommodations. If these suggestions do not relate to your disability, inform your DSS Counselor or LD Specialist.  They can then discuss this issue with the instructor to help get it resolved.

#### Questions You May Also Want to Ask Your Instructor:

* What do you recommend that I do to succeed in your class?
* What is the best way for me to study for your class?
* What is the best way for me to prepare for your tests?
* Could I get into a study group?
* What supplementary materials such as video-tapes, study guides, etc. are available?
* What are the alternative projects, assignments, or ways to demonstrate an understanding of class content?
* **HIGHLY RECOMMENDED:**
	+ Could I check in with you every two weeks or so to see if my work is either satisfactory or not satisfactory or to see if I have any outstanding assignments?

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### Appendices

### Student Grievance Procedures

### Student Grievance Procedures

(Reprinted from ***2016-2017 De Anza College Catalog***, pg. 33)

De Anza College strives to treat all students fairly, but as in any complex organization, misunderstandings and even conflicts can arise from time to time. Students have certain rights under the published rules and regulations of the district and the college, the state laws regarding education, and the federal affirmative action laws. This procedure should not be used to address unlawful harassment or discrimination. If students feel they may have been subjected to unlawful harassment or discrimination, they should refer to the sexual harassment and/or anti-discrimination sections of the catalog.

If students feel that their student rights have been violated by the college—in one instance, or over a period of time in a series of events—they have the right to try to resolve the problem. In most cases, problem situations turn out better if they’re attended to quickly and simply. That’s why De Anza’s trustees and student government set up the Student Grievance Procedures, which require a student to do just that. The complete Student Grievance Procedures follow this step-by-step summary. Students should read them carefully if they decide to file a grievance.

#### **Procedures:**

**Step 1.** Students must first try to solve the problem informally. Meet the other person(s) involved and try to solve the problem. Ask for help from any De Anza community member.

**Step 2.**If students still aren’t satisfied, they can file a formal grievance. Upon the recommendation of the appropriate dean or administrator students can file a grievance form. They must provide the specific rule or law (Students Rights and Responsibilities) that they feel was violated, as well as all the details of the events(s) and copies of any pertinent documents. Don’t delay—to file a grievance students must be a currently enrolled or have been within 30 days before filing, and they must have learned of the particular event, or series of events, no more than 30 days before they file. [Regardless of when students learned of the events(s), if the alleged violation(s) happened more than a year in the past the grievance won’t be valid.]

**Step 3.** Pick up a student grievance form from the Office of Student Development and EOPS or the De Anza Associated Student Body (DASB) Office, the Office of College Life or the office of the vice president of Student Services. Assistance is available for completing the form from any faculty or staff member; or ask for help from the DASB.

**Step 4.** File the completed student grievance form with the Office of Student Development and EOPS. Please do not return the completed grievance form to any other office. Students will receive acknowledgment of receipt of their grievance usually within two weeks from the time it is received. The grievance will be forwarded to the dean of Student Development and EOPS.

**Step 5.** The Grievance Review Board will review their grievance and will decide if students met the standards for filing, and whether their grievance meets the basic standards of legitimacy for consideration. The office of Student Development and EOPS will contact them if their grievance warrants a hearing, and a hearing will be scheduled.

**Step 6.** The exact nature of the hearing differs from case to case and is under the direction of the grievance officer. Students can have with them, or be represented by, any other person who is not an attorney. Students can purchase (at cost) a copy of the official record of the hearing.

**Step 7.** The Grievance Review Board will try to reach a decision within 14 days from the time of the hearing. The board will decide, based on the outcome of the grievance, what relief (if any) students should be granted and will forward their recommendation to the dean of Student Development and EOPS. Students will be notified by the dean of the board’s recommendation.

**Step 8.**The college president or his/her designee has the final decision regarding the outcome. If it is determined that violation of rights is a result of a district rule or some other reason beyond the college’s control, the president or his/her designee will recommend the appropriate action at a higher level, the chancellor and trustees.

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**Appendices**

**Interpreting/Captioning - Student Responsibility Form**

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**Responsibility of the Student:**

Utilizing Interpreting/Captioning Services

1. Each quarter a “Request for Services” (pink form) and printout of class schedule is submitted to Deaf/Hard of Hearing Services (DHHS). If you make any changes to your schedule, you MUST submit a new pink form and the most current printout of your schedule.
2. If dissatisfied with your interpreting/captioning services, you may discuss the issue directly with the Interpreter/Captioner, or with the DHHS Supervisor as soon as possible.
3. When absent from a class, contact DHHS at deafservices@fhda.edu. If you do not let us know of the absence, it is marked as a no-show.
4. Wait times for classes: • 15 minutes for a one-hour class
* 20 minutes for a two-hour class
* 30 minutes for a class lasting three hours or more

Arriving late could mean missing important announcements at the beginning of class.

It will be your responsibility to ask the instructor what you missed.

**Consequences of No-shows:**

**1st no-show:**Student receives a written reminder of the notification requirements from DHHS

**2nd no-show:**Student receives a written notice and needs to meet with the DSS counselor on the day and time shown on the second notice.

**3rd no-show:**Student will be informed, in writing, of suspension of service and will be required to schedule an appointment to meet with the DSS Executive Head, Dr. Kevin Glapion, to further discuss and clarify DHHS expectations.

**4th no-show:**Your services are terminated for the remainder of the quarter. If you want to reinstate services or appeal the suspension, review the Suspension of Services process, Administrative Procedures AP-5076, at: http://www.deanza.edu/dsps/dish/section2/suspension.html. This is explained in the online Disability Information Student Handbook (DISH), and New Student Orientation packet provided at your initial intake.

I have read and understand the Responsibility of the Student: Utilizing Interpreting/Captioning Services as stated above.

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Signature                                                                                                 Date

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 **- End of Appendices -**