

Woodland Community College

DSPS Handbook



Table of Contents

Welcome	3
DSPS Contact Information	4
DSPS General Information	5
Eligibility	6
General DSPS Policies.	9
Rights and Responsibilities	10
Enrolling with DSPS.	11
Tips for New Students	13
DSPS Support Services & Accommodations.	14
Differences Between K-12 and College	14
Academic Accommodations and Services.	15
Test Accommodations and Proctoring	17
Alternate Media	19
Assistive Technology.	20
Learning Disabilities (LD) Services	21
Deaf and Hard of Hearing (DHH) Services.	22
Service Animals	23
Information for Faculty and Staff.	25
DSPS Appeals & Grievances	27
Course Substitutions and Waivers.	27
DSPS Grievances and Appeals.	30

Welcome

On behalf of the students, faculty, staff, and administration, we would like to welcome you to Woodland Community College and the Department of Supportive Programs and Services (DSPS). The purpose of DSPS is to ensure that students with disabilities have equal access to all programs and activities on campus. Our goal is to support and promote the independence of our students so they may achieve their full potential and educational goals. We work to provide high quality services and accommodations that meet the needs of our students with disabilities.

We encourage you to review this handbook, and our pages on the WCC website, to learn more about the programs, services, and resources that may be available to you. Our highly qualified and dedicated team is available to meet with you to provide ongoing support and guidance as you progress toward your degree.

We look forward to working together with you as you advance your education and work to achieve your full potential as a student at Woodland Community College.

Sincerely,

The DSPS Faculty and Staff of Woodland Community College



DSPS Contact Information

WCC Department of Supportive Programs and Services (DSPS)

Woodland Community College, 2300 Gibson Road, Woodland, CA 95776

WCC's DSPS is located on the east side of campus in Student Services
(Building 700, Room 764) near the main parking lot.

Phone: (530) 661-5797

Fax: (530) 661-5788

Website: <https://wcc.yccd.edu/student/dsps/>

Email: wccdsps@yccd.edu

WCC DSPS Office Hours: **M-T**: 8:00 a.m. – 6:00 p.m. **W-F**: 8:00 a.m. – 5:00 p.m.

Lake County Campus DSPS

Lake County Campus of Woodland Community College
15880 Dam Road Extension
Clearlake, CA 95422

LCC's DSPS is located in Building 100, Room 141A

Phone: (707) 995-7910

Fax: (707) 994-5223

Website: <https://lcc.yccd.edu/student/dsps/>

Email: kboles@yccd.edu

LCC DSPS Office Hours: **M-Th**: 8:00 a.m. – 4:30 p.m. **F**: 8:00 a.m. – 3:30 p.m.

Colusa County Campus

Colusa County Campus of Woodland Community College
99 Ella Street
Williams, CA 95987

Phone: (530) 668-2500

Fax: (530) 668-2519

Website: <https://wcc.yccd.edu/colusacounty/>

Email: wccdsps@yccd.edu

CCC Office Hours: **M-Th**: 8:00 a.m. – 7:00 p.m. **F**: 8:00 a.m. – 3:00 p.m.

DSPS General Information

The information, policies, and procedures within this handbook serve as a guide for students, faculty, and staff to:

- Understand and navigate the steps necessary to obtain appropriate support services and academic accommodations.
- Explain the types, eligibility requirements, and policies regarding academic accommodations and auxiliary aids that are provided by DSPS.
- Provide an overview of the collaboration necessary among students, faculty, and staff for the timely provision of necessary academic accommodations and auxiliary aids.
- Inform stakeholders, including students with disabilities, of their legal rights and responsibilities relating to college programs, services, and accommodations.



Eligibility

Who is eligible to receive DSPS services?

Any Woodland Community College student with a verified disability, who needs accommodations to mitigate their disability-related educational limitations, should contact DSPS for eligibility and services.

What is required for verification of a qualifying disability?

A student must provide documentation of a disability from a licensed or qualified professional. Because each person's situation is unique, we recommend that any interested student meet with a certificated DSPS Specialist. Our specialists will discuss the appropriate documentation that will be needed. Documentation requirements vary by situation.

Typically, a qualified medical or mental health professional must provide the following information for verification of a student's disability:

- Identification of the nature and extent of the disability
- Specific information regarding how the disability limits or impacts the student within an academic environment
- Recommendations for reasonable accommodations

A student's prior Individualized Education Plan (IEP), Psychologist's evaluation/report, and/or 504 Plan from K-12 can also be used to verify a disability.

How do I request and receive services?

To request services, a student shall:

- Enroll in Woodland Community College
- Meet with an academic counselor
- Register for classes
- Complete a DSPS application packet
- Schedule and meet with DSPS certificated staff to discuss disability-related needs
- Participate in an interactive process with DSPS certificated staff to create and sign an Academic Accommodation Plan (AAP)
- Complete paperwork and processes relating to individual accommodations
- Consult and communicate with instructors regarding applicable accommodations and/or services



Students with a qualifying disability may be eligible DSPS:

- **Acquired Brain Injury:** a deficit in brain functioning which results in a total or partial loss of cognitive, communicative, motor, psycho-social and/or sensory-perceptual abilities, and limits the student's ability to access the educational process. An acquired brain injury or traumatic brain injury (TBI) may come from a variety of causes such as a traumatic event, (accident, combat, physical altercation), or other medical conditions such as stroke or brain tumor.
- **Attention-Deficit Hyperactivity Disorder (ADHD):** a neurodevelopmental disorder that is a persistent deficit in attention and/or hyperactive and impulsive behavior that limits the student's ability to access the educational process.
- **Autism Spectrum Disorder:** neurodevelopmental disorders described as persistent deficits, which limit the student's ability to access the educational process. Symptoms must have been present in the early developmental period, and cause limitations in social, academic, occupational, or other important areas of current functioning. Autism spectrum disorders are characterized by significant limitations and may include, but not be limited to any of the following: 1) limitations in social-emotional reciprocity, 2) limitations in nonverbal communicative behaviors, 3) limitations in developing, maintaining, and understanding relationships, 4) repetitive motor movements, use of objects, or speech, 5) insistence on sameness, inflexible adherence to routines, ritualized patterns, or verbal/ nonverbal behavior, 6) highly restricted, fixated interests that are abnormal in intensity or focus, or 7) hyper- or hypo-reactivity to sensory input or unusual interests in sensory aspects of the environment.
- **Blind and Low Vision:** level of vision that limits the student's ability to access the educational process. Blindness or low vision results from a level of visual disability so significant that, without accommodation other than regular corrective lenses, vision no longer serves as a major channel for information processing.
- **Deaf and Hard of Hearing (DHH):** total or partial loss of hearing function that limits the student's ability to access the educational process.
 - **Deafness:** a total or partial loss of hearing function so severe that it no longer serves as a major channel for information.
 - **Hearing Limitation:** a functional loss in hearing, which is still capable of serving as a major channel for information processing.
- **Intellectual Disability (ID):** significant limitations both in intellectual functioning and in adaptive behavior that affect and limit the student's ability to access the educational process. An individual may have an intellectual disability when: 1) the person's functioning level is below average intellectual ability, and 2) the person has significant limitations in adaptive skill areas as expressed in conceptual, social, academic and practical skills in independent living and employment; and 3) the disability originated before the age of 18.

- **Learning Disability:** a persistent condition of presumed neurological dysfunction, which may exist, with other disabling conditions. The dysfunction is not explained by lack of educational opportunity, lack of proficiency in the language of instruction, or other nonneurological factors, and this dysfunction limits the student's ability to access the educational process. To be categorized as a student with a learning disability, a student must meet the following criteria through psycho-educational assessment verified by a qualified specialist certified to assess learning disabilities: 1) Average to above-average intellectual ability; and 2) Statistically significant processing deficit(s); and/or 3) statistically significant aptitude-achievement discrepancies.
- **Mental Health Disability:** persistent psychological or psychiatric disorder, emotional or mental illness that adversely affects educational performance. A mental health disability is a condition which:
 - 1) Is listed in the most current American Psychiatric Association Diagnostic and Statistical Manual (DSM) and/or the Americans with Disabilities Act, as amended, and/or the International Classification of Diseases. (ICD)
 - 2) Reflects a psychiatric or psychological condition that interferes with a major life activity; and
 - 3) Poses a functional limitation in the educational setting.

Examples of mental health conditions covered in the section include: Post Traumatic Stress Disorders (PTSD), obsessive compulsive disorders (OCD), bi-polar disorder, schizophrenia, anxiety disorder, and major depression.

- **Other Health Conditions and Disabilities:** other health conditions, and/or disabilities that affect a major life activity, which limit the student's ability to access the educational process. Examples of a health condition or other disability identified for this section, include but are not limited to, a speech disorder, cardiovascular disease, Chronic Obstructive Pulmonary Disease (COPD), asthma, diseases of various organ systems, cancer, HIV-AIDS, hepatitis, lupus, Tourette syndrome, seizure disorders, chronic fatigue producing diseases, multiple chemical sensitivity, or severe allergies. Students with health conditions or other disabilities covered in this category, may have impacts that result in educational limitations which may be nonspecific and vary widely from individual to individual.
- **Physical Disability:** limitation in locomotion or motor functions. These limitations are the result of specific impacts to the body's muscular-skeletal or nervous systems, and limit the student's ability to access the educational process. Examples of a physical disability include, but are not limited to, absence of a limb or limbs, paraplegia, hemiplegia, or quadriplegia, short stature, polio, Cerebral Palsy (CP) Multiple Sclerosis (MS), and Muscular Dystrophy (MD). A physical disability may also include the limitations, which arise from significant back and lumbar problems, arthritis, and a wide range of other physical conditions.
- **Temporary Disabilities:** although DSPS works primarily with students with permanent or ongoing disabilities, students with temporary disabilities due to accident, illness, surgery or other circumstances may also qualify for DSPS services on a temporary basis if the disability substantially interferes with the student's ability to participate successfully in an academic environment.

General DSPS Policies

- 1) Students may enroll with DSPS in order to receive accommodations or services. Students who do not wish to register with DSPS, but are seeking accommodations or services, may contact the ADA/504 Compliance Office or designee.
- 2) Accommodations and services are individualized and determined on a case-by-case basis through an interactive process with the students and a certificated DSPS Specialist.
- 3) Students are responsible for requesting services and accommodations every term in a timely manner. Most auxiliary aids and services should be requested before the term begins, to allow sufficient time to make arrangements and schedule the support staff needed to fulfill the accommodations and/or services to be provided to the student.
- 4) DSPS cannot provide retroactive accommodations. Late requests for accommodations may delay delivery of services.
- 5) Students must officially be enrolled in classes before services or accommodations are provided.
- 6) Students must notify DSPS in a timely manner of any changes of services needed in classes and/or campus-related activities.
- 7) The Family Education Rights and Privacy Act (FERPA) protects the privacy of student educational records and information. For further information about FERPA, please contact DSPS staff.
- 8) By law, the college is not required to provide personal attendants, individually prescribed devices, readers for personal use/study, or any other personal devices for services.
- 9) DSPS reserves the right to determine the appropriateness of submitted documentation and requests for accommodation(s) on a case-by-case basis, using the professional judgment of DSPS certificated staff through interactive consultation with each student. Additional information may be requested to determine eligibility for services.
- 10) DSPS may deny a student's request for an accommodation which is not specifically recommended in the student's documentation or is not related to an educational limitation imposed by the documented disability. Students may be required to provide current documentation, (within the last three years) from an appropriate professional, verifying the disability before any classroom accommodation is provided.
- 11) DSPS alerts faculty that a student who is deaf or visually impaired is enrolled in their course in order to ensure alternate formats of media and materials are provided when necessary. "Authorization for Accommodation" memos will be sent prior to the first class to notify faculty of the expected alternate media needs of students, such as the production of printed materials in large print, Braille, e-text, and/or closed captioning.

Rights and Responsibilities

Student Rights

- 1) Participation in the Department of Supportive Programs and Services (DSPS) shall be entirely voluntary.
- 2) Receiving support services or instruction through DSPS shall not preclude a student from also participating in any other course, program or activity offered by the college or from receiving basic accommodations required by state and federal law.
- 3) All records maintained by DSPS personnel pertaining to a student's disability(ies) shall be protected from disclosure and shall be subject to all other requirements pertaining to the handling of student records.
- 4) A student may file an appeal if the student feels he/she has been denied adequate or appropriate accommodations, or has been discriminated against on the basis of disability.

Student Responsibilities

- 1) Provide DSPS with the necessary information, documentation, and/or required forms (medical, educational, etc.) verifying the student's disability(ies).
- 2) Meet with a certificated DSPS Specialist to complete an initial Academic Accommodation Plan (AAP). Students must also consult with DSPS staff each additional semester to ensure that accommodations and services are in place.
- 3) Use DSPS in a responsible manner and adhere to the policies and procedures for continuation of services.
- 4) Comply with the Student Code of Conduct adopted by the College.
- 5) Demonstrate measurable progress toward academic goals and meet the academic standards established by the college.
- 6) Notify DSPS of any changes in services or accommodations needed. Changes may include, but are not limited to: absence from a class in which services are provided; added, dropped, or canceled class; or change of day/time/location of class.
- 7) When appropriate, contact instructors, in a timely manner, to discuss or notify of agreed-upon adjustments, services, or accommodations provided within the student's AAP.
- 8) Notify DSPS certificated staff if an accommodation or service is ineffective or unnecessary.

Enrolling With DSPS



Qualifying for Services

Eligibility for disability-related services is in accordance with federal and state laws and California Community College policies to ensure an equitable educational opportunity. A certificated DSPS Specialist will assist in discerning if a student's verified disability results in an educational limitation, and if the student will qualify for DSPS accommodations and/or services.

The student's disability must substantially limit one or more major life activity and impose an "educational limitation". An educational limitation is a disability-related limitation that prevents a student from fully benefiting from classes, activities, or services offered by the college without specific additional support, service, or accommodations.

A student must also demonstrate the potential to benefit from programs and services, demonstrate appropriate adaptive or self-help behavior, and sustain measurable academic progress.

Steps for New Students to Enroll at WCC

Students must first enroll at Woodland Community College before starting with DSPS. Follow the steps below to become a WCC student:

- 1) Complete an application to Woodland Community College
- 2) Attend a "new student" orientation
- 3) Meet with an academic counselor
- 4) Enroll in classes

Getting Started with the DSPS:

After enrolling at WCC, a student with a disability can apply for services with DSPS by following these steps:

- 1) Complete the DSPS Application for Services
- 2) Provide disability documentation (such as a doctor's report, psycho-educational report with IEP, or DSPS-provided disability verification form completed by a licensed professional) to the DSPS office
- 3) Schedule an appointment with a certificated DSPS Specialist to:
 - Complete the intake process
 - Arrange for appropriate academic accommodations, auxiliary aids and services based upon the educational limitations related to the disability
 - Review and discuss rights and responsibilities as a DSPS student at WCC
 - Learn about the supports available to students at WCC
- 4) Schedule a follow up appointment if needed (for example: to receive assistive technology, submit additional paperwork, submit materials for conversion to alternate media, etc.)

Remember, once you are established with DSPS, services must be requested each semester.

Documentation Guidelines

Documentation of a disability legitimizes a student's request for accommodation and provides essential information to the certificated DSPS Specialist in determining appropriate academic accommodations for each student.

In general, documentation from a licensed professional includes:

- Identification of the nature and extent of the disability
- Specific information regarding how the functional limitation is related to the academic environment
- Recommendation of reasonable accommodations or auxiliary aids

Special Circumstances

Interim Services:

If the student does not have documentation of disability at the initial interview, interim services may be provided if the student has sufficient evidence of a disabling condition as determined by a certificated DSPS Specialist. However, it is to the student's advantage to provide the documentation before arriving for their follow-up visit. Academic accommodations are contingent upon the documentation of disability and a student's educational limitation(s). Services are discontinued if documentation is incomplete or does not meet eligibility requirements for the college.

Temporary Medical Conditions:

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



Tips for New Students

How to prepare for your appointment with DSPS:

- Plan ahead. Be sure you have all of the paperwork required for your appointment. Write out questions you may have. Think about the limitations you face with your disability and what accommodations could help you overcome those limitations.
- Call and let DSPS know if you are running late, or if you need to cancel or reschedule your appointment. You can also call to verify that your paperwork is complete or if you have questions about your appointment or paperwork.
- Be sure to meet with your academic counselor for assistance with your Education Plan and your course schedule for the semester.
- Remember that you will need to meet with DSPS staff every semester. Accommodations may not automatically renew. As your schedule and courses change, your services and accommodations will need to be updated each semester. It is your responsibility to make sure this happens.
- Be aware of key dates and deadlines for the semester. You can find them on the WCC website, in the schedule of classes and the student planner.

Before classes begin:

- Set realistic goals and priorities when planning your schedule.
- Apply for financial aid if needed.
- Consider taking a reduced load of classes if you have had difficulty in the past or if you are unsure of how much you will be able to manage successfully.
- Balance your course load with easier and more difficult classes, instead of taking all difficult classes in the same semester.
- Schedule extra time between classes to study or receive extended testing time for exams.
- Be sure to remember to pay for your classes before deadlines to avoid being dropped.
- Purchase your textbooks in advance to be sure they arrive on time, and to become familiar with them before your classes begin.
- Meet with a certificated DSPS Specialist to set up your accommodations and discuss supports that you may need for the upcoming semester.
- Visit the Student Success Center to find out more about tutoring and support for reading and writing.
- Familiarize yourself with the campus, especially with the buildings and classrooms where your classes will be held.

DSPS Support Services & Accommodations

Differences Between K-12 and College

	K-12 IEP	K-12 504 Plan	College 504 and ADA
<i>Who determines success?</i>	The IEP team supports student success and adjusts IEP as necessary	The 504 team supports the student and plan	Student responsible for own success
<i>Who identifies the disability?</i>	District identifies disability	Parent provides documentation of limitation	Student provides documentation of disability and need for accommodation
<i>Who is responsible for evaluation?</i>	Public schools provide free evaluation of disability	Parent's responsibility to seek evaluation	Student's responsibility to seek evaluation
<i>Who develops the support plan?</i>	Public school district team develops an Individualized Education Plan (IEP)	Parent and school team develop plans	Student and certificated DSPS Specialist identify accommodation needs through interactive process
<i>How are services determined?</i>	IEP team identifies services to support the student through the IEP	Services are determined by the 504 plan	Services for college students are not automatic; each college determines services
<i>Who is responsible?</i>	Public school district ensures that the IEP is implemented	District/parent/student are responsible for implementing the 504 plan	Student responsible for own progress
<i>Who is the designated advocate?</i>	Special Education Teacher and case manager advocate	Parent/student and district 504 Coordinator advocate	Student advocates for self
<i>How are alterations to the academic program determined?</i>	Fundamental alterations to program of study permitted as identified on IEP	Fundamental alterations of program of study permitted as identified on 504 plan	None allowed: Accommodations may not alter fundamental nature of course or impose an undue burden on an institution
<i>What personal services are offered?</i>	Personal services: e.g., transportation, personal attendant, nurse	None provided	None provided



Academic Accommodations and Services

DSPS is committed to working with each student, through an interactive process, to determine the most appropriate and beneficial accommodations and services based upon individual need and limitations.

What is an accommodation?

Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (ADAAA) of 2008 are federal laws that prohibit discrimination on the basis of disability. All educational institutions are required to ensure that all programs and activities are accessible to individuals with disabilities. Sometimes making programs and activities accessible requires accommodations to be provided to those who need them.

An accommodation is a legally mandated support or service that gives a student with a disability an equal opportunity to benefit from the educational process. An accommodation is determined based upon the educational limitations directly related to the functional limitations of an individual's disability. An accommodation cannot alter or lower the fundamental requirements of a course, an assignment, a degree, a certificate, or a program.

The law requires that students be provided with effective accommodations which are agreed upon through an interactive process between the student and certificated DSPS Specialist.

An Academic Accommodation:

- Promotes independence and maximum participation of the student
- Relates directly to the student's educational plan and course of study
- Relates directly to the student's functional limitations resulting from a verified disability
- Cannot alter the academic standards for the student
- Cannot alter the fundamental requirements of the course or educational program
- Cannot alter the instructor's ability to measure the student's skills and aptitudes



Examples of accommodations and services offered:

- Extended time for testing
- Distraction-reduced setting for testing
- Scribe for testing
- Note taking services
- Alternate format for books and media (e-text, braille, audio, tactile graphics)
- Audio recorded lectures
- Real time captioning
- Sign language interpreters
- Assistive listening device
- Enlarged print
- Accessible furniture
- Preferential seating
- Priority registration services

Examples of services NOT provided by DSPS:

- Financial assistance
- Housing
- Transportation to/from campus
- Parking permits
- Food/drinks
- Medication
- Personal care attendants
- Devices or services for personal use

Many of the accommodations that are provided in K-12 education, such as reduced or modified course standards, or alternate versions of assignments or exams, are not offered at a community college. All students must meet the same program requirements.



Testing Accommodations and Proctoring

Testing accommodations are specified within a student's Academic Accommodation Plan (AAP). Arrangements for receiving testing accommodations can be made with DSPS.

DSPS TEST PROCTORING PROCEDURES:

- Students with approved testing accommodations must review and sign the "Test Proctoring Procedures and Rules" form with DSPS.
- The student and instructor for each course must complete a "Request for Test Proctoring Services" form that specifies testing conditions and directions for tests and quizzes for each class. A form must be completed and submitted to DSPS before any exam or quiz can be administered and proctored by DSPS. These forms must be picked up from DSPS and they require accommodations to be completed by a certificated DSPS staff member.
- "Request for Test Proctoring Services" forms must be completed and submitted for each class, each semester.
- Exams/Quizzes must be taken the same day and time as scheduled for the class unless it is an evening or weekend class, or the student's extended-time accommodation will cause a conflict with another class. In such situations, DSPS must receive written permission from the instructor for the test to be administered at an alternate time.
- Students must schedule to take a test or quiz with DSPS at least three business days before the exam date by submitting a "Test Appointment Form" with DSPS.
- If special equipment or assistance is required (such as a scribe, reader, or computer), please schedule at least five business days before the exam date and notify DSPS of the specific accommodations that are needed for the exam.
- No electronics or personal belongings (such as cellphones, smart watches, ipods, tablets, purses, backpacks, etc.) are allowed in the proctoring room. Any of these items, that a student brings to testing, must be secured in a DSPS storage locker.
- The DSPS testing room and students will be monitored by video camera and/or live proctor to ensure testing security and prevent cheating.
- All information relating to the test must be kept confidential if it is administered at a different time than the class.
- Missed or late appointments can be rescheduled only with the instructor's approval.
- DSPS staff or proctors may enter the testing room during testing to monitor or remind students of the time they have remaining during testing.

DSPS proctors are required to follow the instructor's instructions that are indicated on the "Request for Test Proctoring Services" form for each class. The DSPS proctor does not have the authorization to make any changes to exam or quiz directions or conditions. Any changes by your instructor must be arranged and communicated to DSPS in writing before the test is administered.



The DSPS Assessment Center (to receive accommodations via DSPS Proctored Exams)



Alternate Media

Alternate media includes instructional materials (textbooks, articles, etc.) which are converted into accessible formats. Alternate media allows students with disabilities to access standard print materials in a format that they can use, often with assistive technology, given the nature of their disability.

Examples of alternate media offered:

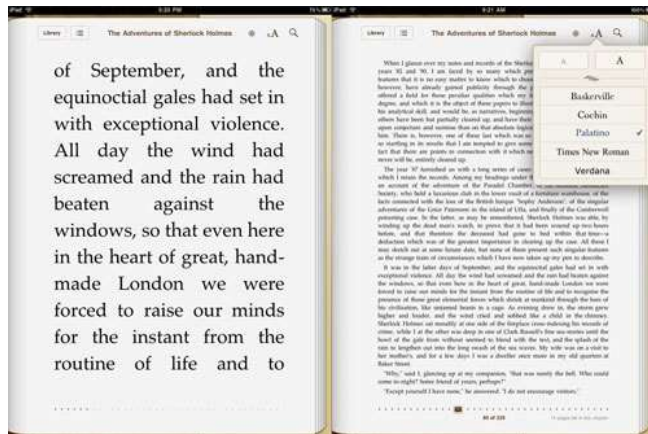
- Electronic text (for use with Kurzweil 3000 or other screen readers)
- Audiobooks
- Large print (e.g., between 18 to 24 point font)
- Braille
- Tactile graphics

Procedures for Requesting Alternate Media:

For all requests, the DSPS Alternate Media Specialist is available to assist. Students will be required to complete and submit an Alternate Media Request Form. This form is required once per semester. Students must provide all applicable information for the materials in which an alternate media format is requested.

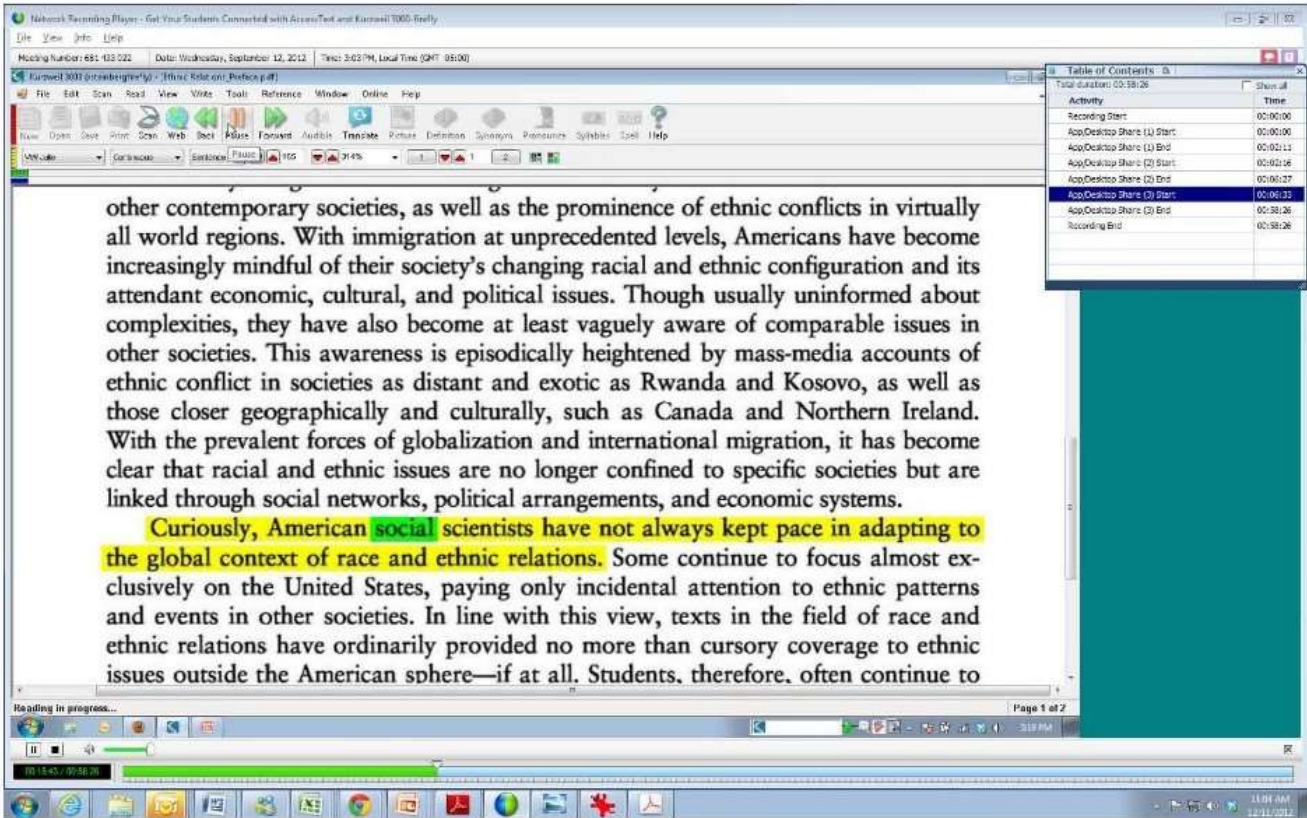
To request Alternate Media:

- 1) Register for classes. Print a copy of the class schedule.
- 2) Meet with a certificated DSPS Specialist to add an alternate media accommodation before the start of the semester.
- 3) Complete and submit the Alternate Media Request Form to the DSPS Alternate Media Specialist as soon as possible after the accommodation has been added. Be aware that requests can take several weeks to fulfill, so please plan ahead.
- 4) To receive the alternate media, student's must purchase a copy of the textbook. Students must bring the receipt for the purchased textbook to DSPS when submitting the Alternate Media Request Form.
- 5) Contact the Alternate Media Specialist about one week after the intial request is made to check the status.
- 6) Be aware that if the publisher is unable to provide an electronic file of the textbook, the binding may have to be cut and removed for scanning. If this is required, the book will be re-bound with comb binding.



Assistive Technology

DSPS provides computer access, training, and support for students with disabilities. Our staff is available to help with assistive technology (such as Kurzweil 3000, FM systems, audio recorders, etc.) and will work one-on-one with students who need additional support. DSPS provides an alternative media computer lab that is accessible to DSPS students during office hours. DSPS also ensures that fully accessible computer work stations are available across campus.



The screenshot displays the Kurzweil 3000 software interface. The main window shows a document titled "Ethnic Relations.Pdf" with the following text:

other contemporary societies, as well as the prominence of ethnic conflicts in virtually all world regions. With immigration at unprecedented levels, Americans have become increasingly mindful of their society's changing racial and ethnic configuration and its attendant economic, cultural, and political issues. Though usually uninformed about complexities, they have also become at least vaguely aware of comparable issues in other societies. This awareness is episodically heightened by mass-media accounts of ethnic conflict in societies as distant and exotic as Rwanda and Kosovo, as well as those closer geographically and culturally, such as Canada and Northern Ireland. With the prevalent forces of globalization and international migration, it has become clear that racial and ethnic issues are no longer confined to specific societies but are linked through social networks, political arrangements, and economic systems.

Curiously, American social scientists have not always kept pace in adapting to the global context of race and ethnic relations. Some continue to focus almost exclusively on the United States, paying only incidental attention to ethnic patterns and events in other societies. In line with this view, texts in the field of race and ethnic relations have ordinarily provided no more than cursory coverage to ethnic issues outside the American sphere—if at all. Students, therefore, often continue to

The software interface includes a menu bar (File, Edit, Scan, Read, View, Views, Tools, Reference, Window, Online, Help), a toolbar with various icons, and a status bar at the bottom showing "Page 1 of 2". A "Table of Contents" window is open on the right side, displaying the following table:

Activity	Time
Recording Start	00:00:00
App/Desktop Share (1) Start	00:02:11
App/Desktop Share (1) End	00:02:16
App/Desktop Share (2) Start	00:06:27
App/Desktop Share (2) End	00:06:33
App/Desktop Share (3) Start	00:38:26
App/Desktop Share (3) End	00:58:26
Recording End	00:58:26

Learning Disabilities (LD) Services

The Learning Disabilities (LD) supports students in attaining their academic goals. They offer strategies for learning difficulties, make recommendations for accommodations, and foster self-advocacy skills.

What is a Learning Disability?

A person with a learning disability has an average to above-average intelligence, yet may have significant differences in how they take in, remember, understand, and express information. A person with a learning disability may also have significant differences in their ability to learn versus their academic achievement levels. Learning disabilities can affect reading, writing, oral language, and mathematics.

How to receive Learning Disability Services

With documentation:

To be eligible for services, students who already have verification of a learning disability should contact DSPS. Students will need to apply to the program and provide documentation of a Learning Disability. Documentation of a learning disability can include:

- An Individualized Educational Plan (IEP) from high school; and
- A psychoeducational evaluation
- LD documentation from another community college/college or an
- Evaluation from a private practice

Once students provide documentation, an appointment will be made with our LD Specialist to review documentation and provide an accommodation plan through an interactive process.

Without documentation:

Students who have not been designated as having a learning disability, but who believe they may benefit from DSPS services, should contact the DSPS office. Students can complete an intake packet and make an appointment to meet with the LD Specialist to discuss the process for qualification under a learning disability or other category. A DSPS LD Specialist will work with the student, through an interactive process, to determine if there is sufficient evidence to suggest further assessment through the college, or if the student may qualify based upon other documentation.

Deaf and Hard of Hearing (DHH) Services

Deaf and Hard of Hearing (DHH) services and accommodations ensure full access to WCC's academic classes, events and co-curricular activities. Services and accommodations include:

- Sign Language Interpreters
- Real-Time Captioning
- Note takers
- Assisted Listening Devices
- Test accommodations

How to request DHH support services?

- 1) Enroll at WCC
- 2) Meet with an Academic Counselor and enroll in classes
- 3) Complete the DSPS Application for Services
- 4) Provide documentation verifying the disability
- 5) Schedule an appointment with a certificated DSPS Specialist to:
 - Complete the intake process
 - Arrange for appropriate academic accommodations, auxiliary aids and services based upon the educational limitations
 - Review and sign paperwork relating to interpreting services, if needed
 - Review and discuss rights and responsibilities as a DSPS student at WCC
 - Learn about the supports available to students at WCC
- 6) Schedule a follow up appointment if needed.

Students are responsible for requesting services and accommodations every term, well before the semester begins or upon enrolling in classes in order to ensure and facilitate timely service delivery.

Deaf and Hard of Hearing services are located in the Department of Supportive Programs and Services Office, Student Services Building 700, Room 764.



Service Animals



Service dogs on campus and in classrooms:

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

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

May I ask about the nature of the student's disability?

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

Are animals other than dogs recognized as service animals?

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

What is considered work or tasks that the dog performs?

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

- Guiding a person who is blind
- Reminding to take prescribed medication
- Pulling or guiding a wheelchair
- Picking up or retrieving items
- Alerting a person who is deaf
- Alerting of a seizure
- Opening a door

The work or task must be active not passive. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks. Such animals are deemed 'Therapy Dogs' and require an Authorized Accommodation Letter from DSPS. Please refer the student to DSPS for further guidance.

What if others in class have allergies or are afraid of dogs?

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

Can I ask for the service dog to be removed from the classroom?

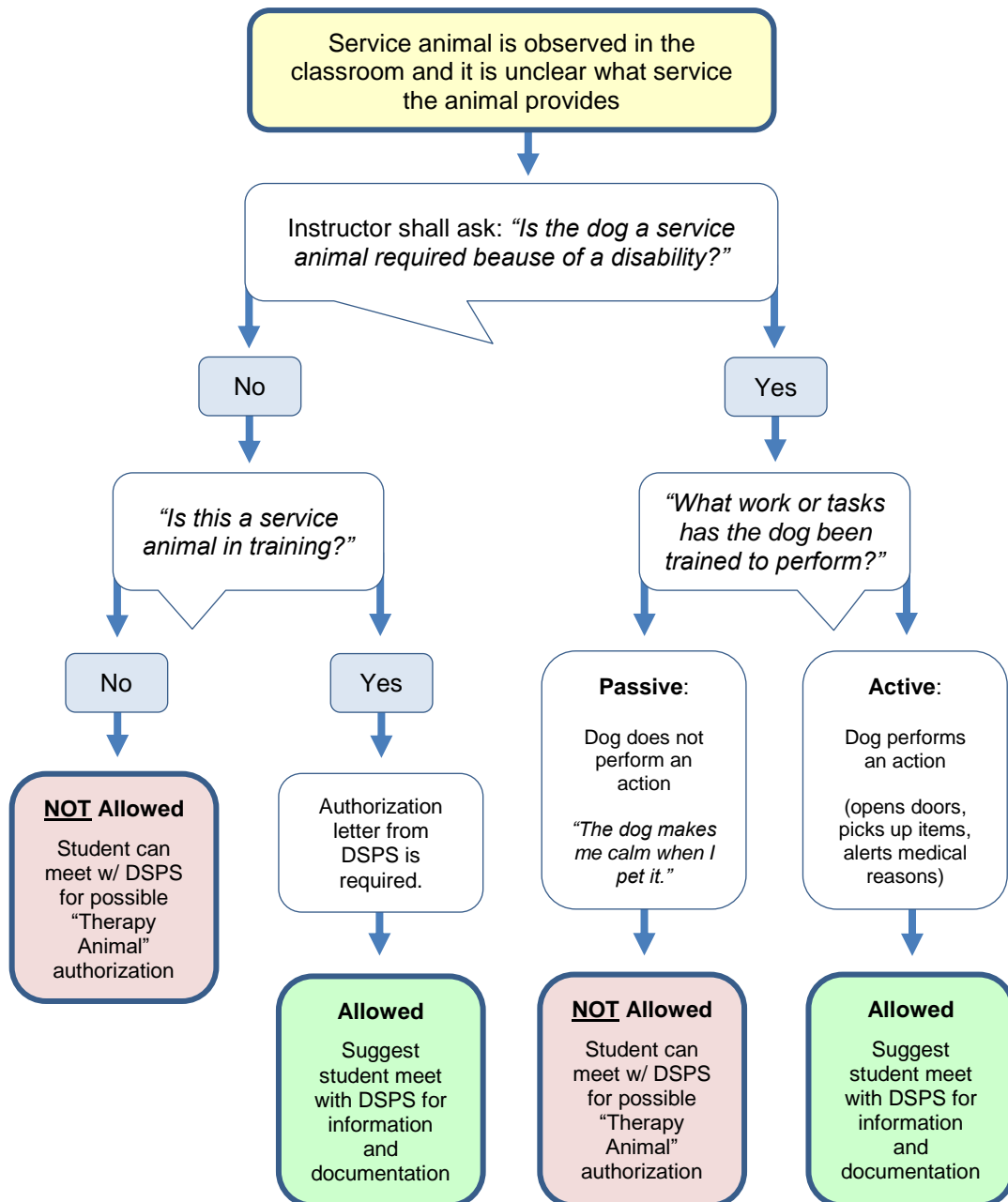
A person with a disability cannot be asked to remove a service dog from the premises unless:

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

If one of these concerns arises, a college official may request that the service dog (not the student) be removed from class. Please contact or refer the student to DSPS for further guidance.

The student is responsible for:

Having a current dog license, keeping the dog clean and pest free, and keeping the dog in a harness or on a leash (unless the student is unable to do so because of the disability or if the use of a harness or leash interferes with the service animal’s performance of its designated work or tasks). For more information on service animals, please see AP 3440 or https://www.ada.gov/service_animals_2010.htm





Information for Faculty and Staff:

- 1) According to Section 504 (104.44), academic accommodations are adjustments that provide equal academic opportunity in a college environment for students with disabilities. Academic requirements are not regarded as discriminatory when the college demonstrates they are essential to the program of instruction being pursued by such student or to any directly related licensing requirement. Both court decisions and agency rulings make it clear that requests of students need not be provided when: (1) the student is not qualified; (2) the accommodation would result in a fundamental alteration of the program; or (3) the institution is being asked to address a personal need.
- 2) Relevant information regarding the student's accommodations may be shared with those who have a legitimate educational interest consistent with the Federal Education Right to Privacy Act (FERPA). However, faculty does not have the right to access the student's diagnostic information. Woodland Community College follows the rules of confidentiality that are described in Section 504 of the Rehabilitation Act (1973) and FERPA.
- 3) Faculty who disagree with accommodations or have questions, comments, concerns, or suggestions on classroom accommodations authorized by DSPS are encouraged to contact the certificated DSPS Specialist who signed the authorization of the accommodations.
- 4) Faculty does not have to modify a course requirement for any student, if such modification would fundamentally alter the nature of the course. The Course Outline of Record is the approved reference for course objectives and content. The determination of "fundamentally alter" should be discussed with DSPS faculty before an accommodation request from students are denied.
- 5) Faculty is requested to provide a statement within course syllabi regarding the provision of disability-related accommodations, such as: ***"Students with disabilities who believe that they may need accommodations in this class are encouraged to notify the instructor as soon as possible to ensure such accommodations are implemented in a timely fashion."***
- 6) Faculty will be notified by DSPS that a student who is deaf or visually impaired is enrolled in their course. "Authorization for accommodation" memos will be sent to instructors prior to the first class meeting to inform faculty of the expected alternate media needs of students, such as the production of printed materials in large print, Braille, e-text, and closed captioning.
- 7) Students are required to make test-proctoring arrangements with DSPS and faculty, by completing the DSPS "Test Proctoring Form". If students disclose disability-related needs for test proctoring but do not have DSPS paperwork available at the time of their request, faculty should contact DSPS for clarification.

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

Closed-captioning Guidelines for Faculty and Staff

- Use videos that are closed captioned.
- If the film is closed captioned (CC), one of the following symbols ( ) will appear on the label. Simply turn on CC via remote control or TV menu.

