



# Disabled Student Programs and Services (DSPS)

## Student Handbook

[\[Available in alternate format\]](#)

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## Mission

Our mission is to provide access and support to students with disabilities. We function as a resource to Cerro Coso Community College faculty in offering student's equity and excellence in education, maximizing each student's educational potential while helping them develop and maintain independence. Our philosophy is one that encourages self-awareness, self-determination, self-advocacy, and independence in a comprehensively accessible environment.

## Laws and Policies

Section 504 & 508 Rehabilitation Act of 1973	Title 1 & IV, ADA Americans with Disabilities Act	Title 5 California Code of Regulations
504: Ensures equal access to education for students with disabilities	Title 1: Covers nondiscrimination in employment activities- includes student workers	Sets regulations for academic adjustments provided to community college students
508: Requires universal access to "electronic information technology" including school & classroom websites	Title IV: Requires state & local government facilities, services, & communications to be accessible	Adds protections so instructors do not have to fundamentally alter their course objectives or content

## Disabilities may include, but are not limited to:

**Acquired Brain Injury** – A verified deficit in brain functioning which results in a total or partial loss of cognitive, communicative, motor, psycho-social and/or sensory-perceptual abilities.

**Attention Deficit and Hyperactivity Disorder (ADHD)** – Students with a persistent deficit in attention and/or hyperactive and impulsive behavior that limits the student's ability to access the educational process.

**Autism Spectrum** – A neurodevelopmental disorder that causes limitations in social, academic, occupational, or other critical areas of current functioning.

**Blind and Low Vision** – Students with a level of vision that limits the student's ability to access the educational process.

**Deaf or Hard of Hearing** – Students with a total or partial loss of hearing function.

**Intellectual Disabilities/Developmental Disabilities** – Students exhibiting below average intellectual functioning and potential for measurable achievement.

**Learning Disabilities** – Students with an average to above-average intellectual ability who exhibit one or more deficits in processing.

**Mental Health Disabilities** – A persistent psychological or psychiatric disorder, emotional or mental disorder.

**Other Health Conditions and Disabilities** – This category includes all other verifiable disabilities and health-related limitations that adversely affect education performance but do not fall into any of the other categories.

**Temporary Disabilities** – Students with temporary disabilities (injury, illness, surgery, or other circumstances) may qualify for temporary services.

## DSPS Qualifications

- Enrolled in Cerro Coso Community College classes
- Verifiable disability that results in an educational limitation

## Student Process to Receive Accommodations

- Complete and submit [DSPS application and documents](#) to:
  - [accessprograms@cerrocoso.edu](mailto:accessprograms@cerrocoso.edu)
  - Fax 760-384-6320

- Provide verification of disability
- Once verification is received, the application is processed by the Access Programs Director
- After receiving appropriate verification, an Academic Accommodation Plan (AAP) will be developed based on the following criteria:
  - Does the student have a disability? “Disability is defined in the Americans with Disability Act 1990 (ADA) as a physical or mental impairment that substantially limits one or more major life activities.”
  - Does the disability limit a major life activity? (e.g., walking, seeing, speaking, hearing, breathing, learning, performing manual tasks, caring for oneself, working, sitting, standing, lifting, reaching, thinking, concentrating, interacting with others, and sleeping).
  - Is the student “otherwise qualified” for the course, program, or activity?
  - Is the student request for an accommodation reasonable and readily achievable? Does it impose a financial or administrative burden on the college?
  - Does the requested accommodation fundamentally alter the nature or expectations for a course, program, or an activity?
- An appointment is made with a DSPS Counselor to identify reasonable accommodations through an interactive process. *The interactive process may involve consultation with faculty about course requirements and practices.*
- Through the interactive process, the student and counselor will discuss the AAP and needed accommodations specific to each class. Accommodations will then be placed on an accommodation letter.
- The student provides the instructor and other “need to know” staff with a copy of the Accommodation Letter or with the consent of the student, the DSPS counselor sends the Accommodation Letter to the instructor and other “need to know” staff.
- The student, instructor, and other “need to know” staff discuss how accommodations will be implemented.

## Accommodations and Services

### What are accommodations?

Accommodations make courses accessible to students with disabilities. Accommodations relate directly to the specific functional limitation resulting from a verified disability. Accommodations cannot fundamentally alter the approved course outline of record.

**Accommodations are made on a case-by-case basis, considering each student’s individual limitations and accommodation needs.**

## Accommodations

**Adaptive Furniture-** Adaptive furniture provides access or ease of use to classroom facilities for students with physical limitations. Some common items requested are an adjustable table or a padded high back chair.

**Alternate Format** – Any format that is different from the existing format. Alternative format may be large print, Braille, color-coded text, audio reader, or computer. Alternative media may take 4-6 weeks from the date the student makes the request.

- Process for Requesting Alternate Format:
  - The student must:
    - Provide a receipt for proof of purchase or other legal form of book ownership/rental (DSPS) or a book voucher (EOPS) to the Alternative Media Specialist.
    - Submit a signed Alternative Media Copyright Contract and Alternative Media Book Request form to the Alternative Media Specialist.
    - Notify the Alternative Media Specialist immediately if a class is dropped or the instructor changes the required textbook.
  - Only required materials and textbooks will be converted. Recommended or suggested books require counselor approval and need to be noted on the student's Accommodation Letter.
  - A request for classroom materials in alternative format must be turned in at the same time as book requests. All copies of classroom materials must be clean and scan ready or available electronically.
  - The student's preferred format is given priority.
- Timeline for Textbook Requests
  - The student should submit alternative media requests as soon as possible and at least two weeks prior to the start of the semester.
  - Requests will be processed in the order received. Turn-around time varies: 2-4 weeks is the average time it takes to receive requested materials. The student will be contacted by phone/text or email when the book request has been filled.
- Timeline for Class Material Requests
  - Class material requests will take at least three business days to process (may take longer during peak periods).

**Assisted Listening Devices** – Some deaf or hard-of-hearing students use assistive listening devices. These devices may require the instructor to wear a transmitter or microphone during class.

**Assistive Technology** – Products, devices or equipment that are used to maintain, increase or improve the functional capabilities of individuals with disabilities. Examples include, but are not limited to:

Text-to-speech software	Digital recorders
Speech-to-text software	Magnifiers
Smart pens	Spell checkers
Audio note-taker	Audio calculators

**Distraction Reduced Environment** – A setting outside the usual classroom that limits auditory and visual interruptions and other environmental influences.

**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 a student's 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 initial accommodations and support services are insufficient to enable them 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 DSPS Counselor
  - DSPS Director
  - The Faculty Chair and/or Instructor who teaches the course to be substituted, and
  - The Vice President of Student Services
- Each situation is evaluated carefully so the recommendation does not jeopardize the integrity of the individual's achievement or preparation
- Any course substitution or waiver would be applicable only to Cerro Coso Community College requirements and may not be accepted by transfer institutions.

**Exam Proctoring**- proctoring is available free of charge.

- Submit a [Proctor Submission Form](#) for each course. You must use your official Cerro Coso email address.
- You will need:
  - Your name
  - Student ID #
  - Name of your instructor
  - Name of your class
  - CRN number for your class
  - Section number for your class
  - Date and time you would like to test
- For more information go to [Exam Proctoring](#)

**Extended Test Time** – Allows the test-taker extra time to complete the test. The amount of extended time should be correlated to the test-taker's disability or limitations. Common examples of extended time include time and a half and double time.

**High Tech Center** – The High-Tech Center (HTC) offers a wide variety of assistive technology programs and tools to aid students.

**Interpreter Services** – Cerro Coso may provide Sign Language interpreting services. Video Remote Interpreting (VRI) services may be provided as an alternative.

**Note-Taking** – When a student’s disability inhibits them from taking notes in class, a note-taking accommodation may be provided. If a student needs assistance with note-taking, a request form may be obtained by sending an email to [Access Programs](#). Once the request has been received, you will be contacted to arrange note-taking services.

- Recording the class lecture may be recommended as supplemental to note-taking by the DSPS office. The student is expected to take notes to the best of their ability and use the recording to compensate for any inadequacies in the note-taking process. An alternative to peer note-taker is Otter.ai, which has the capability of recording lectures along with your own personal notes.
- Students are required to sign a recording agreement prior to using a digital recorder device in class.

**Reader** – A reader is a person who reads the test to the test-taker. This person should be familiar with the terminology or language used on the test. A reader does not interpret, re-word, or explain the test. A reader reads the test directions, questions, and answer choices to the test-taker. An alternative to a reader could be the use of assistive technology that provides text-to-speech assistance.

**Scribe** – A person who writes down (or otherwise records) the test-taker’s responses. The scribe does not create answers for the test-taker or help the test-taker identify correct answers. The scribe simply writes the test-taker’s answers down on the test or answer sheet.

**Service Animal** - Service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be related to the person's disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.

- On the occasion that it is not immediately obvious what service an animal provides, only limited inquiries are allowed. Under the ADA, college personnel are permitted to ask only the following two questions regarding the need for a service animal:
  1. Is the service animal required because of a disability?
  2. What work or tasks are the animal trained to perform?
- Under the ADA, service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal's work or the individual's disability prevents using these devices. In that case, the individual must maintain control of the animal through voice, signal, or other effective controls.
- A student with a disability will be asked to remove the service animal from the premises if:
  - 1) The dog is out of control and the handler does not take effective action to control it.
  - 2) The dog is not housebroken.
- Staff are not required to provide care for or supervision of a service animal.

**Therapy/Comfort Animal** - An animal with good temperament and disposition who has reliable, predictable behavior, that is selected as a therapy tool to achieve specific physical, social, cognitive, and emotional goals with patients. The therapy/comfort animal is incorporated as an integral part of a treatment process under the direction of a health professional.

Therapy/comfort animals are NOT service animals and are NOT entitled to the same benefits as service animals.

- Students requiring the use of a therapy/comfort animal must provide documentation of their medical condition describing the need for the therapy/comfort animal to the Disabled Student Programs & Services (Access Programs Office) for authorization of the accommodation.

## Services

- Access Programs Study Hall – DSPS students are welcome to attend study hall on a drop-in basis. Tutoring, peer mentoring, study strategies, individualized attention, study materials and other resources are available. Please see [Access Programs](#) for days and times.
- Book loans, computer loans, free printing, and bus passes for students who qualify based on need.



- Counseling/Advising (educational, person, or disability related)
  - The student schedules appointments for counseling/advising as needed. If the student feels the situation needs immediate attention, they indicate this to the DSPS staff and request the first available appointment.
- Early registration.
- High Tech Center – Resources available through the High-Tech Center include:
  - Kurzweil 3000 – Voice Output software that provides voice output for individuals with learning needs. It offers reading, writing, and study skills tools for the user.
  - Zoom Text – Text magnification software that supports low vision users through magnification while working in various applications.
  - Eye-Pal SOLO - camera-based reading and magnifying device.
  - Dragon Naturally Speaking – Voice recognition software that provides continuous recognition of natural speech, allowing speech to text conversion.
  - Trackball Mouse – An ergonomic mouse designed for maximum comfort and for individuals with limited mobility.
  - Keys U See – An alternative keyboard with larger print for the visually impaired.
  - Inspiration – A visual learning tool for visual mapping, outlining, writing, and making presentations.
- Peer Mentor Program –
  - Peer mentors are positive role models who offer guidance, encouragement and a supportive network that contributes to their peers' overall college success. Mentors build connections with students through regular meetings, promote student engagement, and assist with program activities and college events.
  - Benefits of mentoring:
    - Make connections with other students and college staff
    - Discover campus resources
    - Improve social skills and study strategies
    - Stay on track to meet your educational goals
    - Enrich your student experience
  - To participate in the mentoring program, please complete the [One-on-One Mentoring Application](#).
  - Tutoring is available from trained peer tutors for almost every subject offered by the college. All peer tutors have been selected by faculty and are trained in tutoring practices. Students may visit the [Learning Assistance Center](#) on their campus to make an appointment with a tutor or visit the [Online Services - Student Tutoring Canvas Page](#) to request an appointment. Students should bring their assignments, homework, and questions to each appointment. Students should sign-up for a tutor early in the semester to perform at the best throughout the semester.
  - Workshops/activities

## Student Rights and Responsibilities

- **Participation** - DSPS participation is entirely voluntary.
- **Confidentiality**- As per the Family Educational Rights and Privacy Act (FERPA), DSPS will not disclose a student's diagnosed disability to anyone except the student. The student's DSPS file remains only in DSPS and no other department on campus will have access to the student's DSPS records. A consent form signed by the student is required for DSPS to release information to anyone other than the student. Any questions about confidentiality should be directed to a DSPS staff member.

DSPS may exchange student's educational information with other campus professionals who have an educational need to know in accordance with FERPA laws.

- **Attendant Care** – Students and/or other non-college agencies have the responsibility for providing attendant care if that is necessary. This service cannot be provided by DSPS staff. The attendant will need to complete a [Volunteer Service Agreement](#) and additional documentation as required by Human Resources.
- **Inability to Attend Class** – Students have the responsibility to notify instructors when unable to attend class.
- **Medications** – Student assumes personal responsibility for taking any medication.
- [Report an Accessibility Issue](#)
- **Student Code of Conduct** – Students are expected to follow the [Student Conduct Policy](#) established by the college and to refrain from behaviors that offend or deny the personal rights or safety of others. Students must demonstrate annual measurable academic progress. Failure to do so may result in the termination of support services and academic dismissal from the college.
- [Student Complaint Policy](#)
- [Title IX and Sexual Misconduct](#)

## The Difference between K-12 and College

K-12 IDEA '04	K-12 504 Plan	College 504, ADA and FERPA
<b>Student records are accessible to student and parents</b>	Student records are accessible to student and parents	Any enrolled college student's records are only accessible to the student (not the parents)
<b>Special consideration for behavior problem</b>	Must follow high school behavior code	Must follow college code of conduct; no special consideration
<b>District identifies disability</b>	Parent provides Documentation of disability	Student is responsible to provide documentation of disability and need for accommodation
<b>Success more of a right</b>	No guarantee for student success	No guarantee; student responsible for own success
<b>Special education classes</b>	Regular class curriculum with modification	No special education classes. Disability support office's role is to accommodate student in College level classes
<b>Free evaluation of disability</b>	Parent responsibility	Student responsibility
<b>District develops Individual Education Plan (IEP)</b>	Services determined by Plan	Student initiates requests for accommodation needs
<b>District ensures that the IEP is implemented</b>	District/parent/student responsible	Student responsible for own progress
<b>Entitled to services identified on IEP</b>	Services determined by Plan	College services are not automatic. Each college determines eligibility and services
<b>Fundamental modifications to program of study permitted as identified on IEP</b>	Fundamental modifications to program of study permitted as identified on 504 Plan	No fundamental modifications allowed: accommodations may not alter fundamental nature of course or impose an undue burden on an institution
<b>Teacher advocate</b>	Parent/student advocate	Student advocates for self
<b>Personal services: e.g., transportation, personal attendant, nurse</b>	No personal services provided	No personal services provided

## Mental Health

<a href="#">CoyoteTelehealth</a>	Free Medical and Mental Healthcare for Students	<a href="#">Start Your Visit</a>
<i>Wellness Central</i>	InsideCC/Canvas Dashboard	<a href="#">Enroll in Online Services</a>
<b>Safety and Security</b>		
<i>Campus Safety</i>	Reporting Non-Emergency Safety Issue	<a href="#">Campus Safety and Security Contact Form</a>
<i>Behavioral Intervention Team (BIT)</i>	Reporting Alarming or Disturbing Behavior	<a href="#">Behavioral Intervention Reporting Form</a>
<i>Campus Security</i>	Reporting Incident/Accident on Campus	<a href="#">Incident Reporting Form</a>
<b>Student Services</b>		
<a href="#">CalFresh Program</a>	760-384-6250	<a href="#">CalFresh Application</a>
<a href="#">CalWORKs</a>	760-384-6250	<a href="#">CalWORKs Application</a>
<a href="#">CARE</a>	760-384-6250	<a href="#">CARE Application</a>
<a href="#">Career Center</a>	760-384-6276	<a href="#">Resources</a>
<a href="#">DSPS</a>	760-384-6250	<a href="#">DSPS Application</a>
<a href="#">EOPS</a>	760-384-6250	<a href="#">EOPS Application</a>
<a href="#">Hunger Free Campus/Bishop and Inyo County</a>	760-872-1565	<a href="#">Resources</a>
<a href="#">Hunger Free Campus Mammoth Lakes and Mono County</a>	760-934-1627	<a href="#">Resources</a>
<a href="#">Hunger Free Campus/Ridgecrest</a>	760-384-6150	<a href="#">Distributions and Local Resources</a>
<a href="#">NextUp/Foster Youth</a>	760-684-6250	<a href="#">NextUp Application</a>

## DSPS Web Resources

Disability Websites for Grants and Other Help

[Disability Grants](#)

[Fundsnet Services.com](#)

[Disabled World](#)

### Free Screen Readers

[NonVisual Desktop Access](#)

[Orca Screen Reader](#)

## Free Text-to-Speech

[Natural Reader](#)

[Text to Speech](#)

[Balabolka: Free Text to Speech App](#)

[Ultra Hal TTS Reader](#)

## Free eBooks

[Free eBooks by Project Gutenberg](#)

[Free eBooks](#)

[ManyBooks.net: The Best eBooks at the Best Price: Free!](#)

[Planet eBook: Classic Literature for Download](#)

## English/Reading

[The Blue Book of Grammar and Punctuation](#)

[Daily Grammar](#)

[English Grammar 101](#)

[Grammar Bytes](#)

[Guide to Grammar and Writing](#)

[Perfect English Grammar](#)

[Howjsay.com, a free Talking Dictionary of English Pronunciation](#)

[Grammar Monster](#)

## Math

[Khan Academy](#)

[Algebra Homework Help—People's Math!](#)

[Math.com: The World of Math Online](#)

[Free Math Help](#)

[Purple Math: Helping Students Gain Understanding and Self-Confidence in Algebra](#)

[Coolmath Algebra](#)

[Get Math Help](#)

## Science

[Get Definitions of Key Science Concepts and Terms](#)

[About.com Biology](#)

[101 Science: Serving Science and Technology](#)

## Anatomy/Physiology

[Get Body Smart: an Online Textbook about Human Anatomy and Physiology](#)

[Visible Body: 3D Human Anatomy](#)

[Inner Body Explorer: Interactive Guide to Human Anatomy](#)

*Revised Spring 2021*