Guidance on Accommodations for Students with Disabilities in a Pandemic
Saddleback College
Disabled Students Programs and Services (DSPS)
April 7, 2020

Title 5 DSPS Regulations

SECTION 56026. ACADEMIC ADJUSTMENTS, AUXILIARY AIDS AND SERVICES.

Academic Adjustments, Auxiliary Aids and services are those specialized aids, devices and/or services available to students with disabilities as defined in Section 56002, which are in addition to the general services provided to all students. Such services enable students to participate in general activities, programs and classes offered by the college.

NOTE: Authority cited: Sections 67312, 70901 and 84850,

The overall planning for appropriate academic adjustments, auxiliary aids and/or services is commonly facilitated by DSPS faculty such as a DSPS Counselor, DSPS Coordinator, LD Specialist or Alternate Media Specialist.

Timely access to the most appropriate academic adjustments, and auxiliary aids and services is critical in enabling students with disabilities to benefit from equal access to the college offerings. As required under that ADA and its amendments, considerable weight should be given to the auxiliary aid choices of the student who has sensory disabilities. Thus, if a student who is blind requests material in Braille, it should be provided in a timely manner if at all possible. If this cannot be done, the interactive process should be used to identify interim modes of service which can provide timely equal access to educational material while keeping in mind the initial choice of the student regarding the mode of accommodation.

The world of technology innovation grows exponentially. New devices and software are produced rapidly. In addition, new patterns of service may emerge over time to meet the needs of students with disabilities. Therefore the list below is meant as guidance on the types of auxiliary aids and services currently available, but it is by no means a definitive list of what DSPS can purchase and use to meet the needs of students with disabilities.

Implementation Guide

Please do contact the DSPS department to work with a Counselor when unsure how to provide an accommodation. Academic Accommodations cannot be denied. Alternative strategies can be planned with the DSPS Counselor.

Attendance:

Students with compromised immune systems may need to miss class and/or exams to be and feel safe. Use professional judgement and exercise flexibility when responding to requests. If in doubt, contact DSPS at (949) 582-4885. A DSPS Counselor will work with you. DSPS Counselors will be contacted as they are working from home.

- Consider ways students could participate in classes remotely or online (Zoom or Canvas) following accessibility guidelines as mentioned below
• Students with chronic illness, immunity conditions and similar disabilities may have to stay out of school longer than other students
• Do not ask the student to provide a note from a doctor or psychologist to verify

Remote & Online Instruction

Instructional Materials:

Just like Face to Face classes, all online and digital instructional materials must be accessible.

• **Preferred formats are Canvas**, email, MS Word, PowerPoint (PDF is not preferred as many of these documents are not accessible). **Files** (Word, PPT, PDF, Excel) have been “converted” to Canvas pages whenever possible. Use **copy/pasting techniques** to ensure clean conversion. If in the original format, they are made accessible.
• **Canvas content** (pages, discussions, assignments, and quizzes) has been reviewed with an accessibility checker.
• Documents must be formatted to work with **screen readers**.
• **Images** have appropriate alt text descriptions; images unrelated to page content are designated as decorative. [Here is a How To Guide on how to add alt text to Images.](#)
• Videos must be captioned accurately, check for accuracy. [Here is a How To Guide on Captioning Videos.](#)
• Audio files must also include accurate written transcripts. [Here is a How To Guide on Audio File Transcripts.](#)
• Links to content off campus such as **You Tube videos** or documents must also be accessible.

Helpful Online Resources:

The following websites will assist with accessibility issues and concerns:

• [Saddleback College Faculty Center “How To” Videos & Documents](#)
• [Saddleback College Faculty Center Universal Design & Accessibility & Captioning](#)
• [California Community College (CCC) Accessibility Center Videos](#)
• [California Community College (CCC) Self-Paced Accessibility Courses](#)
• [@ONE (Online Educator Network) Accessibility Resources](#)

Testing:

• All Testing, including those students approved for extended time, can be moved to online.
• Students with extended time authorizations need to have adjustments made in Canvas to allow for the extended time (Please find attached calculations for 1.5 extended time and 2.0 extended time.
• A few students may need a paper copy of the exam due to the impacts of their disability. Discussions of how to proctor these exams can be had with DSPS Counselors.
• [Here is a quick tutorial on how to extend times or offer additional attempts using Canvas Tests or Quizzes](#)
Lectures and Note Taking:

- For most online teaching modalities that include a written record, such as PowerPoint, Word Docs, and Canvas discussion boards, note taking may not be necessary.
- Instructors may post their own lecture notes.
- For those that simulate a face to face classroom, such as streaming videos or Zoom meetings, captioning and recording will be necessary. Zoom requires at least 7 working days advance notice to provide a live captionist. Captioning will not be provided after the fact, even if session was recorded.
- For students who have assigned interpreters and/or captionists, if Zoom or other captioning is not available, contact DSPS at (949) 582-4885 (Voice), (949) 482-4430 (VP) to request availability of Saddleback resources.
- Here is a “How to Video” to easily embed ReadSpeaker a Screen Reader & Text Aid into Canvas using Canvas tools.

Alternate Media:

- Alternate Media Production assists with converting materials in alternate format based on documented student need.
- Alternate Media will prioritize students who are unable to access materials at all without a different format (such as Braille, audio recordings, enlargements).
- Instructors can assist DSPS by ensuring that the materials posted online are created in accessible formats such as Word Docs and PowerPoints instead of PDFs. PDFs are often not screen readable.
- For assistance and resources please visit Alternate Media Production of Saddleback College.

Content Formatting:

- Content is organized into meaningful sections using heading styles.
- Heading styles are nested in a logical and sequential order.
- Link text is meaningful, descriptive, and in context.
- Underlining is not used for emphasis.
- Color and contrast are sufficient. Color is not used alone to convey meaning.
- Lists are formatted using the embedded list tool.
- Tables are for data with header rows identified.