

"Alone we can do so little, together we can do so much."

Helen Keller

Handbook for Providing Alternate Media to Students with Disabilities at California Community Colleges: An Operational Guide

Phase 1: Policy and Procedures for a College Communities Approach

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Funded by:
Funds for Student Success
RFA ID No.: 98-0110

Table of Contents

The Mission Statement	2
Purpose.	3
Background.	4
Campus Community Cooperation and Where to Begin.	6
The Role of the Academic Senate/Instructors.	8
-Procedures for Giving Course Materials on Disk (E-Text) to Students with Visual Impairments or Who Qualify for this Service.....	8
The Role of the Library.	10
- Working the Library Staff	10
-The Role of the Book Center.	11
-Working with the Book Center.	11
The Role of the Student Services.	13
-Working with Student Services	13
-The Role of the Alternate Media (AM) Specialist.	14
-Types of Alternate Media	16
Policy.	18
-Eligibility Requirements.	18
Procedures for the Student.	20
-Receive Textbooks or Print Materials in Alternative Format or Recorded Texts	20
-Receive Textbooks in Braille, Large Print, or E-text	20
-Receive Textbooks in Recorded Format/Reader Services.	21
-Receive Course Materials, Homework Assignments and Tests on Disk from Your Instructor..	21
-Where do we go from here?.	23

Appendices:

- I. Sample of Request for Class Materials on Disk form
- II. Sample of The Book Center's Textbook Requisition form
- III. Sample of Questionnaire for Instructors about Video Captioning
- IV. Sample of Request for Textbooks in Alternate Media Form
- V. Sample of Application for Reader Services

The Mission Statement

The Alternate Media Center will be established for students with various disabilities to ensure equal access to information in a timely manner and to fulfill our campus commitment to an appropriate education for all. Students with disabilities who are eligible for this service may have all course materials and other educational supplemental aids translated into their preferred alternate media formats.

Purpose

The goal to establish a Center for Alternate Media on each California community college campus is a logical outgrowth of the community colleges' increasing awareness and sensitivity to the informational inequities faced by students with disabilities. The purpose of this handbook is twofold: the first purpose is to help all of us look at the college community as partners when providing alternate media to students with disabilities; the second purpose is to provide policy and procedural strategies for providing translated course materials and other supplemental aids into preferred alternate formats. The handbook provides realistic college-level practices that have synergy as well as a student-centered focus to ensure that all students with disabilities have equal access to an appropriate education as all other community college students. The positive consequences of providing an equal and appropriate education for all will ensure student independence; if students feel independent and in control of their education, they will complete their educational and vocational goals.

The Chancellor's Office for the community colleges has provided the California Community Colleges *Guidelines for Producing Instructional and Other Printed Materials in Alternate Media for Persons with Disabilities* issued April 2000. These guidelines provide detailed format and production procedures for translating materials into alternate media and guidelines for implementing Assembly Bill 422; these guidelines and production procedures should be used in tandem with this handbook. It is the intention of this handbook to use and to make direct reference to this document as a blueprint for giving procedural strategies for providing alternate media at the community college level.¹

1 With permission from Scott Hamilton, Coordinator, Disabled Students Programs and Services, Chancellor's Office, California Community Colleges on May, 2000.

Background

The traditional delivery system for planning and implementation of alternate media requests for students with disabilities at the community colleges has been based on a reactive model; when students with disabilities make the request for alternate media, then the process begins. As a result, some students have not received their course materials in their preferred alternate formats in a timely manner. Under the legal requirements² of the American with Disabilities Act (ADA) and its regulations, the Office of Civil Rights (OCR) mandates, and the commitment of the Chancellor for the Community Colleges, this process needs to be re-examined and retrofitted according to the individual college campus cultures.

The first step in changing a reactive model to a proactive model is based on what the end step or the end product will be, that is, providing students with disabilities alternate media in a timely manner. A preliminary analysis of the process is ultimately based on two major variables: the calculation of time to complete each step of the process and the inconsistency of amount of requests from semester to semester. A task analysis of the typical process may include the following: the time required for students to know what their textbooks course books and materials will be; the time it takes for them to receive the textbooks or course materials; the time it takes to translate the course materials; and the turn around time it takes for the students to receive the translated course materials to complete their assignments or complete tests.

Another variable that impacts our overall goals and our task analysis of the process is the inconsistency of requests for alternative media from semester to semester. Every semester is different; the inconsistent requests are based on the changes in enrollment of students requesting these targeted services as well as peak times each semester as in the beginning of the semester or before finals. Another factor that impacts our delivery service is the possibility of providing a variety of preferences for different classes for one student. For example, a student may prefer his materials and textbooks on audiotapes for one class, but prefer Braille for another with audiotape supplements for "complicated" materials. At times and for some of us responsible for the delivery of these requests, the process of implementation has been a necessary time consuming investment. Changes toward a process that is proactive and an efficient use of our time are overdue. In order to do this, we must rethink our roles as members of the college community and how we serve the students in the DSPS, but also the student body at large.

In the final analysis of a process that must be proactive, provide a seamless and timely delivery of services, and provide equal access to information, a solution can only be based on a shared delivery system. Not one entity of the college community or a single source like the Center for Alternate Media should be responsible for providing all the necessary alternative media to all the students with disabilities requests. The impetus for change should be based on a well thought out vision and on a synergetic partnership among the students with disabilities, the college community and the Center for Alternate Media. The cooperation of the Academic Senate, the Book Center, Student Services/Admissions and Records, the library and others throughout the college campus network can make this happen. To ensure equal access to course materials and textbooks to students with disabilities is not just a DSPS responsibility anymore.

2 A complete discussion of the legal requirements is given in *Guidelines for Producing Instructional and Other Printed Materials in Alternate Media for Persons with Disabilities*, April 2000, Part 1.

Campus Community Cooperation and Where to Begin

So how do we start?

To initiate real changes in this traditional method of our delivery system, we must broaden our scope and purpose. By adding another layer of collaboration and enlisting the cooperation and partnership of designated college community members and students to the process, we can be more proactive and therefore, provide a more efficient delivery of services. It makes sense that this will take some thought about each particular community college culture and consensus to make this happen. Cooperation and partnerships need to be developed and fostered carefully. Each designated area of the college community including the Academic Senate, The Book Center, Student Services, and the library are important in the alternative media link. Each group needs to be approached and a conversation about their roles in this process of providing equal educational access and guidelines needs to be started.

Starting any conversation with, "It's the law" is not always the most fetching approach; however, the college community must be made aware from the beginning that requests from the DSPS department or from eligible students with disabilities have not been done "on a whim." The laws clearly state that compliance with our requests is mandatory:

1. The mandates of the Office for Civil Rights,
2. The American with Disabilities Act of 1990 (ADA), 42 *United States Code* § 12101 *et seq.*,
3. The Rehabilitation Act of 1973, 29 *United States Code* §§ 701-796.

Then we can move forward from these legal points and begin the heart of the discussion: how can we work together to serve students with disabilities special alternate media needs?

The Role of the Academic Senate/ Instructors

Instructors' cooperation is imperative. The first step is to speak with the Academic Senate and begin the conversation with their constituents. There are two major issues that need support.

1. The support from the faculty to order their textbooks for the coming semester with the option of E-Text formatted books.
2. The support from the faculty to provide all course materials on disk to eligible students with disabilities.

Most likely this will take two meetings: the first to discuss the plan and the second will be after the Senate members have gone back to their departments for feedback and a motion of adoption can be made.

At the first meeting, these points need to be made:

1. Address the legal compliance issues regarding the new law AB 422 as well as the ADA and others.
2. Discuss their role in the process and the procedures for giving course materials on disk to eligible students with disabilities.
3. Reaffirm the importance for their cooperation.
4. Answer any questions that they may have about the process; handouts are always helpful to make highlighted points of the process.

At the second meeting (or at the first meeting) it would be a good idea to bring an instructor with whom you have been working to provide "field tested" data to support your request. There will be various questions to answer brought back from the various department discussions and then a motion will be made for the Senate to support a resolution calling for all faculty to support the effort.

Procedures for Giving Course Materials on Disk (E-Text) to Students with Visual Impairments or Who Qualify for this Service

1. Only students that have the Request for Class Materials on Disk form (Appendix I) signed by their counselor qualify for this service.
2. Save your course materials text for syllabi or handouts as a .rtf (rich text format), for example, handout 4.rtf, or as a .doc file (word document format) for example, handout 4.doc.
3. If necessary, disks will be provided by DSPS.
4. At least three days ahead of the actual class, handouts that are required for in-class work or pertinent to a test review should be given to the Center for Alternate Media to be translated

into alternate formats. This is so that students may have the materials at the same time as the rest of the students in your class.

Options:

1. If you wish to personally give your course materials to the Center for Alternate Media, then bring your disk to the Learning Center and give it to Sue Garcia in LC116 or Melinda Moreno in LC107. Do this for all tests and quizzes.
2. Or you may give the disk directly to the student to transport to the Center for Alternate Media for immediate translation.
3. Or send the file via email as an attachment to:
access4u@viking.dvc.edu.

You will receive an e-mail message within 24 hours confirming its receipt.

IMPORTANT:

If you are requested to provide course materials by the eligible student on disk and not comfortable with the process, then call ext. 553 or ext. 546 for individual support.

Another suggestion to promote visibility and to support your future requests would be to write articles for the Academic Senate newspaper. Topics are endless, but always with the theme of the role of the Center for Alternate Media and any points you need to make about the alternative media process.

The Role of the Library

A partnership with the library is crucial. The first step is to develop a process for training the librarians and their staff about the various assistive technologies that ensure students with disabilities equal access to information. The next step is to be involved in the planning process to improve physical and electronic access issues at the library. Traditionally, “the fixes” for access problems have been reactive in nature, and as a result solutions to access problems cost the student valuable time in their research efforts.

Working with the Library Staff

1. Provide updated information about the assistive technology software and the maintenance of the access computer stations for students with disabilities;
2. Provide periodic training workshops to staff regarding access issues and assistive technology;
3. Provide quick feedback about any quirks that come up for students using screen readers with any of their library data websites.
4. Maintain the email access4u@viking.dvc.edu site, so those students with disabilities who send their Internet or electronic research findings to this email account for brailleing will have quick 24-hour turnaround time. Also provide training or directions for students to save their research to disk as a .txt file format for future reference.

The Role of the Book Center

A partnership with the Book Center staff is crucial in the process because they are the link to the textbook publishers and their representatives. Instructors interact with the publishing house representatives almost every semester to keep up with the new educational trends in their disciplines and working relationships are established; this is how publishers sell their books. With the cooperation of ALL instructors to check the box on their textbook order forms requesting textbooks in accessible E-Text “upon request,” the point will be made that there is consumer interest for this option (an example of the Book Center’s textbook requisition form in Appendix II). The Alternate Media Specialist needs to establish a partnership with the Book Center liaison so that this is included on the order forms and that the instructors have checked the appropriate box on each form.

Find out from your Book Center which instructors use their published textbooks. Enlist these instructors’ cooperation to call their editors or publishing houses to request that their materials are available for students in accessible E-Text formats either on disk or on CD ROM. Our experience has been that textbook publishers will listen to their own authors’ requests for their textbooks or supplemental published works to be available in an accessible E-Text format and in a very timely manner. Published authors may also have personal contacts with their editors and may be able to find out specific names and departments to help in the process of getting “the word out” about AB 422 and its mandates.

Working with the Book Center

1. Establish a working relationship with the appropriate book buyers for the college Book Center, so that they can approach the appropriate entity at the publishing houses for your E-Text requests for eligible students³ .
2. Offer training and information about the AB 422 with the copy of the law to the “key players” at the Book Center and answer any questions that they may have about its impact.
3. Review the recommended documentation and process for handling requests in accordance with AB 422, the Chancellor’s Office, and by DSPS⁴ .
4. Get e-mail addresses for textbook company representatives and request a list of books that are currently offered in accessible E-Text formats.
5. Encourage publishers, via the instructors, to provide accessible book formats.

³ At this time, the statewide Center for Alternate Media has not been established. When the statewide Alternate Media does get established, the individual community colleges will make their E-Text requests through the procedures designated by this Center. In the meantime, each college may work with their individual Book Center for alternate media requests.

4 Refer to the three documents: appendix VII "Sample letter for Initial Contact with Publishers," Appendix VII "Sample Electronic Text Request Documentation Form" and Appendix IX "Sample Electronic Text Alternate Media Request" in *Guidelines for Producing Instructional and Other Printed Materials in Alternate Media for Persons with Disabilities*, April 2000.

The Role of the Student Services

Quick and accurate communication access about registration questions, transfer requirements, class schedules, and the appropriate college department about daily student life to name a few is probably the number one concern for all college students. Since these are universal demands for all students including students with disabilities, many colleges are moving toward a college website based communication system that will include online schedules, online registration, and online communication with their instructors or counselors for non-transfer questions. The interfacing with Student Services including the Admissions and Records Department, Career Development Center, or the Transfer Center is initiated at the planning stages of their prospective website.⁵

Working with Student Services

1. Provide training and input to the technology committee responsible for the planning of Student Services website about the access requirements for students with disabilities using these sites. Points to address in your staff training should be that the access guidelines are in accordance with the previously mentioned laws, and how much easier, efficient, and cheaper it will be to develop an accessible website from the beginning rather than to retrofit it later.
 - a. Check the websites at Santa Monica College:
http://www.smc.edu/centers/disabledstudent/awareness_training.htm
or at The High Tech Center Training Unit (<http://www.htcu.fhda.edu>) for updated ideas and training materials to use at these introductory staff meetings.
2. Provide vigilant and quick feedback to the webmaster of any access quirks that come up for students using screen readers or other devices. Examples of problems that might come up are the occasional missing ALT tag in the online schedule or an unfriendly or inconsistent process to retrieve information.

5 Refer to *Distance Education: Access Guidelines for Students with Disabilities*, August 1999 for basic requirements for providing access.

The Role of the Alternate Media (AM) Specialist

The role of the Alternate Media Specialist is to facilitate and to coordinate the process that ensures equal access to all printed educational and college related information. The specialist is responsible for providing course materials in alternative print formats (including but not limited to Braille, large print and E-Text formats) and recorded textbooks, and also for providing equal access to printed information for the campus at large.

The responsibilities of the AM Specialist:

1. Provide all alternate media requests to eligible students with disabilities in a timely manner.
 - a. On the DSPS website establish a campus e-mail account to receive documents from instructors as well as from students.
 - b. Prepare and post clear instructions to participating instructors about preparing and sending their course materials to be translated into alternate media. For an example: http://www.dvc.edu/services/dsps/Center_for_Alternate_Media/
 - c. Set up procedural operations and routines to check email daily, to send return of receipt messages to the appropriate senders with turnaround time and pick up information.
 - d. The *Guidelines for Producing Instructional and other Printed Materials in Alternate Media for Persons with Disabilities*, April 2000, describes clearly the process for implementation of Assembly Bill 422. The responsibility of the campus based AM Specialist will include advising DSPS if "E-Text is the appropriate medium for use by the student or that E-Text will be needed to produce materials in the appropriate medium (e.g. Braille or large print)." (Page 31)
 - e. In addition, the AM Specialist will provide a procedural operation to determine "whether the instructional material is already available through the HTCTU Book Exchange or from some other source. If so, the AM Specialist will be responsible for contacting the source to obtain a copy." (Page 31)
 - f. Set up facilities, and equipment⁶, and maintain a catalogued library of available materials to be updated and posted on the DSPS website for access by the DSPS counselor/coordinator and the statewide HTCTU Book Exchange.
2. Provide training and informational advising for access guidelines to the responsible campus webmasters and provide prompt feedback to the appropriate entities regarding access problems to college related information.

6 Consult the High Tech Center Training Unit at <http://www.htctu.fhda.edu> for core equipment used to translate course materials into Braille. Consult the *Guidelines for Producing Instructional and Other Printed Materials in Alternate Media for Persons with Disabilities*, April 2000, for equipment specifications and format guidelines.

3. Participate on technology committees responsible for college website policy and management.
3. Provide supervision and support for access issues in the mainstream college computer labs including the library and college certificated and classified staff. This would include upkeep of assistive software needs of students and staff and training of computer lab staff.

Types of Alternate Media

The Guidelines for Producing Instructional and other printed materials in Alternate Media for Person with Disabilities, April 2000, provides detailed description of the types of the Alternate Media for audio tape/readers, Braille, tactile graphics, large print, and E-Text with considerations for formatting of each. The *Guidelines in the Distance Education Accessibility Guidelines*, August 1999, addresses guidelines for captioning of video tape shown in educational settings as an alternate media. Both sets of guidelines do not provide operational captioning procedures at the local campus level.

At the beginning of the process several important questions need to be asked about what already is in place on your campus and how you will proceed.

1. Who is using videos as part of their curriculum?
2. What is the infrastructure like at your particular colleges to support these kinds of alternate media requests?
3. What are the procedures to request closed captioned video from the Media Center?
4. Who will be responsible for captioning each video in the media video library?

Start by sending out a questionnaire (Appendix III) to a few instructors, who show videos as part of their curriculum; target the instructors who teach classes like Psychology, Film, or Art History for advantageous information. From questionnaire results, certain trends may help answer questions and clarify decisions. For example if most of the core curriculum videos are recent (after 1990) then they will have the captioning and second audio descriptions as part of the presentation. If the videos are compliant, then look at the accessibility of the campus infrastructure for viewing videos with closed captioning. Verify that the video equipment throughout the campus has the necessary capabilities to view captioning or hear the second audio description. Also, verify that the Media Center has procedures for instructors to support access requests. On the other hand, it may be discovered that the majority of videos are pre-1990 and without captioning capabilities.

Suggestions, if this is the case:

1. Request that the instructors update their video selections for “newer” or already captioned videos.
2. Do the captioning of all the videos at your campus with the recent statewide equipment purchases.
3. Contract with local video captioning companies to caption a core curriculum list of videos for instructors’ use.

4. Organize a statewide video exchange library (similar to the HTCTU Book Exchange library), so that within districts or among districts core curriculum videos that are prepared with captioning and second audio description could be exchanged when needed.

For a recent overview of captioning basics and legislation go to:

<http://www.wgbh.org/wgbh/pages/ncam/dtv/basics/captioning.html>

Policy

Students must provide required disability documentation to Disabled Students Programs and Services that clearly supports eligibility for alternative print formats. The DSPS counselor/coordinator evaluates the documentation and meets with students on an individual basis to recommend reasonable and appropriate accommodations. The DSPS counselor/coordinator authorizes and refers students to the appropriate DSPS service provider, who:

1. Facilitates the ordering and acquisition of recorded textbooks from the Recordings for the Blind and Dyslexic (RFB&D).
2. Provide recorded portions of textbooks and class handouts for students.
3. Produce certain class materials in alternate print formats (e.g. Braille and large print).

Eligible students can receive audio recordings through RFB&D, limited Braille services from DSPS, and access to such adaptive software and scanner as the Kurzweil 1000 or 3000 at the High Tech Center and the library. Students requiring enlarged text may use text magnification program software, computers, closed-circuited television (CCTV) located in all computer labs on campus, or students may request enlarged text. Following a review of the text to be converted and the nature of academic assignments, all printed materials are produced in a format approved by the DSPS counselor/coordinator.

Students are responsible for returning their own RFB&D audio-recorded texts. DSPS is available to assist with problems and for backup when tapes do not arrive as scheduled.

Eligibility Requirements

1. Students receiving services through DSPS must be enrolled at DVC and must have a chronic disabling condition that has been verified by an appropriate professional. The students disabling condition must limit one or more major life activities, and impose an “educational limitation.” An educational limitation is a disability related functional limitation in the educational setting that occurs when the limitation prevents a student from fully benefiting from classes, activities, or services offered by the college without specific, additional support services. Examples of education limits are: low vision, poor/no hearing, visual processing, and cognitive skills.
2. Students must demonstrate the potential to benefit from the special services.
3. Students requesting services and/or academic accommodations offered at DVC are recommended to arrange an appointment with a DSPS counselor/coordinator and complete an application for services. DSPS will then establish a Student Educational Contract (SEC) and verify the disability by using one of the following means: 1. review of documentation provided by appropriate agencies or certified or licensed professionals outside of DSPS; 2. assessment by

appropriate DSPS professional staff; 3. observation by DSPS professional staff with review by DSPS counselor/coordinator. Once a student's disability has been verified, the DSPS professional will identify the educational limitations, document them in the Student Educational Contract and review and update it annually.

4. According to the *Guidelines for Producing Instructional and Other Printed Materials in Alternate Media for Persons with Disabilities (April 2000)*:

"It should be noted that students have the right to decline to participate in the DSPS program (Title 5, §56008(a)). In the rare case where this happens, the college will still have an obligation under federal and state nondiscrimination laws to provide materials in alternate media, but cannot use DSPS funds. In such cases, the college ADA coordinator should handle the request or other person designated to deal with ADA accommodation requests. Under such circumstances, the college would not be bound by the DSPS regulations and may choose to dispense with the necessity for verification of disability."(Page10)

Procedures for the Student to Receive Textbooks or Print Materials in Alternate Format or Recorded Text

1. Eligible students pre-register for all courses in which alternative print materials are needed. In order to prepare for the next semester course schedule, check the online course schedule at www.dvc.edu for classes, instructors and times for classes before the registration date and time.

2. Obtain the list of course textbooks by instructor from the online Book Center at www.dvc.edu/bookstore. The Book Center has listed "required" and "optional" with each book for the course. Books that are "optional" will not be requested in an alternate media from the publishers.

Note:

Within one week following pre-registration obtain the Request for Textbooks in Alternative Media form (Appendix IV) for specific classes from the DSPS counselor/coordinator.

3. Notify funding agencies (e.g. Department of Rehabilitation, Veterans Services) of the need for alternative media formats.

4. The Request for Textbooks in Alternative Media form is completed and submitted to the DSPS counselor. The form must include the titles of "required" books for each specific course, the DSPS counselor/coordinator's signature, and student's signature. Inform DSPS if assistance in filling out this form is needed. The completed form will be submitted to the Book Center for requests to textbook publishers for possible electronic text (E-Text) formats.

5. When notified that the book requests have been completed, purchase one copy of each required textbook or print materials.

To Receive Textbooks in Braille, Large Print, or E-text

1. After receiving the textbooks in E-Text format from the Book Center, and at least three days before they will use them:
 - a. Bring them to the Center for Alternate Media, LC 107, in the Learning Center, or
 - b. Send them as an attachment to access4u@viking.dvc.edu with your request to translate the text into the student's preferred alternative format. The student will receive a confirming e-mail message within 24 hours with the pick-up time and date.
2. When textbooks cannot be obtained in an E-Text format, then the purchased textbook or print materials should be brought to the Center for Alternate Media for translating into the preferred alternate format with the syllabus.

To Receive Textbooks in Recorded Format/Reader Services

1. Check online to determine whether the text is in the national archive of recorded texts at Recordings for the Blind and Dyslexic (RFB&D) at www.rfbd.org/catalog.
2. If the student has an RFB&D membership and the recorded text is available from the national RFB&D archive, order the audio recordings directly from RFB&D.
3. If the student does not have a personal RFB&D membership:
 - a. Submit completed and signed by the DSPS counselor/coordinator an application for Reader Services form (Appendix V) and a course syllabus for each class to the DSPS Reader Services located in LC111 office.
 - b. Work with the DSPS counselor/coordinator to complete the application process for RFB&D Institutional Membership.
4. In cases where immediate information including handouts or other supplemental educational aids are needed to be read, or there is a delay in book requests, reader services may be used.

Note: Readings are commensurate with the class reading list or syllabus until the RFB&D recordings arrive or if the RFB&D does not have the text available.

5. At the end of the semester, return all DSPS tapes used to record textbooks or supply DSPS with an equal number of blank tapes, and return all RFB&D recorded texts to RFB&D.

To Receive Course Materials, Homework Assignments and Tests on Disk from Your Instructor

1. Make an appointment with your instructors before the class begins and submit to them the Request for Class Materials on Disk Form. This form will be given to you by the DSPS

counselor/coordinator at the time you receive the Request for Textbooks in Alternate Media form.

2. The Request for Class Materials on Disk form will inform the instructors:
 - a. You are eligible for the service.
 - b. You are requesting that all course materials including a syllabus, handouts, tests, or reading lists (e.g. sequence of textbooks, chapters, or pages) be given to you on disk in either a .doc file format or in a .txt file format.
 - c. Informs the instructor that incidental materials must be made available to the Center for Alternate Media located in the Learning Center, LC107, three days before the date and time they will be used in class and one week before final exams.

Note: Students wanting to keep the class material in alternative format must provide the Center for Alternate Media with audiotapes or computer disks for incidental materials.

Where do we go from here?

Needs of students change as our economy and their expectations change; that is the nature of education. As long as we keep in mind some basic principles, we will meet the changes.

1. Our service delivery systems to students with disabilities need to be in a timely manner, proactive and follow well thought out policies and procedural operations.
2. Our service delivery systems are student centered and with the commitment that they increase student independence.
3. Our service delivery systems allow students with disabilities to seamlessly integrate into the general college programs for general education, transfer or vocational preparation.

Sample of Questionnaire for Instructors about Closed Captioning Videos

Date:

Dear Colleagues,

In order for DSPPS to evaluate how best to provide equal access to curriculum course materials, we are asking for faculty input by filling out this questionnaire. Even if you have not had requests from students for closed captioned videos or second audio programming (SAP) your opinions are appreciated.

PLEASE RETURN BY (insert date here)

To: Name, ext.

Disabled Students Programs and Services

VIDEO AND OTHER MULTIMEDIA SOURCES QUESTIONNAIRE:

1. List all the video titles and release dates that are a part of your course curriculum:
2. To the best of your knowledge are any of these course videos closed captioned or have second audio programming (SAP)?
yes ___ no ___
3. Have you had requests from students for closed captioning or SAP videos?
yes ___ no ___

If yes, was it an easy process to set up the necessary equipment to be delivered to your classroom from the Media Center?

yes ___ no ___

Or did you redirect the student making the request to the Media Center for an out of class viewing to accommodate this request?

Redirect? ___ Other? ___

4. What impact would there be on your overall course integrity if only videos with closed captioned or with SAP were shown?

Please circle choice:

Positive impact 5 4 3 2 1 Negative impact

Request for Textbooks in Alternate Media

Note: In some instances, satisfying a request by a student to receive instructional materials in an alternate media may require the college to obtain electronic text from the publisher or manufacturer of the instructional material pursuant to California Education Code Section 67302. In such cases, the accommodation request must be accompanied by a completed copy of this form with necessary documentation attached as specified below.

STUDENT INFORMATION

Name: _____
Address: _____
Telephone: _____ FAX: _____
E-Mail Address: _____ Soc. Sec. Num: _____

Providing your Social Security Number is strictly voluntary. The Privacy Act of 1974 (PL 93-574) and the Information Practices Act of 1977 (Civil Code Section 1798, et seq.) require that this notice be provided when collecting personal information from individuals. The Community College District and the State of California use information requested on this form for the sole purpose of determining whether a student is eligible to receive special services. Personal information recorded on this form will be kept confidential in order to protect against unauthorized disclosure. Portions of this information be transferred to other entities for the purpose of determining appropriate alternate media specifications. However, disclosure to these parties is done in strict accordance with current statutes regarding confidentiality.

REGISTRATION/ENROLLMENT INFORMATION

District: _____ College: _____
Mailing Address: _____

Telephone: _____ FAX: _____
I have or will: Register or Enroll in the academic term identified below:
 Fall 20____/20____ Spring 20____/20____ Summer 20____/20____
 Other (specify): _____

ACQUISITION OF STANDARD INSTRUCTIONAL MATERIAL IN ORIGINAL FORMAT

One of the conditions identified below must be substantiated for each request:

- I have purchased or ordered the standard instructional material
(attach copy of original sales receipt or bookstore order form)
- The instructional material is supplied by the college to all students.

Signature of Instructor or other Official

Date

The standard instructional material has been purchased or ordered on my behalf by the Department of Rehabilitation or some other agency. (*attach copy of sales or ordering transaction*)

Other (specify)

VERIFICATION OF DISABILITY

One of the conditions identified below must be substantiated:

I have a disability that prevents me from using standard instructional materials. Documentation verifying this disability is either: Attached to this form or On file with the DSP&S office.

Signature of Student

Date

Signature of Counselor/Coordinator

Date

Request for Textbooks in Alternate Media - Page 2

SECURITY OF ELECTRONIC TEXT

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COURSE INSTRUCTOR CERTIFICATION

Course Code: _____ Course Title: _____

Instructional Material Title: _____

General Description of Course Material: Textbook Workbook

