

**Access, Programs and Services for Students with Disabilities
Report to the Chancellor's Office
on
Technical Assistance Visits**

College: Gavilan College

Date: November 7, 2005

Team complement:

Bette McMuldren, The Galvin Group, LLC

Lon Underwood, Professor, High Tech Center, San Diego Mesa College

Gavilan College staff present for the technical assistance visit included:

Fran Lopez, Associate Dean DSP&S, Jane Maringer-Cantu, High Tech Center/ Alternate Media Specialist, Mark Freidman, Learning Disabilities Specialist, Elaine Alster, Learning Disabilities Specialist and Dave Ellis, APE.

Background

Gavilan College's DSPS program is referred to as the Disability Resource Center. Gavilan serves approximately 4,500 students, with reported DSP&S student count being 776. Most of the campus was built in the 1960s and yet the physical accessibility is very good. The College has recently received bond funds through which the main campus and off-campus sites will be updated. Prior to the visit, the team received a series of questions that the program wished to discuss during the technical assistance visit, in addition to copies of several policies, procedures and forms, including Interpreter Handbook, Alternate Media Procedures, Alternate Media Production Guidelines, Notetaker Handbook, Administrative procedures and Board policies for 508, Request for Services and Accommodations forms and several other associated forms and handouts. Upon arrival on campus, the team met with the DRC staff as listed above, except Dave Ellis who we met briefly in the afternoon. The DRC team work well together and participated in the discussions throughout the day.

The DRC at Gavilan College is an exemplary program with a group of dedicated and hard-working professionals. The issues they asked to discuss at the visit tended to be complex issues that require thoughtful consideration and analysis, many of which have no "one right answer" or questions that lead to broader discussions.

Technical Assistance Issue(s): The following is a list of questions sent to the team by the College outlining their technical assistance needs. (The questions have been abbreviated for purposes of the report):

Learning Disabilities & General Questions

- 1) Do you recommend that we form an LD assessment class wait list or cut off enrollment?

- 2) Do the LD Specialists have to run all the DDL students through the complete assessment?
- 3) How long can a student receive services without being re-evaluated? How do you differentiate between a temporary from a permanent disability when it is not obvious?
- 4) Is there a formula for determining extended time on tests? What is the most effective way to proctor extended test taking time to insure integrity of the testing situation?
- 5) Do DRC classes have to maintain a specific percentage of DRC-verified students in their classes?
- 6) Is there a legal precedent or any legal mandates that guarantee full integration of the full DRC population into the campus wide learning programs??
- 7) How are all the other disability programs dealing with the increased number of students with psychological disabilities or students with mental disorders?
- 8) What kind of support classes are other colleges offering? Should we redesign the courses we currently offer; some students would like a 2nd part to the Basic Writing Skills course?
- 9) What kind of support do most LD labs offer?
- 10) We have developed a *draft* with the Educational Limitations and Accommodation Recommendations including the signatures. Do you think this will be sufficient; do you have any other recommendations?

Accommodations

- 1) We have been trying to streamline our accommodations and services procedures. Please review our documents and give us suggestions- please review general Student Request Form, Deaf Services, Mobility, and Note-taking.
- 2) We are in the process of developing some Alternate Media Production Guidelines that will go along with our Section 508 implementation plan. Please review & give us feedback.

High Tech Center

- 1) We currently offer 3 High Tech Center courses and we are very busy in the lab. We would like to offer more courses, other colleges offer short courses...on assistive technologies or utilizing the Kurzweil/WYNN program and 1-3 unit courses on Computer Assistive Technologies. Do you have any examples? How about some examples of online HTC courses?

Section 508

- 1) We developed a Section 508 Task Force last year and started to develop a Section 508 policy and implementation procedures. Since then, the College decided to change the Administrative Procedures that go with it (AP 6340 6360.doc). We are currently waiting for these final changes before we can “Go on the Road” with our implementation plan.
- 2) Do you have any suggestions? Comments? Also we have included the 10% rule for accessible computer stations in all of our outside labs. Do you have any suggestions on how to enforce it or on how to encourage other departments to budget for it? We are currently trying to get server versions of all our assistive technologies to try to solve this software issue, but what about tables, etc?
- 3) We have also included the access to Campus web sites into the plan. We are in the process of changing our Gavilan Website, and we have a brand new Webmaster. Any suggestions on how we can encourage other instructors to check for web access?
- 4) Do you know about Voice over IP and should we request that instead?

Adapted PE Area- ABI, DD & other special groups

- 1) What are other CC's are doing to address the needs of special adult groups with in their communities that are the most severe in terms of physical and developmental capabilities. Would there be a greater need for aides/attendants and who would furnish the staff.

Brief analysis of issues:

The questions presented prior to the review were the primary focus during the team’s visit. The team arrived having reviewed the questions and the day was spent discussing these topics with the staff. Time spent was structured by the questions posed and each question was discussed and any resources that the team had to offer were provided. A resource notebook had been assembled for the program by the team and was presented to the Coordinator as the day’s discussions began. The program has policies and procedures in place and reported that they feel the program runs smoothly. This technical assistance visit provided the program not only with resources and contributions to the faculty and staff discussions, but also a time and space dedicated to deliberations and reflection on issues they struggle to resolve.

The high demand and productivity of the learning disabilities assessments being conducted at Gavilan and the requirements for DDL assessments were discussed. Their system is pushing the limits of time and staff capacity and suggestions were offered regarding waiting lists, special classes, establishing more responsibility with in-coming students, etc. Gavilan has an excellent program for students with developmental delays that offers a series of courses. The special classes offered throughout the Community College system and some specific references were

given of Colleges with programs serving special populations. The creation of a Counseling Psychologist position was discussed as one means of addressing increased numbers of students with psychological disabilities, as well as materials on psychological impairments and crisis response from other colleges. A brief review of the existing program plan for the DRC was covered and it appears that Gavilan has a unit plan in place that is an effective “program plan.” All materials sent to the team prior to the visit were reviewed and any suggestions or comments regarding these were shared with the DRC faculty and staff.

Ideas from the San Diego Mesa College’s High Tech Center were openly shared, including discussions regarding options for basic skills online academic support, multimedia teaching tools for open-lab, positive attendance accounting, and a template for simplification of syllabi. The DRC was encouraged to gain administrative participation in their 508 implementation strategy.

In the afternoon the team members spent time with High Tech Center faculty and staff and visited the new Adapted Physical Education Center of the College. This facility is a state-of-the-art center with a large fitness center of adapted fitness equipment, swimming pools, an adapted gymnasium and beautifully accessible locker areas and common space.

Throughout the day, the DRC was encouraged to utilize the listserv and was also referred to specific Colleges with areas of specialty as various topics came up for discussion. Numerous topics were discussed and ideas shared to the benefit of all who attended.

Technical Assistance provided:

- Referral to Galvin Group website and a copy of the updated 2 CD resource manual for sample handbooks and many additional resources
- References regarding testing:
 - DO-IT Website references for test accommodations
 - Santa Monica Faculty Resource Guide, Riverside Community College Faculty Handbook, Victor Valley Faculty Handbook excerpts related to test accommodations
 - Bakersfield College test accommodations contract and guidelines for accommodations in class, i.e. calculators, spelling and grammar checkers
 - College of the Sequoias test assistance request form
- Chancellor’s Office Legal Opinions and Questions and Answers on:
 - Special Classes
 - Are Special Classes mandated?
 - Nondisabled Students in Special Classes
 - Developmentally Delayed Learners
 - Commonly Asked Questions About Developmentally Delayed Learners
 - Services to Students with Psychological Disabilities
 - Section 508
- LA Harbor College publications related to Mental Health Services:
 - Mental Illness, It Shouldn’t Drive You Crazy
 - The Calm Psychological Response

- Hard copies of listserv commentaries related to:
 - Services to students with psychological disabilities
 - Crisis intervention on campus
 - Non-credit courses
 - Provisional accommodations
 - APE Accommodations
 - Course outlines and information related to special classes:
 - Glendale Course outline for Student Development course
 - Palomar Independent Living Skills, Adapted Physical Education
 - Napa Valley College DSPS courses
 - Butte College Provisional Services Policy and sample letters
 - Bakersfield College Accommodations Guidelines
 - Bakersfield College Guidelines authorizing Notetakers and Scribes
 - Course outlines and information related to HTC classes:
 - Palomar College adapted computer classes
 - College of the Redwoods course outlines
- 508 Information:
 - Guideline for establishing Alternate Media Policies and Procedures
 - Foothill-DeAnza Community College Draft 508 Transition Plan
 - Foothill-DeAnza Community College 508 District Policy
 - Various 508 responses from Information Technology Technical Assistance and Training Center (ITTATC)
 - PowerPoint presentations from 508 pre-conference workshop at CAPED 2005
 - Section 508 Self-Evaluation Checklist- Pacific ADA and IT Center
 - California State University, Fullerton OCR letter regarding Alternate Media
 - EIT Procurement Checklist
 - Accessibility Checklist for Online courses
 - Web Accessibility Basics
- DCHE Newsletter article on universal design
- Santa Barbara City College Faculty Resource information
- Coastline Community College DDL Program brochure
- Shasta College Transition Services for Students with Intellectual Disabilities brochure
- Glendale College Interpreter Training program information
- Mt. San Antonio College and San Diego Community College District Interpreter manuals

Additional TA:

- Cerritos College PowerPoint presentation on the responsibility for 508 implementation
- Ventura College PowerPoint presentation on Alternate Text