

# Disability Resource Center FLEX Presentation

The ABCs of DRC  
“Best Practices in an Online  
Environment”

## Meet our Staff!



Greg Ferrer - Director DRC

Matt Allen - Adaptive Technology Specialist

Katie Arnhart - Senior Interpreter

Courtney Beirne - Counselor

Kimberly Bell - Counselor

Leona Crawford - Disability Specialist

Michael Lopez - Specialist Aide

# Faculty Role

Instructors play a key role in the academic adjustment process

- The level of involvement faculty will have in the academic adjustment process will vary depending upon the following factors:
  - the type of academic adjustment prescribed
  - the setting for the academic adjustment
  - the functional limitations of the student's disability.
- Faculty are always welcome to facilitate any educational academic adjustment as this promotes integration rather than segregation of the student with a disability.



# Faculty Rights and Responsibilities

Faculty members have the right to:

- Set and post academic standards for all students.
- Evaluate all students based on the standards of the class and to grade accordingly.

Faculty members have the responsibility to:

- Use DRC as their resource to assist them in the provision of academic adjustments in a timely, reasonable and equal manner.
- Adjust methods of delivery of content and assessment of student knowledge without fundamentally altering the nature of the course.
- Provide handouts and exams in a timely manner and in accessible formats for alternate media provision.
- Select textbooks in a timely manner so that e-text can be ordered from the publisher or converted by the DRC office.



# Faculty Rights and Responsibilities

Faculty members have the responsibility to:

- Respect and maintain a student's right to confidentiality about his/her disability by not announcing or discussing the student's disability in the presence of other students or staff.
- Contact DRC if there is a concern about any academic adjustment.
- Work with all campus resources including DRC to ensure that EIT (educational instructional technology) is accessible to students who use assistive technology.

**Faculty do not have the right to refuse to provide any academic adjustments, to question whether the disability exists when academic adjustments have been authorized by DRC, to inquire about the nature of the student's disability or to examine the student's documentation**





# Common Online Academic Adjustments

- Refer to the Academic Adjustment Letter for a list of approved adjustments that each student receives.
- **Extended Testing Time** – You should extend all quizzes, tests, and examinations by the student's respective multiplier in Canvas. For a guide on how to adjust testing time, please see attached: <https://community.canvaslms.com/t5/Instructor-Guide/Once-I-publish-a-timed-quiz-how-can-I-give-my-students-extra/ta-p/999>
- **Audio Recording**
- **NCR/Copy Notes**

# Testing (Online)

- Most online courses will administer tests via Canvas for the Spring 2021 term.
- Once you receive an Academic Adjustment Letter from our office, you should adjust all future quizzes, tests, and examinations by the student's approved extended testing time.
- As the term progresses, you may receive additional Academic Adjustment Letters from new DRC students with extending testing time approvals. Please adjust their testing times as soon as you receive their letter.
- Please refer to the link below for additional support on adjusting testing times in Canvas:
- <https://community.canvaslms.com/t5/Instructor-Guide/Once-I-publish-a-timed-quiz-how-can-I-give-my-students-extra/ta-p/999>

# Testing (In-Person)

- For courses being offered in-person this term, there may be DRC students who are eligible to test with our office instead of the classroom (extended testing time and distraction-reduced environment). DRC students wanting to use their adjustments should request an Academic Adjustment Letter from our office.
- In-person testing adjustments apply to all on-campus tests that are being administered. However, practical/hands-on examinations would likely be administered along with the rest of the class.
- **Please Note:** Since DRC is helping to coordinate test proctoring this term, we will be reaching out to faculty who are teaching in-person courses to coordinate their anticipated tests. If you are teaching an in-person course and have your syllabi/testing dates finalized, please feel free to email them to [drc@norcocollege.edu](mailto:drc@norcocollege.edu) in order for us to plan accordingly.



# Faculty's Role in DRC Testing (In-Person)

1. Complete the [DRC Testing Adjustment Form](#). The form will help us to confirm: names of students taking the exam, test date and time, time given, how you will deliver the test, and the test proctoring instructions.
2. Provide DRC with all testing materials, including the test (logistics pending).
3. On the day of the test, send the DRC student to the DRC testing space at the scheduled start time.
4. Pick up completed tests from DRC staff.

# Universal Design – UDL

- Based on three main principles
  - Engagement
  - Representation
  - Action and Expression
- Minimize barriers for all students
  - This can include
    - Presenting content in multiple ways
    - Giving students options for expressing what they know
    - Giving students choices that engage them

# Visual Disabilities

- Blind or low vision students will often require additional assistance to ensure their course materials are accessible.
- This is done through collaboration with the Disability Technology Specialist.
  - Course materials may be converted to braille or another format to be used with certain assistive technologies.

# Deaf and Hard of Hearing (DHH)

- Closed Captioning (CC):
  - All video and audio materials are required to have Closed Captioning (CC)
  - RCCD Distance Education provides support for adding CC to Canvas content
- American Sign Language (ASL)/English Interpreters and Real-Time Captioning:
  - ASL/English Interpreters - Interpret/transliterate ASL to English and English to ASL
  - Real-Time Captioning Personnel - Transcribes all audible information exchanged during the class and provides an electronic copy of the transcription to student.
- If you plan to have synchronous lecture or office hours via Zoom, please notify Katie Arnhart in advance.

# Identifying Students who may Benefit from DRC Services

## STUDENTS WHO:

- Perform well on homework and in-class applied learning activities but do poorly on tests.
- Have difficulty expressing themselves verbally.
- Have difficulty with written expression or demonstrate poor grammar.
- Clearly process information at a slower pace than the rest of the class.
- Skip steps in solving formulas or misapply steps.



# Students may say they...

- Become anxious and “go blank” on tests.
- Need more time on tests and quizzes.
- Have horrible handwriting and/or always have been a poor speller.
- Have a history of Special Education classes (also called RSP, SDC, LH, 504 plan, IEP, Intervention class, etc.).
- Have repeated the current course more than once.
- Have a hard time keeping up in lecture.
- Have difficulty taking notes.
- Have difficulty sustaining attention and concentration.
- Have poor study skills.



# Referring Students to DRC

- Share with students that there are **resources** that may help them (i.e. tutoring, counseling, disability resources, etc.)
- If they mention a history of Special Education or are a veteran, tell them that DRC can provide them with many services that might be helpful.
- Try not to say “disability.” Some students are uncomfortable with the term for cultural or other reasons and will not follow through on the referral. Stick to “learning difficulties” and “learning evaluation.”
- Resistant Veteran? – Refer to the VRC and the 9 Line Project

# Contact Information

We are here to serve as a resource to YOU!

Contact our office with any questions or concerns at:

[drc@norcocollege.edu](mailto:drc@norcocollege.edu)

(951) 732-8433