



Access / Disability Services

2024

# Faculty Guide

Presented by:

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for Access & Disability

A teal speech bubble graphic with a pointed bottom, containing the text. The background features a pattern of overlapping solid and dashed lines forming concentric circles and arcs.

# Disability Services

Who, What, When, How, Why

# Who

In the last 8 years:

135% increase in depression among college students

110% increase in anxiety among college students

Death by suicide is the third leading cause of death for college students.

That statistic is higher for international students.

That statistic is higher for transgender and non-binary students.

Our disabled student population is growing.

Mental Health related disabilities account for most of CCA's registered students' disabilities.

Increases in number of Neurodivergent learners

Autism, ADHD, Anxiety, Depression, and OCD

**Frequent Comorbidities, or multiple diagnoses**

# What

Meet

with Student

Verify

Disability

Offer

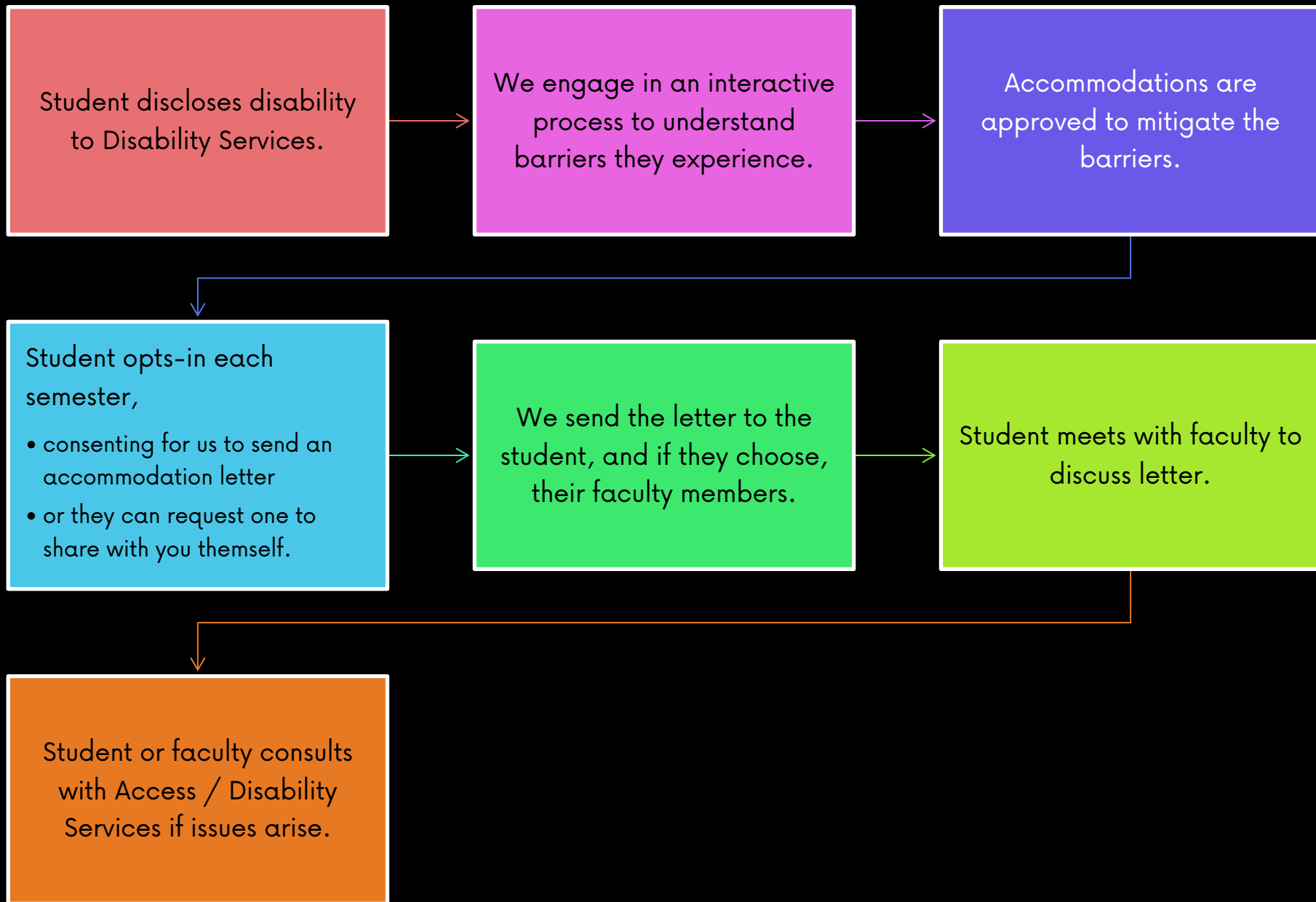
Support

Approve

Accommodations

# Disability Services Interactive Process

There is a responsibility between the institution and the student to engage with the interactive process. Students must share with disability services when their accommodations are not working or new barriers come up.



# How

Academic Accommodations – modifications or adjustments made in educational settings to ensure equal access and opportunities for disabled students.

Designed to reduce or eliminate barriers that may prevent students from fully participating in, and benefitting from the educational experience.

Academic Accommodations

Level the Playing Field

Foster Inclusion

Promote Academic Success

Support Legal Compliance



# Why

## Legal Obligation

First and foremost, providing accommodations for students with disabilities is not just a best practice—it's the law. Both federal and state regulations, including the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, mandate equal access to education for all students.

## CCA's Reputation

In today's competitive educational landscape, institutions that prioritize inclusivity and support for all students stand out. By championing disability services, we're sending a message that our institution values all students and is committed to their success.



# Why

## Faculty Empowerment

By understanding and implementing accommodations, faculty can better meet the diverse needs of their students, leading to more effective teaching and more meaningful student-faculty interactions.

## Fostering Advocacy, Empathy, and Inclusivity

This process not only teaches all students the values of empathy, understanding, and inclusivity, but we're also empowering disabled students to advocate for themselves and their needs. This self-advocacy is a critical life skill that they'll carry with them long after they leave our institution, benefiting them in various personal and professional settings.

A teal-colored speech bubble graphic with a pointed bottom, containing the text "Building Understanding".

Building Understanding

# Neuro-Variability



Learners do not have an isolated learning “style,” but instead rely on many parts of the brain working together to function within a given context.

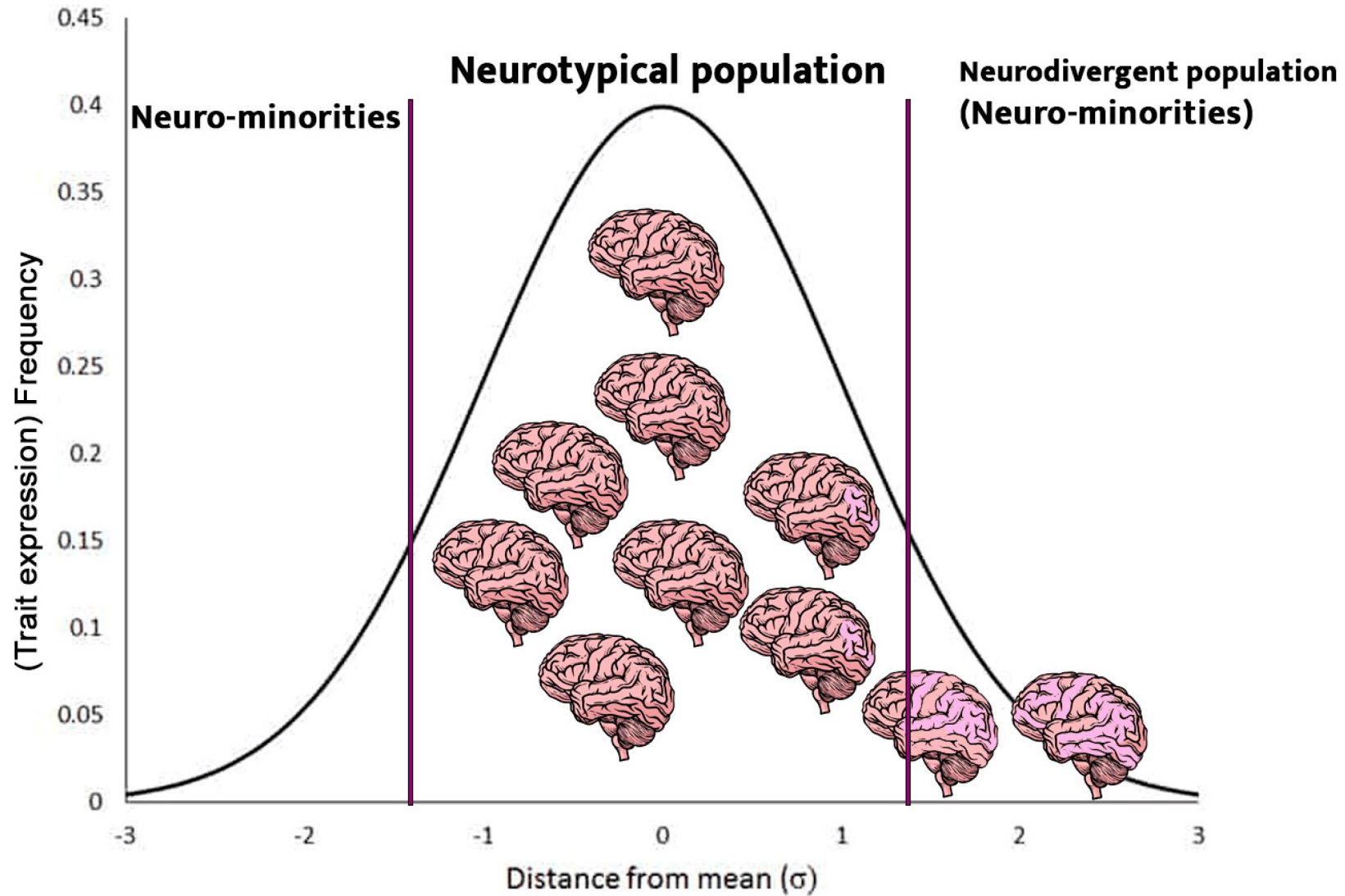


Learning is a constant growth process constructed over time.



Each learner brings a unique blend of experiences and expectations to each learning event.

# Neuronal/Behavioral Trait Expression Across Population



“In many cases, knowing a person’s diagnosis doesn’t actually tell you very much about their brain.”

Diversity exist within brains among individuals with similar diagnoses.

Studying relationships between behavior, cognition, and the brain allows us to disregard diagnostic categories that prevent us from embracing the reality of neurological diversity.

# Neuro-Divergence

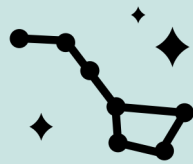


Encompasses a range of neurological differences that *create barriers* to learning, including ADHD, autism, dyslexia, and more.

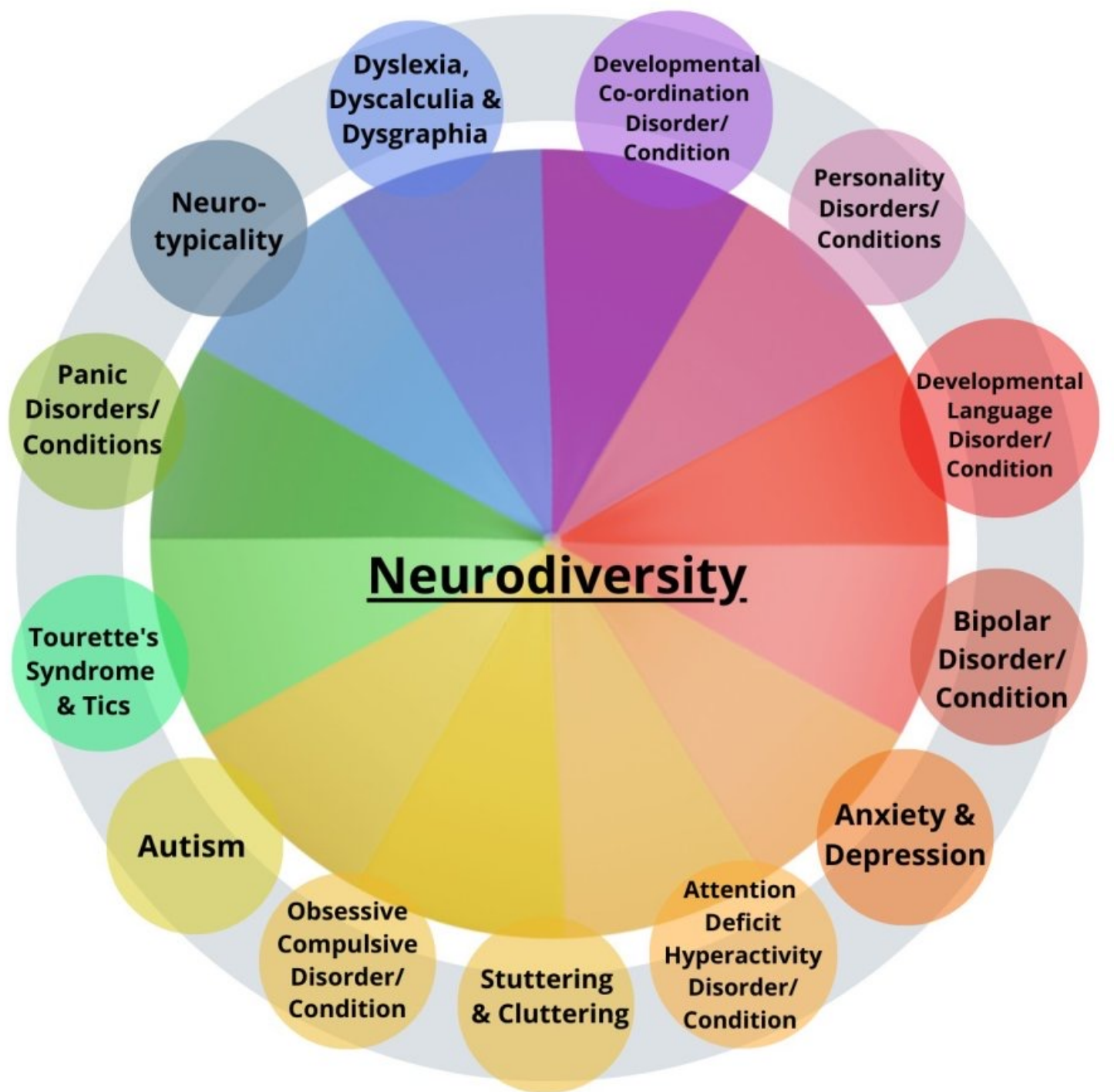
- As opposed to “Neurotypical”



Neurodivergent individuals offer unique perspectives and strengths, challenging traditional notions of "normal" and enriching societal diversity.



Neurodivergence is not a disorder or a deficiency, but rather a testament to the vast spectrum of human cognitive experiences and abilities.



NOTE:

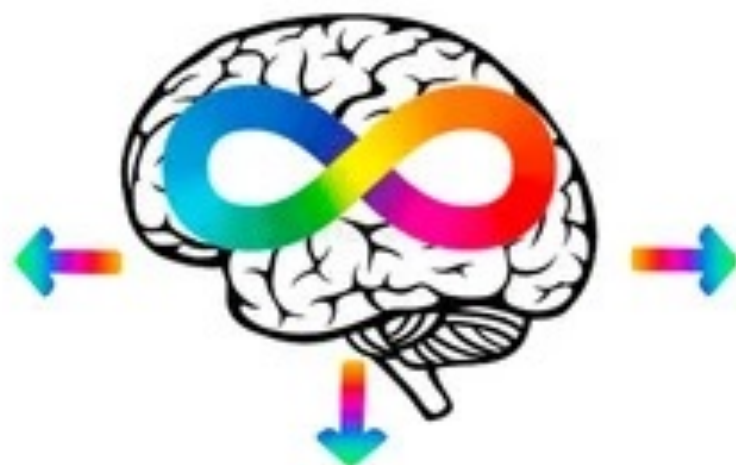
- **Neurodiversity is all-encompassing** (see Neurotypicality in the light blue slice)
- **Neurodivergence** is exemplified by the other colors of the pie by 'conditions' (term used by medical model) or 'occurrences' (term used by social model).
- Oftentimes, these occurrences are related and can co-occur with other flavors or slices of the pie.

## Neurominorities Classification

### Developmental - Applied

Related to the application of skills in specific domains with no health implications

Example: learning disabilities (e.g., dyslexia, dysgraphia, dyscalculia)



### Developmental - Clinical

Related to atypical behavior and communication patterns across domains. Considered health issues.

Example: ASD, ADHD

### Acquired - Clinical

#### Neurologic

Related to functional changes due to illness or injury to the nervous system. Considered health issues.

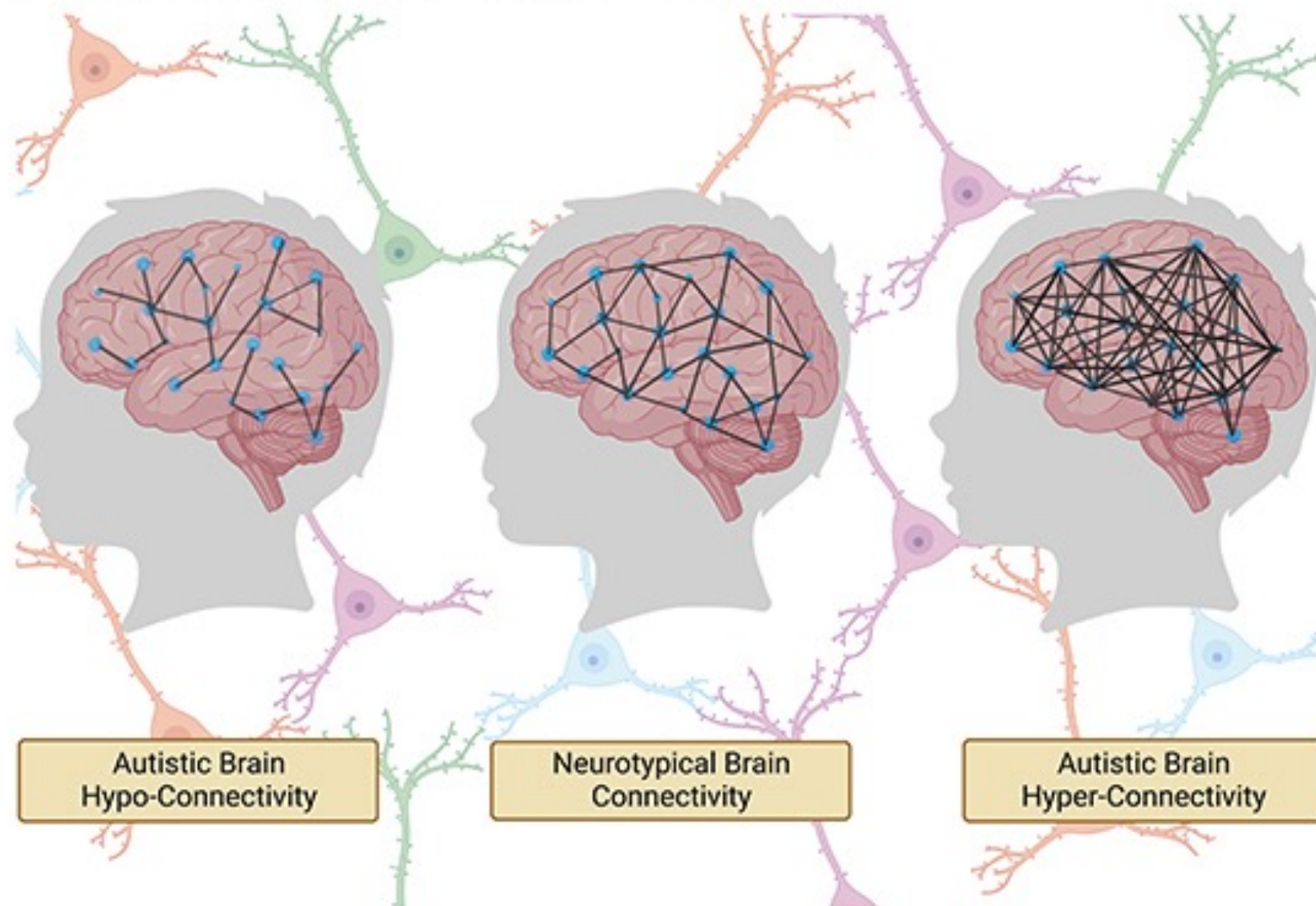
Example: Aphasia, Amnesia

#### Psychiatric

Related to mental disorders affecting mood, perception and behavior. Considered health issues.

Example: Depression, schizophrenia

## Brain Structure in Autism Spectrum Disorder





0.74%

Of Human population are  
teachers.



0.125%

Of Human population are  
doctors.



1.6%

Of Human population has  
red hair.



2%

Of Human population has  
green eyes.



10%

Of Human population are  
left handed.



20%

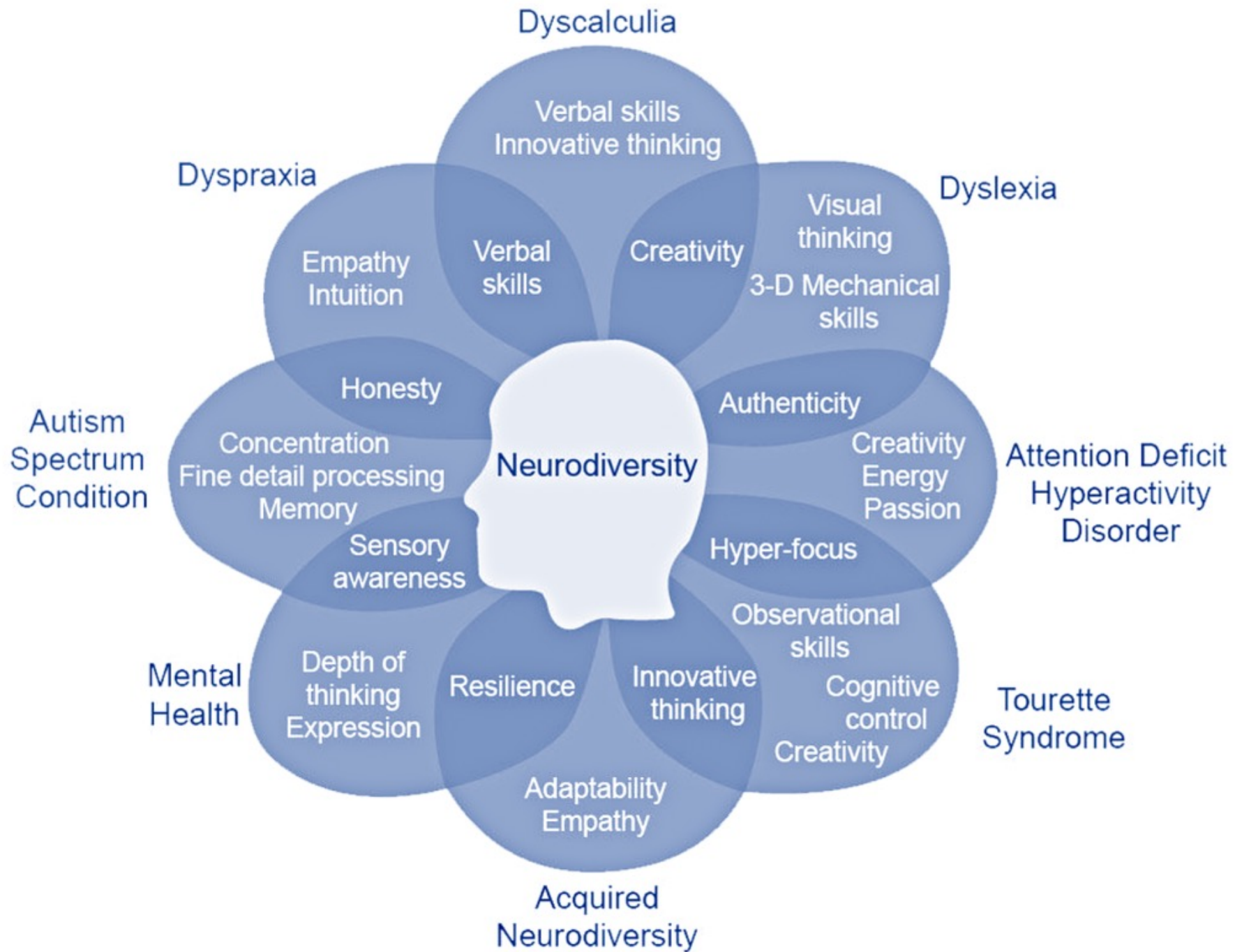
Of Human population are  
(formally) neurodivergent.

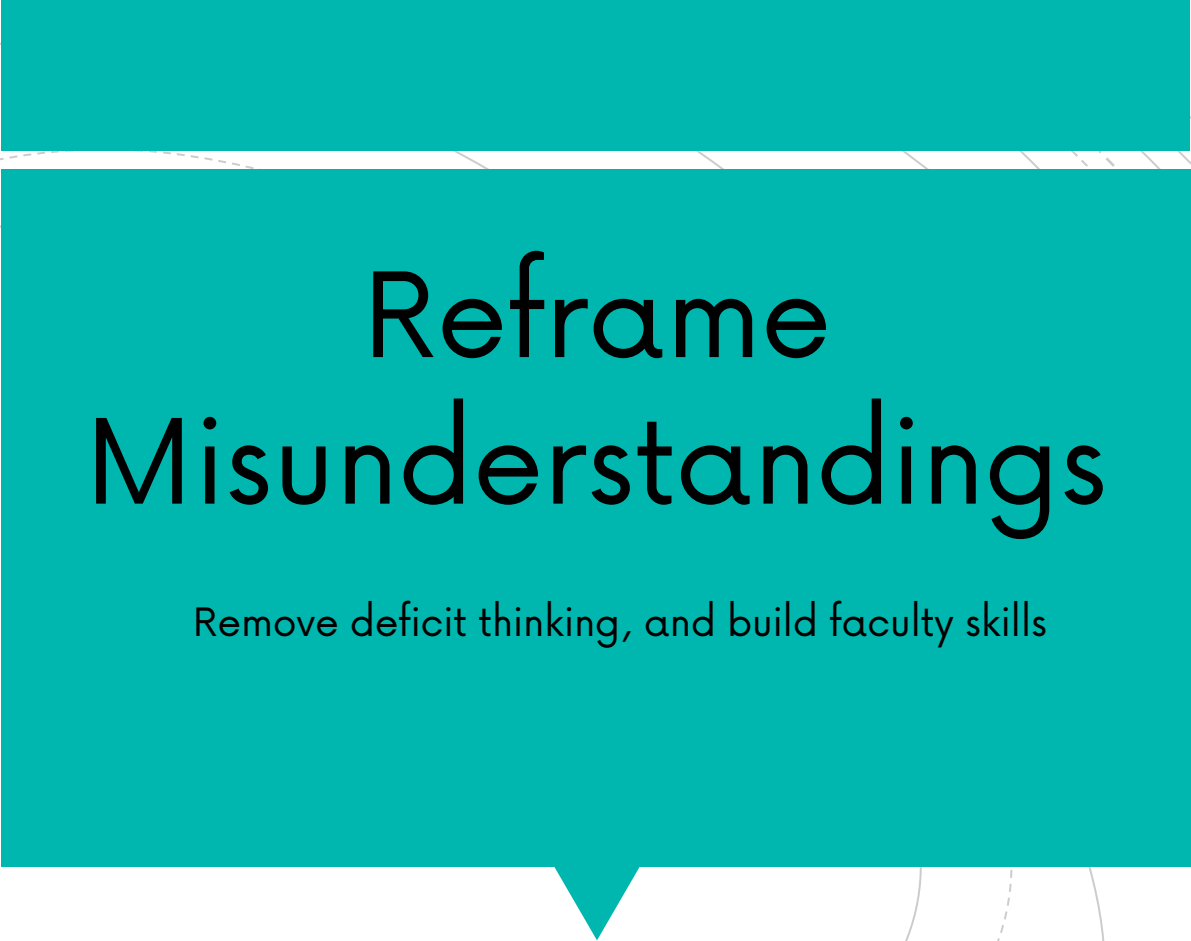




~ 40%

are believed to be neurodivergent  
by experts.



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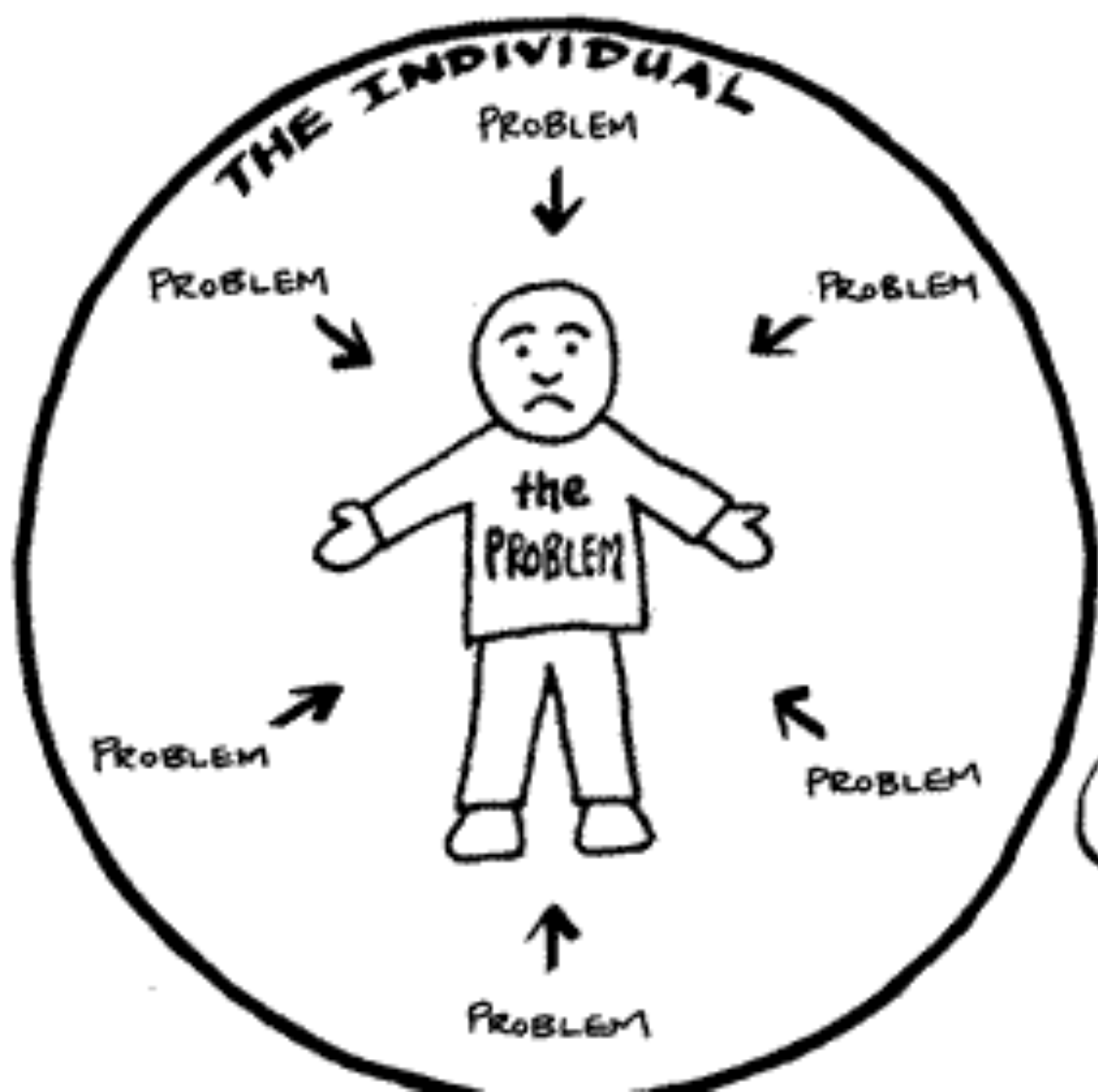
# Reframe Misunderstandings

Remove deficit thinking, and build faculty skills

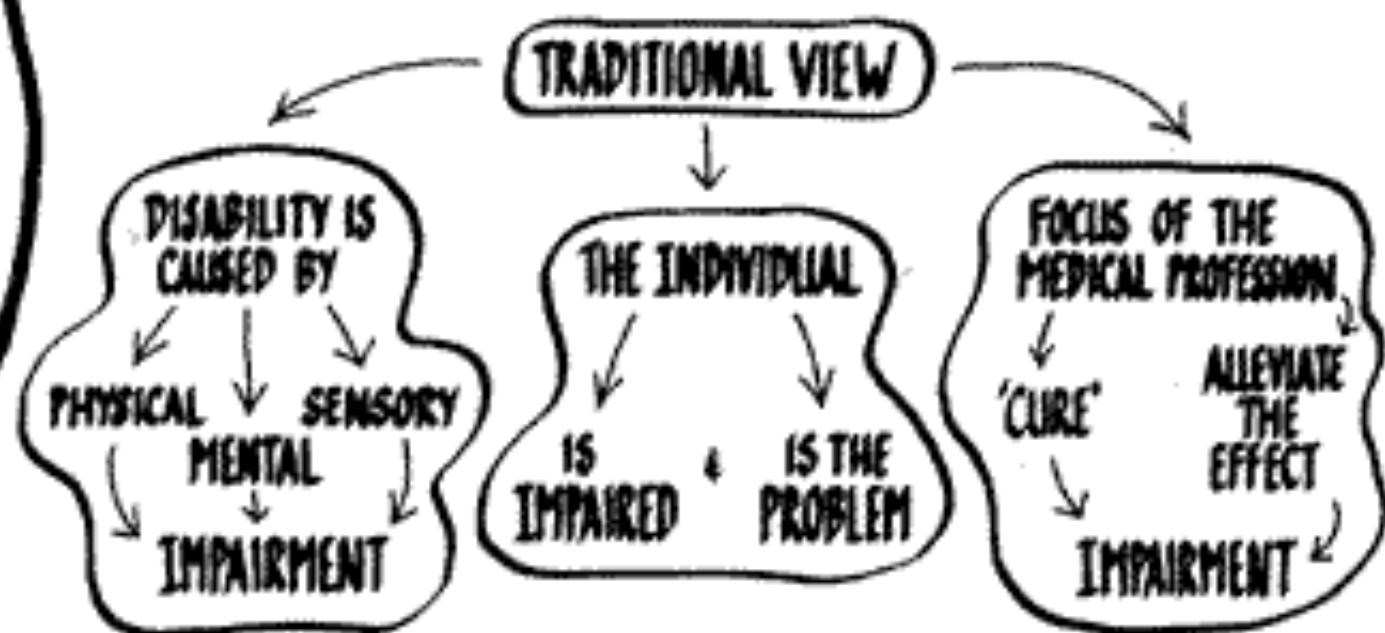
# Medical vs Social Model



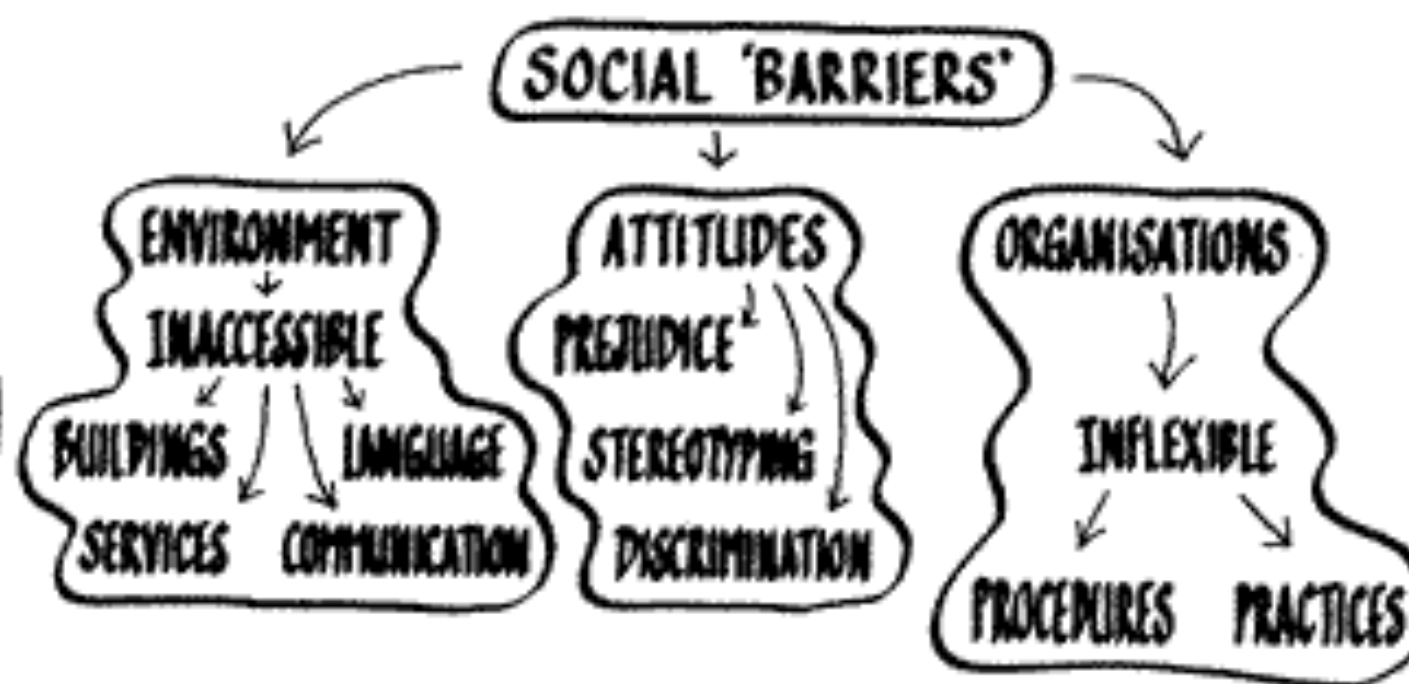
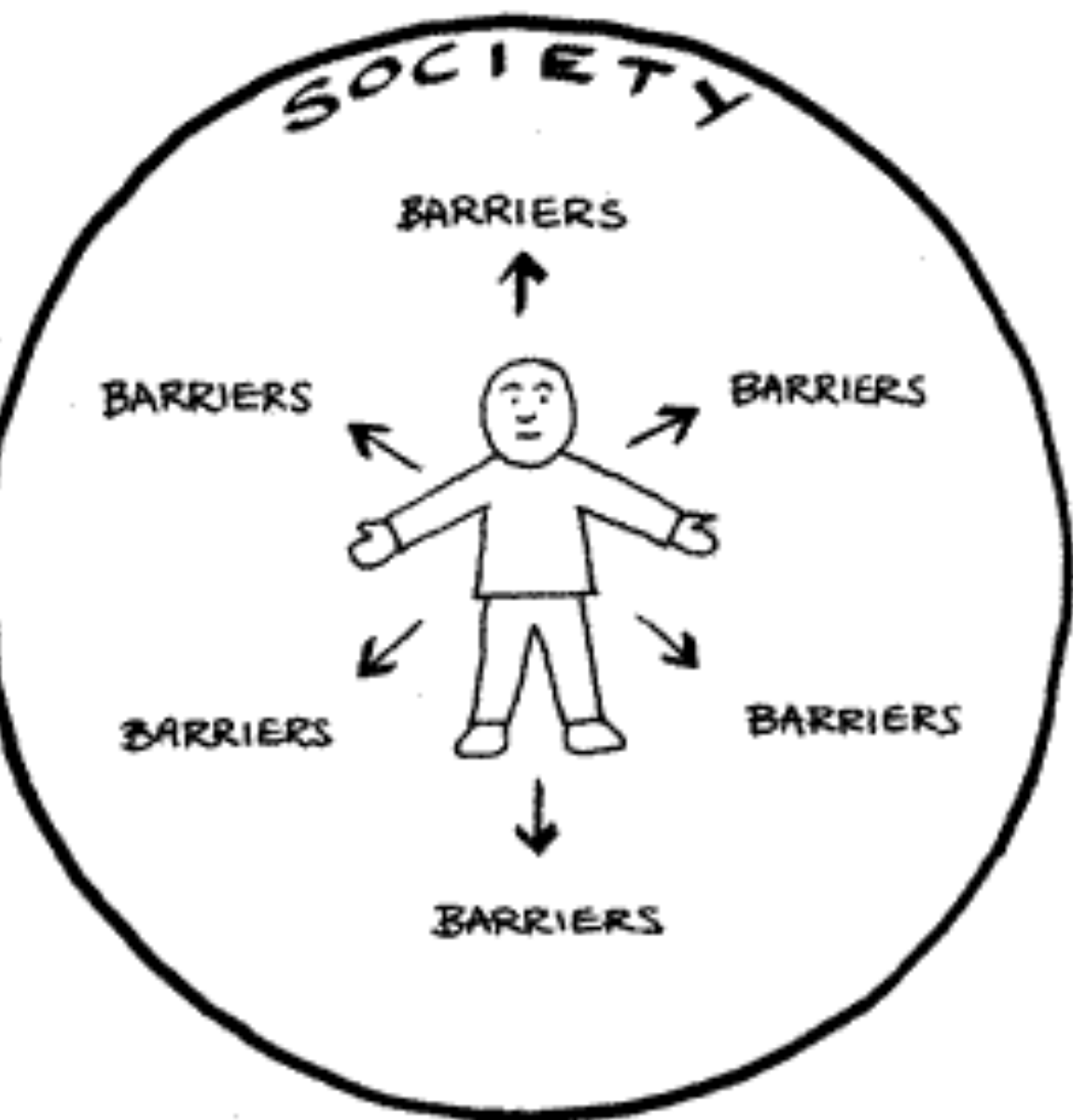
# THE MEDICAL MODEL OF DISABILITY



IMPAIRMENTS AND CHRONIC ILLNESS  
OFTEN POSE REAL DIFFICULTIES BUT  
- THEY ARE NOT THE MAIN PROBLEMS



# THE SOCIAL MODEL OF DISABILITY



## Access / Disability Services Accommodation Letter

TO: **Example Student** Instructors for **Fall 2023**  
FR: Access / Disability Services ([access@cca.edu](mailto:access@cca.edu))  
RE: Academic Accommodations for **Example Student Fall 2023**

**Example Student** is enrolled in your course and is recognized by California College of the Arts as having a disability. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, as amended, assure students with qualifying disabilities the right to reasonable accommodations in college to provide them with equal educational opportunities. A "reasonable accommodation" is a modification that allows a student without altering an essential element of the college's academic program (including fundamental course requirements, standards of academic evaluation, instructors' policies regarding attendance participation, and student code of conduct).

### ACCOMMODATIONS:

Access / Disability Services has reviewed this student's documentation, interviewed the student, and determined the accommodations listed below to be appropriate.

- **REGULAR CHECK-INS**
- **INSTRUCTIONS / DIRECTIONS**
- **ALTERNATIVE FORMAT FOR COURSE MATERIALS (BOOKS)**
- **AUDIO RECORDING**
- **NOTE-TAKING ASSISTANCE**
- **TESTING ACCOMMODATIONS**
- **BREAKS**
- **ASSIGNMENT EXTENSIONS or ACCEPTING PARTIALLY COMPLETE ASSIGNMENTS (up to 48 hours)**
- **ATTENDANCE POLICY MODIFICATION**

Please note that the accommodations listed above are the only accommodations that are specifically mandated for the student. Instructors can adjust their academic policies to fit students' unique circumstances. Still, these adjustments are made solely at the instructors' discretion and should not alter the fundamental nature of the college's academic program or provide inequitable treatment of students.

Also, please note that the student is responsible for promptly presenting this notification to you, granting you sufficient time to provide the required accommodations. Accommodations are not to be given retroactively; feel free to consult [access@cca.edu](mailto:access@cca.edu) if you have questions about the timing of the student opting in.

If you have any questions about these accommodations, please email [access@cca.edu](mailto:access@cca.edu). Thank you for your assistance.

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Access / Disability Services has reviewed this student's documentation, interviewed the student, and determined the accommodations listed below to be appropriate.

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Resource:  
**Assignment  
Planning Tool**

[Try the Assignment planning tool](#)

The Assignment Planner breaks down various projects into manageable steps based on your due dates.

Each step includes hints and "how-to" links. You can also add each step to your calendar using button "Add to Calendar" .

Great for Writing Assignments

The "Video" type of assignment will generate steps relevant to CCA studio projects.

# The Problem

Academic Accommodations are only a band-aid to a systemic issue, regarding accessibility, within higher education.

Accommodations address individual needs reactively, requiring students to self-identify and request assistance.

This approach places the responsibility on the students and may further stigmatization and reluctance to seek support.

This process also furthers inequities based on medical access and benefits students who had better support in K-12.



## A Rising Tide

## Lifts All Boats

Universal Design for Learning (UDL) offers a more comprehensive approach, by intentionally creating inclusive and accessible learning environments.

Educators can design courses that are flexible and adaptable to a wide range of learning preferences and needs

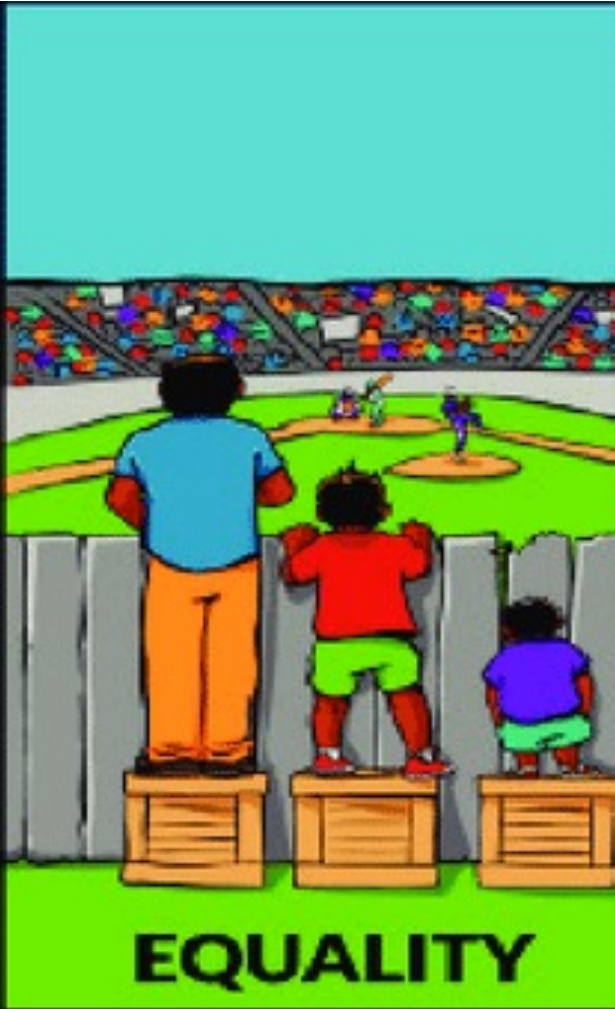
UDL benefits not only disabled students, but also those with language barriers, cultural differences and neuro-variability.

It also benefits students without the means to receive a formal accommodation letter.

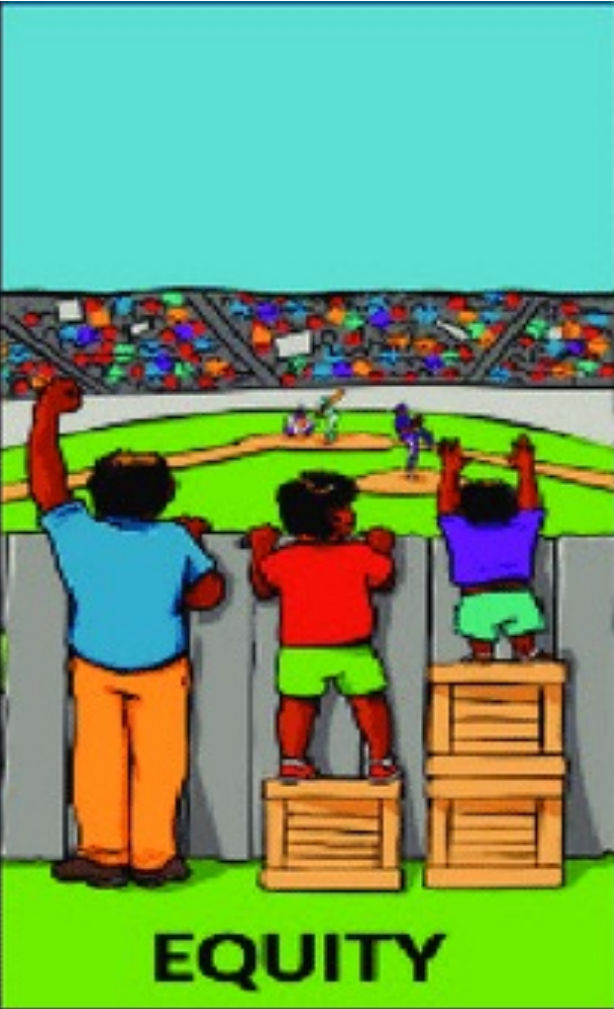




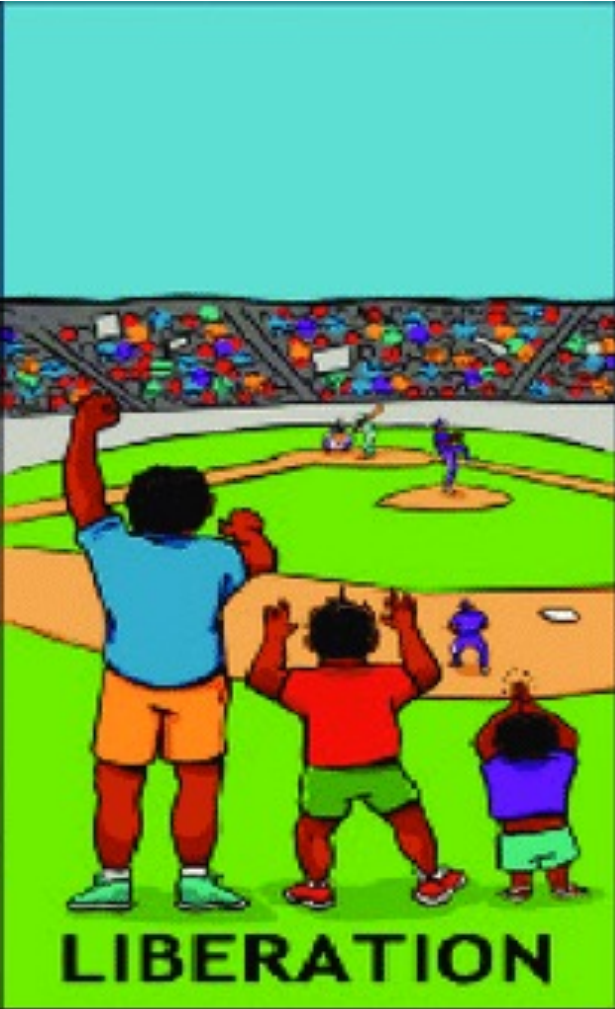
**REALITY**



**EQUALITY**



**EQUITY**



**LIBERATION**

A teal speech bubble with a pointed bottom, containing the text 'Case Studies'. The bubble is centered on a white background with faint, overlapping circular lines, some solid and some dashed.

# Case Studies

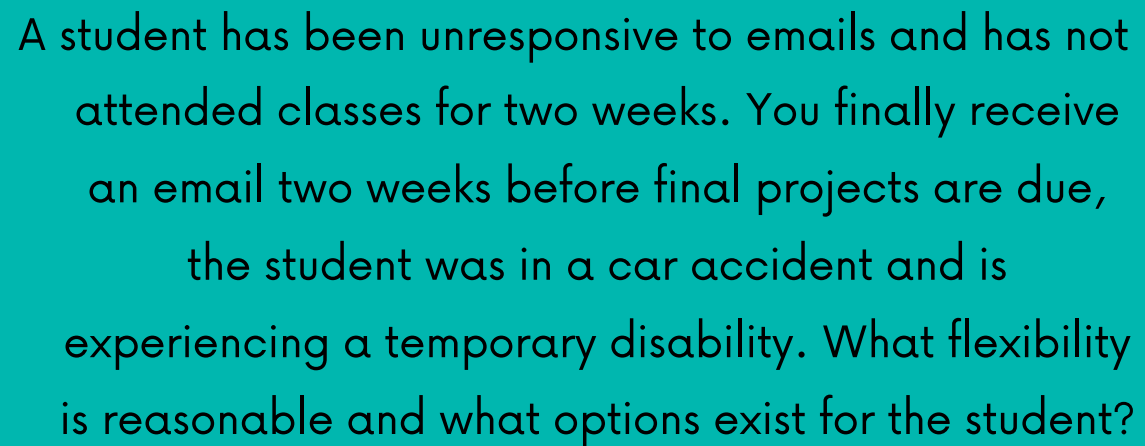
## Molly's Chronic Pain

Molly has been open about their experience regarding chronic pain. On the days they are in class, they seem extremely engaged and share great feedback with peers. Their work seems good. Midway through the semester, their work output decreases. They email you sharing that they have changed their medication and have been unable to sleep for a few nights and have been unable to work on their assignments.

WHEN YOU HAVE A SERIOUS CONVERSATION WITH YOUR MEDS...



CHRONIC PAIN IS A PARTY...

A teal speech bubble with a white border and a small tail pointing downwards. The background of the slide features abstract, overlapping curved lines in shades of gray and teal.

A student has been unresponsive to emails and has not attended classes for two weeks. You finally receive an email two weeks before final projects are due, the student was in a car accident and is experiencing a temporary disability. What flexibility is reasonable and what options exist for the student?

# FAQs

## Audio Recording & NoteTaking Assistance

Students adhere to strict guidelines ensuring their use is respectful and within the student code of conduct

It is only okay to ask a student to stop recording when you would tell other students to put their pencils down for notetaking

## Taking Breaks

Emotional, psychological and physical needs

Some students may need to take a break before entering the space to ensure they are ready to engage.

## Assignment Extensions / Partially completed studio work

# DISCUSS

## Reduced Course Load

Taking fewer classes in the semester to allow flexibility and decrease overwhelm

Offering flexibility – create firm boundaries regarding due dates and share when the flexibility ends

Incomplete grades – require a final due date and what the expected assignments are in writing

## Regular check-ins

Build understanding, request feedback, clarify goals for student

“Help me understand”

“I want to see \_\_\_\_\_ next time we meet, then we can talk about the final due date.”

## 5 Takeaways

**Disability is a problem caused by society.** Societal and Environmental barriers are manmade, and they are fixable.

**Differences in brain function and behavioral traits are normal.** Natural variations within the human population have always existed.

**Efficiency** – By filtering questions from faculty, that will allow disability services to respond to more complex concerns directly and promptly.

**The goal** – focusing on providing *access* to the learning outcomes simplifies the situation.

**Reach out** for support! Email [access@cca.edu](mailto:access@cca.edu)

Resource: **Public  
Neurodiversity  
Support Center**

Great primary resource to read and learn about Neurodivergent experiences.

[Visit Public Neurodiversity Support Center](#)

# Resources

[Faculty Guide to Disability Services](#)

[Academic Accommodations Information](#)

[Interpreting Accommodations – Faculty tips](#)

[Public Neurodiversity Support Center](#)

[Assignment Planning Tool](#)

[CCA Learning Resource Center – academic coaches](#)

[CCA Cares Form](#)

Major concerns

[Interim Progress Reports](#)

Academic Concerns sent to student

ADA AA (2008) - [29 CFR 1630.2\(j\)](#)

Consult [access@cca.edu](mailto:access@cca.edu) for questions regarding accommodations or to refer students to our services.