



## Disabled Student Programs & Services (DSPS) Newsletter

### Director's Notes: Since We Last Spoke....

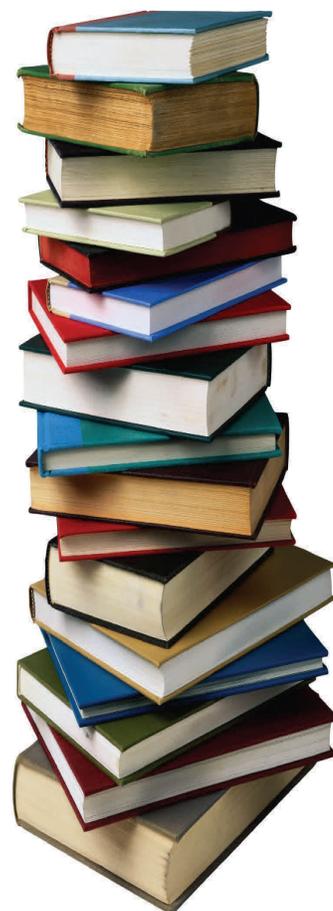
Happy Spring! This spring semester has been moving along quickly for us in Disabled Student Programs & Services (DSPS)! We can't believe that it is already the middle of April! As you requested in our last DSPS Advisory Committee meeting, this is our (first!) newsletter and a project we hope to continue at least quarterly to help you keep abreast of the happenings at College of the Siskiyous for all of our students, and specifically for students within the disability community.

Since the DSPS Advisory Committee last met, our own Beckie Hobbs, Administrative Assistant I, and Advisory contact extraordinaire, has moved on to general Counseling. She was hired as an Academic Advisor and transitioned over in November 2016. Although she is right down the hall, she is missed in DSPS. Currently her position is being re-vamped to accurately reflect the duties, and will hopefully be posted for permanent hire within the next year. We now have two part-time temporary employees, Ashley Waite and Valerie Wolfe, who are doing a great job covering those duties.

Hopefully this newsletter provides helpful information for you, our stakeholders, about resources, strategies, and information I and my staff have learned along the way thus far.

May you have, wherever you find yourself, an amazing journey in learning,

*Dr. Sunny Greene*



D  
S  
P  
S

# WHAT'S IN A NAME?

At my annual CAPED (California Association of Postsecondary Education & Disabilities) conference last October, I attended some great sessions, which I will write up and put into future newsletters. One session I attended was about reframing disabilities into a social model rather than the current medical model. The use of Disabled Student Programs & Services as an identifier can frame perceptions not only by the public but by students with different abilities themselves that may not always be positive.

Mary Johnson Smith from Humboldt State University's Student Disability Resource Center presented interesting information which I will recount here (with her permission). In frames of how we view disability, she stated, "It's important to understand disability is a social construct: the way it is framed in society impacts our thinking and actions." Those of us who work with differently able clients and students are all too keenly aware of societal perceptions.

There are three models for framing disabilities: charity, medical, and social. The charity model has the belief that people with disabilities are pathetic, deserving pity. The social responses for this model are prayers, beggars, use of the differently abled as "inspiration", offers of unsolicited help, and people with different abilities are "less than everyone else". The professional responses are donations, service projects, and use of terms like "serve", "support".

The medical model has the belief that the problem is within the person with the disability; disability is a deficiency or abnormality; or disability is viewed as negative. The social responses are heal or "fix" the person, normalize the individual, and fear of becoming disabled. The professional responses are intakes, documentation, caseloads, individual accommodations; the "professional" directs arrangements between individual and society, with the focus on the disability. (Does this sound familiar?)

The social model holds the belief that disability is a part of human variation and diversity; disability is a difference that, in itself, is neutral. The problem is the barriers in the environment. The social responses are civil rights, disability rights, disability studies, ADA; access as a human right; full inclusion and participation. The professional responses are universal design; agent of change is anyone who can affect the design of the environment.

I want to add when the social model talks about environment, they are not only talking about the physical environment. They are also addressing the social and learning environments. Universal Design (UD), Universal Design for Learning (UDL) are passions of mine (I did much of my doctoral studies with UDL and focused on technology, engagement and UDL in my dissertation.)

UD/UDL, which started in architecture and was a construct coined by architect Ronald Mace in the 80s, looks at design (of environment) from the beginning to reach the widest range of diverse users as possible. For architecture, the design of curb cuts assisted not only people in wheelchairs, but people carrying large objects, caregivers with strollers, bicyclists, people on scooters, and more. How many of us have utilized the electronic door openers and not been in a wheelchair? I know I use them frequently going from building to building with my hands full for meetings or going to teach class.

With learning, UDL is seen in multiple means of representation (how the curriculum is designed, taught, and facilitated), multiple means of engagement (how the learner becomes engaged with the content), and multiple means of expression (how the learner can convey what they have learned-use of tests, presentations, video production, etc.).

UD/UDL is the embodiment of the Social Model of Disability; it views the “problems” of disability as problems in the environment, problems of access, rather than deficits in the individual. These concepts and principles are being actively discussed across the state. Many of my colleagues are leading the charge to help shift the thinking and perceptions of disability from the medical to social model. To that end, many are changing or discussing changing their name from DSPS (Disabled Student Programs & Services) to something more along the social model.

My staff and I are also discussing a name change for our office. Some suggestions were: Student Accessibility Services, Student Accessibility & Accommodations Services, and Student Access & Learning Services. If you have suggestions, share it by sending us an email at [dsps@siskiyous.edu](mailto:dsps@siskiyous.edu) !

## COMMON ASSESSMENT

CCCAssess is the name of the common assessment that will be finally unveiled to several California Community Colleges (CCC) in fall 2017 for spring 2018 course planning. College of the Siskiyous will be an early adopter college and have the assessment hopefully within the next year (fall 2018). I had the unique and privileged opportunity to be a Bias Panel Reviewer for the English and Math tests for CCCAssess. The reviewers’ goals were to ensure that the general information and test questions were inclusive and free from unintentional bias towards any group of students (gender, race, culture, religion, ability, etc.).

While we wait for CCCAssess to debut here at College of the Siskiyous, in Counseling and Support Services we are continuing to use Multiple Measures, and are looking to possibly acquire Accuplacer (another approved standardized test) to use to help us guide students in their English placements.

Another bonus with CCCAssess is that assessment results can be shared across all 113 California Community Colleges. If a student takes the test at Siskiyous, and later decides to transfer to another CCC, those scores are useable there. Cut scores for individual colleges are decisions made locally, so a score that may place a student into Introduction to College Reading and Writing at one college may place them in College Composition at another college. We will keep you in the loop as we learn more information!



# CREDIT AND NON-CREDIT COURSES & OTHER CURRICULUM MATTERS

As mentioned at our last meeting the Adult Education Pathways and the development of courses both credit and non-credit that work into stackable certificates in many career and educational pathways is now currently underway. Several of those courses have made their way to the Curriculum Committee. As a member of that Curriculum Committee, I have seen several non-credit and credit courses that will be of interest to the community and our students in the area of health & wellness, science, math, disabilities, finances, and art to name a few. The courses take some time going through the development process and the college is hoping to offer some of those courses this fall. More courses will be developed in those and other areas in the next year. I am excited about the intent to have a robust non-credit program.

Additionally in 2017-2018 (next academic year!), College of the Siskiyous has been approved by the Chancellor's Office to move to a compressed calendar. This calendar shortens the amount of weeks within a semester, yet lengthens the class times to ensure students are getting all the contact time they are required to have. See the Academic calendar on the COS website [www.siskiyous.edu](http://www.siskiyous.edu).

## SISKIYOU PROMISE UPDATE

The first year of Siskiyou Promise is drawing to a close. The great news is not only is Siskiyou Promise available for qualified Siskiyou County graduates (Class of 2017) for the 2017-2018 academic year, the COS Foundation who is underwriting this beneficial program, the first year's class is eligible to get another year of help. They are being contacted and given guidelines to maintain eligibility for the 2017-2018 academic year, which includes a comprehensive education plan. A special thanks to the COS Foundation, its donors, Director Dawnie Slabaugh, and the great staff in Student Services (Admissions & Records, Counseling, Equity, & Financial Aid) for helping make this happen.

## BOOK REVIEW

### Mindset: A New Psychology of Success

by Carol Dweck, PhD

As many of you in education are, I am a lifelong learner, someone who pursues knowledge on an ongoing basis, just to learn. To that end, I am often taking classes and reading books to learn interesting things. One such thing is Dr. Carol Dweck's book and concept of Mindset. Mindset is based out of positive psychology and has so many applications to how we think and behave and can impact multiple areas of being. I have included a short book review and some web links for you in this newsletter, should you wish to pursue further your knowledge about how you can incorporate Mindset into any area of your life, personal and professional.

Dr. Dweck, a psychologist /researcher, at the behest of her graduate students, wrote *Mindset* to help other educators promote student learning. *Mindset* is based off of years of research by professionals in the field of learning as well as Dr. Dweck's own research. *Mindset* covers understanding the Fixed and Growth Mindsets that can hinder or promote learning and success. The book strives to help the reader understand and identify mindsets in education, sports, business, and relationships. It also covers the origins and how to change them.

Mindset changes the way the reader thinks about praise, their own internal monologue, learning and success. It

first introduces the concept of the Fixed and Growth Mindsets by giving information about brain research and social research. It defines and illustrates how a fixed mindset is focused on thinking your ability is fixed in stone and that you need to continually prove over and over “how smart you are”, or “how talented you are”. A fixed mindset views challenges and mistakes as things to be avoided in fear that they will show that you are truly not smart and that you lack ability. Ability in the fixed mindset is seen as limited to what you were born with. Either you are smart or you are not.

Alternatively, a growth mindset views challenges and mistakes as things to demonstrate that learning can and is happening. A growth mindset is focused on the effort and process of what is being put in to make “your brain grow”. It is the belief that your ability is a base to begin with and that you learn by effort, making mistakes and taking on challenges. Ability is not viewed as limited to whatever you were born with. Ability in the growth mindset is viewed as a beginning that can be developed and grown through experiences and challenges.

What I loved about this book was its simplicity in concepts but its “meatiness” in research and application. Dr. Dweck uses the research and her own experiences to demonstrate the concepts of fixed and growth mindsets in the areas of education, business, sports, and relationships. She uses examples of coaches, teachers, parents, students, and herself to illustrate what fixed and growth mindsets look and sound like. The language of a fixed or growth mindset is very important. It gives an easy practical way to help identify when a fixed or growth mindset is happening. I would highly recommend this book, however, not everyone loves to read books like I do, so I have attached links to some web sites and You Tube videos that give you visuals and more information about the concept of mindset. They might just inspire you to read the book too! :-)

***Watch or read and discover the power of “Yet”.***

Resources:

[The Power of Belief-Mindset & Success](#), TED talk by Eduardo Briceno (10:52)

[The Power of Believing that You Can Improve](#), TEDtalk by Carol Dweck (10:25)

[You Can Learn Anything](#), Khan Academy (1:30)

[How to Grow Your Brain](#), Khan Academy (4:10)

## SOAR: Siskiyou Orientation, Advising, & Registration

Remember SOARS are getting ready to gear up! For your HS Seniors, get them in as soon as possible so they can benefit from an open class selection and Reg365 (being able to register for summer, fall and spring classes, ALL at ONCE!) Open registration for K-12 students will begin May 8th! Make sure the K-12 registration paperwork is completed by parents, school official and the student.

# VETERANS!

COS is dedicated to assist Veteran students and their families with their educational and VA related needs. Certifying Officials act as the link between students and the Department of Veterans Affairs. We understand that the transition from military to college life can be difficult and are committed to providing the best possible care in appreciation for your sacrifice and service.

## **COS provides the following services:**

Information regarding VA education benefits

Assistance with the ARC application and registration process

Assistance with VA applications and forms

VA Certifying Officials to initiate and process VA education benefits

Evaluation of educational progress as applied towards a degree or certificate program

Evaluation of DD form 214s for college credit

Priority registration to qualified Veterans who provide a DD form 214 or military ID

VetSuccess Counselor, Denis Hagarty

Appointments with DSPP counselor

Local VA representatives

Assistance identifying community resources for Veterans/dependents

College of the Siskiyous adheres to Executive Order 13607- *Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses and Other Family Member.*

## **For more information, please visit:**

<https://obamawhitehouse.archives.gov/the-press-office/2012/04/27/executive-order-establishing-principles-excellence-educational-instituti>



## WHAT'S NEW IN ALTERNATIVE MEDIA?

Here in our DSPTS office at College of the Siskiyous we are always looking for new ways to help students develop study skills using new ideas and technology.

Recently we purchased a notetaking software program called "Sonocent" which makes notetaking and studying an all in one tool towards success.

Here's how it works: The student uses any type of recording device to record the classroom lecture. "Sonocent" creates bars of the recording that can be categorized by importance just like a highlighter would highlight key points.

As the student listens to their recording they can pick out main ideas and summarize the lecture creating a more meaningful overview. They can add type written, or voice recorded notes throughout the document and print a text version of it for further use.

Go to [www.sonocent.com](http://www.sonocent.com) to get further information and a free trial download.

## WHAT IS SSS? STUDENT SUPPORT SERVICES!

SSS is a program funded by the Department of Education. We are funded to serve 180 economically and educationally disadvantage students. The College of the Siskiyous' SSS Program is designed to ensure a students' academic success and successful transfer to a four-year college or university. In order to increase the retention, graduation and transfer of our students, we offer the following services:

- Individualized academic, transfer and career counseling/advising
- Personal counseling
- Field trips to four-year college campuses
- Financial aid/financial literacy counseling and advising
- Four-year college and scholarship application assistance
- Cultural activities

We are located on the Weed Campus in the same building as the Campus Gift and Book Shop (Physical Science Building) in Room 1 (PS1)! Our application is available on the COS website [www.siskiyous.edu/sss](http://www.siskiyous.edu/sss) . We can also be reached by calling (530) 938-5516.