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Christopher Villa  V.P. Student Services  x7766
Dr. Larry Resendez, Psy. D.  Dean of Student Services  x7733
Robert Schwartz, LCSW  DSP&S Counselor  x7620
Adam Serda, MS-RC  DSP&S Counselor  x7734
Adrian Gonzalez  Assistive Technology  x3313
Marian Murray  Special Services Assistant  x7732

For all DSP&S Instructors, call DSP&S Director, x7732
Interpreter Services (TDD) x7861 or x7732 via Cal Relay
Proctoring or Test Taking Appointments, x7732

DSP&S  (818) 364-7732
For TDD use only  (818) 364-7861
FAX  (818) 333-3318
College Sheriff  (818) 364-7843
College Compliance Officer  (818) 364-7772

DSP&S Office Hours  Monday  8am-5pm
(subject to change per semester)  Tue-Wed  8am-7pm
  Thursday  8am-5pm
  Friday  8am-12pm

In emergency, you may DIAL *80 on any campus pay phone to reach the College Sheriff’s Office located near between the parking structure and the Instructional Building. A TDD is available in the DSP&S. To leave messages for instructors, call the campus voice mail numbers. Instructor campus telephoned and office hours are listed in your course syllabus. Or to obtain instructor campus phone/voice mail numbers, call Office of Academic Affairs, (818) 364-7623.

Los Angeles Mission College
Disabled Student Programs and Services
13356 Eldridge Avenue
Sylmar, CA 91342-3245
Internet: www.lamission.edu/dsp
(818) 364-7732
DSP&S Mission

Our mission is your success. Disabled Students Programs and Services (DSP&S) supports the participation of students with disabilities in educational programs and activities consistent with the mission of the California Community College, federal and state laws, and LACCD policies. DSPS instruction, services, and accommodations function to provide students with disabilities equal opportunities for successful completion of their educational goals. DSPS promotes the maximum independence and integration of students.

There are numerous kinds of disabilities, and they affect students in many different ways. Determining what are considered reasonable and appropriate accommodations will be based on the individual assessment of each student’s needs. LAMC faculty have the resources of the Disabled Student Program and Services (DSP&S) to help facilitate the accommodations a student will request. If is to the faculties benefit (procedurally, legally, etc) to work in conjunction with the DSP&S department.

ACCESSIBILITY: LEGAL FOUNDATION AND REQUIREMENTS

The Americans with Disabilities Act of 1990 (ADA) extended universal civil rights protection to individuals with disabilities for the first time. It instituted a wide range of anti-discrimination protections in both the public and private sectors for individuals with disabilities. Title 5 (Sections 56000-56076) mandates the establishment and funding of DSPS in each of the California Community Colleges and provides guidelines for providing instruction, services, and accommodations to students with disabilities. DSP&S services are required by Title 5 in order to provide students with disabilities equal opportunities for successful completion of their educational goals.

Section 504 of the Rehabilitation Act of 1973 was an early effort by the United States government to provide protections against discrimination for individuals with disabilities. It prohibits discrimination “solely by reason of handicap” against any “otherwise qualified individual” in any educational program or activity receiving federal funding assistance. Section 508 of the act (1998 revision) requires that all instructional material, including electronic information, be made accessible to individuals with disabilities.

LACCD Administrative Regulation E-100 requires compliance with federal and state accessibility laws and provides standardized district procedures for determining student eligibility, for responding to student request for disability-related accommodations, for providing academic accommodations, and for resolving disputes and/or complaints against accommodations.

WHAT IS REQUIRED AND WHAT IS NOT REQUIRED?

**Required**

- The law does require the provision of equal access to instructional programs, activities, and college facilities.
- The law **does** require that students be evaluated on ability, not on disability.
- The law **does** require accommodations for students with disability-based, educational limitations.
- The law **does** require equal access to educational materials, including printed and electronic information.
- The law **does** require that classroom DVD/videos contain Closed Captioning

**Not Required**

- The law **does not** require the instructor to change standards or grading policies because of a students’ disability.
- The law **does not** require allowing the student to cheat.
- The law **does not** require the provision of accommodations to a student who has not provided documentation of eligibility to the college, either through DSP&S or through the Student Services VP.
- The law **does not** require provision of personal devices such as wheelchairs, hearing aids or glasses.
- The law **does not** require provision of personal services such as assistance with eating, dressing, or mobility.
- The law **does not** require the provision of accommodations that would fundamentally alter the nature of a course or program.
- The law **does not** require the provision of accommodations that would lower or substantially modify academic or program standards.

**EQUAL ACCESS TO INSTRUCTIONAL MATERIAL IS REQUIRED**

Printed information must be made accessible to individuals with disabilities. Therefore, alternative media formats such as large print, Braille, Books on Tape, and electronic text are provided by DSP&S to eligible students upon request.

**California Assembly Bill 422 (AB422)** made publishers responsible for providing electronic (E-text) versions of textbooks. Partially sighted individuals can use E-text by taking advantage of the built-in options within the standard software applications or through the use of specialized screen magnification software. E-text can also be used with screen reading software to output the text to a speech synthesizer of refreshable Brail display. The main advantage of E-test is that it can be easily stored, can be searched and indexed, and can be converted to large print or hardcopy Brail through use of a translation program.

**Electronic information must be made accessible to individuals with disabilities.** The State Chancellor’s Office requires that existing electronic instruction materials and software be reviewed for accessibility and when necessary, replaced or modified regularly during each accreditation review process, if not sooner. Currently LAMC Administrative Services and IT review all new media, software, or equipment purchase request to ensure accessibility standards are met prior to purchases. The LAMC Website is periodically evaluated for 508 standards compliance. A plan is underway, included in
the College Technology Master Plan, for modifications to pictures, menu bars, hyperlinks, icons, and other graphic symbols, and navigational elements to meet accessibility standards.

**INSTRUCTOR ROLE IN INSTRUCTIONAL MATERIALS ACCESSIBILITY PROCESS**

Because alternative media formats such as E-text, Books-on-Tape, and Braille textbooks take as much as six weeks or more to obtain or produce it is important that:

- Instructors make textbook selection as far in advance of the semester as possible and avoid changing selections. In order to provide to provide adequate time for alternative media information production, instructors are asked to make book selections by the middle of the semester, at the very latest, if not sooner, for the next semester’s courses.

- Instructors provide syllabi, handouts and other material to DSP&S and/or students as far in advance as possible and utilize E-text when available. To allow adequate time for alternative media information production, instructors are encouraged to make course syllabi handouts, and other course material available by the middle of the semester, at the latest for the next semester’s courses. Course material received after that time are produced in alternative media as quickly as possible, but may not be available for the beginning of the semester, thus putting the student with the disability a disadvantage.

- Instructors evaluate, with DSP&S help, electronic instructional materials and websites to determine if 508 accessibility standards are met. Consult with the LAMC District Educational Coordinator or DSP&S Assistive Technologist for assistance to obtain license for free evaluation, fixing software, and AccVerify.

It is the instructors’ responsibility to be sure all instructional materials are accessible as needed. Consult the DSP&S Assistive Technologist, Adrian Gonzalez (x3313), for information and assistance, if needed.

**CLOSED CAPTIONING OF DVDS/VIDEOS IS REQUIRED**

Access to classroom DVDs/videos, distance education and/or website instructional materials utilizing sound modalities are required in the form of closed-captioning. Videotapes as well as television broadcast are “closed-captioned” for deaf and hard of hearing viewers so they can understand what is being said on the screen. Closed-captioning is text provided at the lower perimeter of the screen on DVDs and videotapes.

Instructional Media Services (IMS) has television monitors (manufactured after July 1993) with built in decoders that can be activated by he remote control. A closed-captioning decoder, available from IMS or DSP&S, is needed for use with the older televisions. The decoder will not provide closed-captioning if the media itself does not already contain it.
Some instructors in the past have insisted on using sign language interpreters to translate videos/DVDs in the classroom. This does not provide access to the video/DVD because the student has to look away from the screen to see the hands of the interpreter to understand what is being said.

Instructors can ensure that a deaf or hard of hearing student has access to videotaped/recorded materials in class by taking the following step:

- All videos/DVDs used in your classroom, as well as any new videos purchased for classroom use must contain closed-captioned.

- Inquire whether your videos are captioned by contacting IMS, DSP&S, or by looking at the video/DVD container, which usually includes a statement about captioning or carries the initials “CC” or a Q-like symbol.

- If videos/DVDs are not closed-captioned, notify DSP&S so that a duplicate version of the tape/recording can be scheduled for closed-captioning, or so a replacement version of the video/DVD can be purchased. Instructors should allow 4-6 weeks for closed-captioning or purchase of replacement tapes/DVD.

LAMC currently uses a state funded resource form College of the Canyons to cover the cost of having a video/DVD closed-captioned. Educational films shown in a classroom may be eligible for the Distance Education Captioning and Transcription grant (DECT).

The following are a list of qualifying criteria:
- Online classes
- You Tube
- Hybrid classes (some instructional hours offered at a distance)
- On-campus classes utilizing distance methods of content delivery as they evolve (e.g. class capture, web, conferencing, vodcasting, podcasting, content posted within a Learning Management System)
- Digital Learning object repositories used to collect and make available digitized content: the content should be used by on-campus, hybrid, online, and other delivery methods.

If your classroom material qualifies for the grant, please contact Adrian Gonzalez (x3313) to assist you with submitting your media or you may submit your request to closedcaptioningrequest@lamicision.edu. Media submitted can take up to 30 days for captioning.

**WHAT ABOUT CONFIDENTIALITY?**

Is the information regarding a student’s disability and his/her need for academic accommodations confidential?
Under the laws affecting higher education, students have the right to confidentiality. If you receive an Accommodation Letter (page 38) that states a student has a verified disability and is eligible for accommodation, or if the student shares the information with you verbally or in writing, the information must be kept confidential. Instructors and staff must maintain confidentiality about the identity of the student with a disability, the nature of the disability, and the disability-related accommodations he/she requires.

Disclosure of disability status in front of classmates by the instructor is often the worst fear of a student with a disability. If that information is revealed to classmates or others without the student’s permission, it is a violation of the trust that the student has in the instructor and the college. It is also against the law.

Some disabilities are obvious, but there are other disabilities that are not so apparent. The fact that a student has a disability is usually revealed to you only so that the proper accommodations can be provided. Even so, announcing in class that an identified student needs a note-taker or discussing a student’s disability in class in the presence of other students are actions that violate the student’s rights to confidentiality.

For suggestions on how to request note-taking volunteer assistance in class please see appendices for the memo to instructor on “Note-taking Assistance” from DSP&S.

DSP&S SERVICES

DSP&S provides services to a diverse population of students with a wide range of abilities and disabilities. Instruction, support services and accommodations for eligible, registered students with verified disability-based educational limitations may include:

- Specialized, academic, personal, and vocational counseling
- College Student Educational Program (SEP) planning
- Priority registration and enrollment assistance
- Orientation to campus
- Tutoring referrals
- Sign language interpreters
- Note-taking assistance
- Test-taking accommodations
- Adaptive Physical Education courses
- Counseling and Learning Skills courses
- Assessment for learning disabilities
- Referrals to on-campus and off-campus resources
- Liaison with faculty and campus departments
- Liaison with Department of Rehabilitation and other community agencies
- Access to instructional materials in alternate media, such as Braille, large print, electronic text (e-text), tactile graphics, and audio tape
- Access to electronic information and assistive technology
WHO IS ELIGIBLE FOR DSP&S SERVICES AND/OR ACCOMMODATIONS?

To be eligible for instruction, support services and/or accommodations from DSP&S, a student with a physical, medical, and/or psychological disability, otherwise eligible for entrance into the college, must first provide verification of disability from an appropriate licensed professional and/or physician. The educational limitations of the student that necessitate specific services, special instructional programs, and/or academic accommodations must be directly related to the disabling condition. DSP&S staff work closely with each student to verify disability and identify her/his educational limitations.

At LAMC, DSP&S is the program designated to evaluate disability documentation. If a student gives you documentation directly identifying a disability, you can ask the student to go to DSP&S to meet with a counselor, or submit the documentation to the Vice President of Student Services or the campus Americans with Disabilities Act (ADA) Compliance Officer. Instructions are not expected to evaluate disability documentation. If a student says, “I have a disability and I need additional time for tests,” you can ask the student if he or she has gone through DSP&S or has otherwise provided the college with disability documentation. By law you are not required, nor advised, to provide accommodations unless the student has submitted the necessary documentation to the college and shows you proof of having done so. Almost all students go through DSP&S to provide this documentation, although occasionally a student may choose to provide documentation to the ADA Compliance Office or the Vice President of Student Services.

DETERING REASONABLE ACCOMMODATIONS

After a thorough review of disability verification information submitted by the student and through consultation with the student, DSP&S professional staff recommend and describe services and academic accommodations appropriate for the individual student’s disability-based, educational limitations. Student input is encouraged in each step of the process, as the student is usually very knowledgeable about which accommodation modality work most effectively for him/her.

If the instructor is needed in accommodating the student within the classroom, DSP&S will identify the accommodation needed from the instructor. However, the specific disability of the student is not identified because that information is confidential unless the disability is apparent (e.g. a student with a mobility impairment uses a wheelchair or a deaf student uses a sign language interpreter) or the student chooses to share that information with the instructor.

WHAT ARE ACADEMIC ACCOMMODATIONS?

Accommodations make courses accessible to students with disabilities. Students with disabilities must be provided equal opportunities to both acquire information and be evaluated in a way that allows them to fully demonstrate knowledge of the subject. Academic accommodations should not be used to lower academic standards. They are,
rather, modifications to a classroom environment or task necessary to provide equal opportunity to eligible students with disabilities. Accommodations are designed to assist students in overcoming functional limitations resulting from their disability. Students with disabilities are still responsible for meeting course and conduct requirements.

Accommodations are determined for each student on an individual basis. Not all blind students read Braille. Not all who are deaf or hard-of-hearing know American Sign Language (ASL). Accommodations are based on an appraisal of the impact of the individual’s disability in the specific academic environment. There are no automatic accommodations for any given student or disability. Even students with the same disability may require slightly different accommodations.

The following are some examples of academic accommodations:

- Alternative formatted lecture notes, handouts, and text, such as Braille, E-text, or audiotapes.
- Verbal descriptions of visual aids
- Raised-line drawings and tactile models of graphic materials
- Computer with optical character reader, voice output, Braille screen display and Braille embossed output
- Readers and scribes for exams
- Preferential seating in the classroom
- Large print handouts, lab signs, and equipment labels
- TV monitor connected to microscope to enlarge images
- Computer equipped to enlarge screen characters and images
- Interpreter, F system, microphone
- Closed-captioned films
- Note-taking assistants and/or audio-taped class session
- Extended exam time, alternative testing arrangements
- Visual, oral, and tactile instructional demonstrations
- Computer with voice output, spellchecker, and grammar checker
- Classrooms, labs, and field trips in accessible locations
- Adjustable tables and lab equipment located within reach
- Standard tables and cushioned chairs
- Class assignments made available in electronic format
- Computer equipment with special input devices (e.g. voice input, alternative keyboard)
- Assignments made available in electronic format; use of email to facilitate communication

ROLE OF INSTRUCTOR IN THE ACCOMMODATION PROCESS

It is the responsibility of faculty, with the assistance of DSP&S staff, to allow the student to utilize academic accommodation and support services recommended by DSP&S. Although students are often able to articulate their own needs and are encouraged to talk
with you directly. DSP&S will send an Accommodation Letter as confirmation of the DSP&S recommended accommodations, especially when requested by students or faculty. If you have not received the DSP&S letter and wish to have it, please tell the student to contact his/her DSP&S counselor and have the letter delivered to you.

Note: Disallowing an accommodation or telling the student, “You don’t need this,” or “I don’t believe in learning disabilities,” puts the college out of compliance with the law and the college at risk of legal action. For information regarding accommodations dispute resolution procedures, see “What if an Instructor Refuses to Provide a DSP&S Recommended Accommodation (page 18),” in the appendices.

Once an accommodation plan has been selected and implemented. It is up to the instructor and the student (with DSP&S input, when needed) to evaluate the effectiveness of the accommodation. Does the accommodation help the student’s ability to learn? Does the accommodation enhance (or at least, not distract from) the learning, health, or safety of other students? If so, then a successful accommodation has been achieved. Once a successful accommodation had been achieved, the instructor should hold the student with a disability to the same performance standards as other students.

DSP&S counselor are here to discuss situations with you as they arise. Although accommodations must be provided if needed to compensate for a disability, the delivery of accommodations often involves a creative process. We invite you to collaborate with us so that all students in your class have equal access to your instruction. Occasionally, due to the severity of a student’s disability or because of the specific nature of course content or requirements, a “non-routine” accommodation is provided. The development of an effective accommodation plan in these situations require a creative and interactive process among the student, the instructor, and the DSP&S counselor and/or disability specialist.

Instructors play a key role in the accommodation process. The involvement level of the faculty in the accommodation process varies depending upon factors such as the type of accommodation provided the setting for the accommodation, the student’s disability, and the instructor’s comfort level in working with the students with disability.

VARIOUS LEVELS OF INSTRUCTOR INVOLVEMENT IN THE ACCOMMODATION PROCESS

The following are examples of varying levels of instructor involvement in the accommodation process.

Accommodations requiring little or no involvement by the instructor

Tape Recorder
Tape record class lectures and discussion may be a necessary accommodation for some students. If DSP&S approves use of a tape recorder for a student, faculty must allow it. Tape recorders are specifically mentioned in Section 504 of the Rehabilitation Act as a
means of providing full participation in educational programs and activities. As a general rule, any classroom material on which a student typically would take notes may be recorded. Occasionally, classroom discussion reveals items of a personal nature about students. If open discussions tend to reveal personal information, it would be appropriate to ask the student with a disability to turn off the tape recorder during these discussions. The use of a tape recorder will be indicated on the Accommodation Letter and the student should provide a Tape Recording Agreement indicating the parameters for the use of the tape recorder.

Seating
A student with a physical disability who cannot use the standard classroom desk may need to use a chair designated for that individual. The instructor’s role may be simply to assist the student in reserving the chair for his/her use.

Accommodations requiring the instructor to be minimal involved

Note-taking Devices
A blind student may use a Braille note-taking device that stores information electronically. The instructor would need to remember to verbalize what he/she writes on the board or to describe verbally other items used in instruction.

Note-taking Assistance
Some students with disabilities are eligible for note-taking assistance. If so, DSP&S sends an Accommodation Letter requesting the instructor to ask if there is a student in the class who takes good notes and who would volunteer to share notes with a student with a disability. Inform the class that DSP&S will provide NCR or note-taking paper. Ask the volunteer to remain after class to discuss the arrangements. The instructor should not identify the student with a disability to the class. If the instructor cannot find a volunteer in the class to share notes, DSP&S should be contacted so that arrangements can be made for an alternative method of providing the accommodation, such as tape recording the class lectures.

Assistive Listening Devices
Some students with hearing impairments use assistive learning devices to amplify and transmit sound. Some of the LAMC instructional buildings have been equipped with technology for wireless microphone/receiver transmission, Sound Amplification Systems. The instructor may be asked to wear a transmitter or microphone which transmits sound directly to a receiver worn by the student. DSP&S will provide the microphone and receiver should a student be eligible for this accommodation. Faculty may also need to restate questions or comments that are made by other students so that this information is transmitted to the student with the hearing impairment.

Interpreting
Students who are deaf or hard-of-hearing may use sign language interpreters who translate the lecture and facilitate classroom participation and discussion. The instructor should speak directly to the person who is deaf or hard of hearing rather than to the
interpreter. For more guidelines on working with students who are deaf or hard-of-hearing, please refer to page 26 in this handbook.

**Real-time Captioning**

Students who are deaf or hard-of-hearing may require real-time captioning. The real-time "stenographer" transcribes the lecture, live, so that the student can access instruction and participate in classroom discussion.

**Extended Time on Tests**

When a recommended accommodation is additional time on test, instructors may choose to proctor the exam themselves in a distraction-reduced environment, or arrangements can be made to have DSP&S proctor the exams in a distraction-reduced site. Refer to "How Are Testing Services Provided at LAMC," on page 15 in this handbook for more information.

**Accommodations requiring more involvement by the instructor**

**Testing in Different Format of Alternative Methods of Recording Answers**

Permitting students to show their knowledge or mastery of the subject by using an alternative testing method may be a necessary accommodation, provided that the change in method doesn’t fundamentally alter the intent of the educational program. For example, permitting an oral exam in lieu of a written exam may be permissible unless the purpose of the exam is also to test the writing ability of the student. The goal is to ensure evaluation of the student’s achievement in the course, rather than measuring the student’s impaired sensory, manual, or speaking skills.

Some disabilities make it very difficult to accurately fill out a Scantron or other computer-scored answer sheet. On a multiple-choice exam an instructor may need to permit a student to circle his or her answer on the test document. The instructor may need to hand score the exam. Other examples include permitting a student to speak answers into a tape recorder or to type answers on a typewriter or computer.

**Providing Technical Vocabulary**

Technical vocabulary may be unfamiliar to deaf and to hard-of-hearing students and interpreters. Preparing a list of such terms will help students and interpreters. Sometimes it is necessary for interpreters to practice signing vocabulary words during the week before class in order to keep up with the lecture.

**RECOMMENDED COURSE SYLLAUS STATEMENTS**

Including a short statement on the course syllabus advising students of the process to request accommodations from the instructor is generally helpful to students and faculty so that everyone knows the process. The inclusion of this statement and reading it out loud provides an invitation to students who have disabilities to interact with the faculty. If
normalizes the accommodation process by treating it as part of the course. This process opens the lines of communication between student and instructor, thus making the student feel more comfortable approaching faculty to disclose their disability and need for accommodation. It reminds students that it is their responsibility to request accommodations and follow the DSP&S procedures. It is also standard to include on all college documents a statement that the document is available in alternative format (i.e. large print, Braille, E-text). DSP&S suggest you read and include the following statement in your syllabus and publications:

“LAMC students with verified disabilities who are requesting academic accommodations should use the following procedure:”

- **Step 1:** Obtain documentation of your disability from a licensed professional. You may contact DSP&S to request a Disability Verification Form.
- **Step 2:** Make an appointment to meet with a DSP&S counselor or specialist to review your documentation and discuss reasonable accommodations. To schedule a meeting, please call DSP&S at (818) 368-7732.
- **Step 3:** Bring your disability documentation to your DSP&S appointment. The DSP&S office is located in room 1018 of the Instructional Building.
- **Step 4:** Each semester, obtain an Accommodation Letter from the DSP&S to present to your instructor.

Please complete this process in a timely manner to allow adequate time for accommodations in the classroom.

**REFERRING STUDENTS TO DSP&S**

If you have a student in your class who you think might benefit from a DSP&S referral, it is usually not a good idea to ask the student directly about the possibility of a disability. A direct inquiry could be considered intrusive or insensitive. You may simply tell the student that you notice he/she is having academic difficulty and encourage him/her to come back and talk to you before or after class or during your office hours about gaining assistance, just as you would with any other student.

When meeting with the student you could say, “I noticed that you seemed to have difficulty organizing your paper (or other difficulties as the case may be). You might consider using some of the special support services we have on campus that can give you help, such as specialized tutoring, and other specialized instructional help. If so, with your permission I could have a campus staff member call you with details.” If the student answers with affirmatively, then one of our staff could call the student, either with a number the student leaves with the instructor, or with the phone number associated with the student’s ID number. The staff member would emphasize the broad services offered at the college, arrange an appointment, and take it from there.
HOW INTERPRETER SERVICES ARE PROVIDED AT LAMC

Interpreter services are provided for students with hearing impairments who need them. The interpreter(s) will come to the front of the class the first day of the semester and introduce him/herself to you. The hearing impaired student will sit in the front row of the class and the interpreter will usually sit in front of him/her and interpret what is being said in the class. A chair should be provided for the interpreter. Proper disability etiquette is for the instructor to talk directly to the student and not to the interpreter. Any class assignments, test, or projects that have a multimedia component need to be closed-captioned.

It is difficult for the student to see the interpreter’s hands in the dark. Therefore, it you plan to use media or materials in the class that need special lighting, be sure to inform the interpreter beforehand so that necessary lighting can be provided.

Any videos/DVDs and Powerpoint with multimedia utilized in a class which includes a deaf or hard-of-hearing student must include a closed captioned format. DSP&S will contact you ahead of time if a deaf or hard-of-hearing student will be attending your class to confirm that any videos/DVDs to be shown have closed-captioned format, or if not, to arrange to have the videos/DVDs closed-captioned or replaced by updated versions that contain closed-captioning. Closed-captioning services can take 30 days or more, so the sooner these needed services are put in motion, the better. Please note, interpreters should not translate videos/DVDs into sign language for the deaf student because the student has to look at the screen.

Students are expected to be in class on time. Interpreters have been instructed to wait for the student outside the classroom 20 minutes before the start of the class. Two “no shows” (absences without prior notification of DSP&S) may result in a suspension of interpreter services for the student in the class. Students utilizing interpreters should be held to the same standards as other students in terms of the number of classes they are allowed to miss before they are excluded. It is also the student’s responsibility to notify DSP&S if the interpreter is late or does not show up for class. If an interpreter is absent, a substitute interpreter will be provided, if available. If not, the student has been counseled to carry a tape recorder to class and tape the lecture. The taped lecture can be interpreted for the student at a later time when the interpreter is available. Students with hearing impairments are, like all other DSP&S students to provide an Accommodation Letter for all accommodations they may be requesting. It is the student’s responsibility to request interpreter services for outside class activities, such as field trips or meetings with instructors. At least five business days notice to DSP&S is required to request interpreters.

Instructors should not suggest or make changes to an interpreters approved schedule. Please contact DSP&S regarding any changes.
HOW ARE TESTING ACCOMMODATIONS PROVIDED AT LAMC?

Instructor-Provided or DSP&S Provided Testing Accommodations?

Some instructors prefer to provide test-taking accommodations themselves, such as extended time on tests in a distraction-reduced environment. Although it is the instructor’s right to provide the requested test-taking accommodation, the instructor must provide it in a setting that is conducive to concentration. If a student is provided with a setting that is not conducive to test-taking, such as a noisy office, a busy hallway, or any other setting with inappropriate distractions, the student has the right to (and has been advised by DSP&S) to politely inform the instructor that a proper testing environment is required. Also, the instructor must provide the amount of extended time and other testing accommodations recommended by DSP&S. If the student is not provided with an appropriate testing environment or allotted the specific amount of extra time the student has the right to refuse to take the test under those conditions.

DSP&S Provided Testing Accommodations

DSP&S, if requested to do so in a timely manner will provide test-taking accommodations for eligible students. Asking for testing accommodations the day before the exam from the instructor or the DSP&S department is not considered timely. Because DSP&S has limited space and staffing, adequate time must be given to arrange for appropriate proctoring, and to confirm the availability of the testing center. This may include converting the test into an alternative format such as text or Braille text.

The student is required to contact the DSP&S office a minimum of three days before a test for test-taking services. Students requiring a sign language interpreter are asked to notify DSP&S two weeks prior to a test. Students will be given an Accommodation Letter to take to you indicating the amount of extended time they have been approved for based on their disability. The letter will also indicate any other conditions to be consider during the testing process based on their disability. If the student is requesting an accommodation that is not in the letter, it is not an approved accommodation. If the student or instructor has any question about what is in the letter or what the student is requesting, they should contact the DSP&S department. The letter is the first step for setting up testing accommodations with the instructor. The second step is for the instructor to contact the DSP&S department to confirm and indicate the conditions allowed for the test. This is done by the instructor clicking on the “Test Proctoring” button located by the students name on their electronic roster. Clicking on the button will generate a form for the instructor to complete and email to the department. The form will allow the instructor to provide information needed for the DSP&S to administer the test. The test proctoring request is not complete until this is done. This electronic request and verification process provides a secure setting for the information exchange between the instructor and the DSP&S department and the delivery and return of the exam.

To view an online PowerPoint test proctoring tutorial, go to the DSP&S webpage and select the link, “Online Test Proctoring Request.”
DSP&S maintains strict test security standards.

Students taking exams under DSP&S supervision are expected to act in accordance with the College Code of Academic Integrity and the LAMC Standards of Student Conduct. In cases where conduct appears to be in violation, students will be referred to the instructor. DSP&S will report any and incidents in which academic integrity may have been compromised to the instructor for resolution.

DSP&S HIGH TECH LAB, CAMPUS LABS, LIBRARY: ACCESSIBILITY & ASSISTIVE TECHNOLOGY

The DSP&S High Tech Lab, located in the DSP&S office, is where assistive technology and alternative format request are processed. Located in the lab are scanners, Braille printers, closed-captioned workstations, and assistive software such as Jaws, Dragon Dictate, ZoomText, Kurzweil 3000, Microsoft Reader, and Test Aloud. Assistive devices such as natural keyboards, joysticks, head mice, Braille keys, audio amplifier stethoscope and Daisy Readers are available for use to eligible students.

Accessibility to college electronic educational materials and technology is required. The library and the computer labs on campus have assistive hardware and assistive software installed for the use of eligible students with disabilities. Limited access, in some cases, prevent software from being distributed to all labs/stations at all times. If a student needs assistive technology that does not seem to be available, the student and/or the instructor or instructional aid should contact DSP&S to request and arrange for appropriate accommodations.

COMMUNICATING EFFECTIVELY WITH STUDENTS WITH DISABILITIES

Although there have been many positive changes over the past 30 years, some of the most difficult barriers people with disabilities face are the negative attitudes and perceptions of other people. Persons with disabilities still experience prejudice, patronizing attitudes, presumption about what they can and cannot accomplish, and biases based on their disability rather than their abilities. Sometimes those individuals reflect unconscious misconceptions on the part of otherwise well-meaning people.

If as an instructor you have had limited experience with persons with disabilities, you may feel awkward or hesitant, not knowing how to communicate comfortably. Or you may be fearful that you won’t have the tools or techniques to teach that student. In the spirit of increasing awareness the following suggestions to assist in the process of acknowledging and respecting the human dignity of students with disabilities through positive language usage and actions are offered.

**Positive Language**

Positive language empowers. When writing or speaking about people with disabilities, put the person first. Group designations such as “the blind,” “the deaf” or “the disabled”
are inappropriate because they do not reflect the individual, equality, or dignity of people with disabilities.

The following are examples of positive and negative phrases. Note that positive phrases put the person first.

<table>
<thead>
<tr>
<th>Words with Dignity</th>
<th>Words to Avoid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person with a disability</td>
<td>Handicapped/Crippled/The Disabled; physically/mentally challenged</td>
</tr>
<tr>
<td>Person who has Multiple Sclerosis or Cerebral Palsy</td>
<td>Affected by MS, victim of CP</td>
</tr>
<tr>
<td>Person with Epilepsy or seizure disorder</td>
<td>An Epileptic</td>
</tr>
<tr>
<td>Seizures</td>
<td>Epileptic fits</td>
</tr>
<tr>
<td>Person who uses a wheelchair</td>
<td>Restricted/confined to a wheelchair; wheelchair bound (The chair enables mobility. Without the chair the person may be confined to a bed.)</td>
</tr>
<tr>
<td>Person who is blind</td>
<td>The blind</td>
</tr>
<tr>
<td>Person who is deaf or hard-of-hearing</td>
<td>Suffers a hearing loss, the deaf</td>
</tr>
<tr>
<td>Person who is unable to speak or uses synthetic speech</td>
<td>Dumb, mute. Inability to speak does not indicate lowered intelligence.</td>
</tr>
<tr>
<td>Person with psychological disability</td>
<td>Crazy, insane, nuts, wako</td>
</tr>
<tr>
<td>Successful, productive</td>
<td>Has overcome his/her disability</td>
</tr>
<tr>
<td>Says he/she has a disability</td>
<td>Admits he/she has a disability</td>
</tr>
<tr>
<td>Person without a disability or non-disabled</td>
<td>Normal (Referring to non-disabled persons as “normal” implies that people with disabilities are abnormal.)</td>
</tr>
<tr>
<td>Person with developmental delay</td>
<td>Slow, retarded</td>
</tr>
</tbody>
</table>

**Positive Actions**

Outlined below are “Ten Commandments of Etiquette for Communicating with People with Disabilities.”

1. When talking with a person with a disability, speak directly to that person rather than through a companion or sign language interpreter.

2. When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use or who wear an artificial limb can usually shake hands. (Shaking hands with the left hand is an acceptable greeting.)

3. When meeting a person who is visually impaired, always identify yourself and others who may be with you. When conversing in a group, remember to identify the person whom you are speaking.

4. If you offer assistance, wait until the offer is accepted. Then listen to or ask for instruction.
5. Treat adults as adults. Address people who have disabilities by their first names only when extending the same familiarity to all others.

6. Leaning on or hanging on to a person’s wheelchair is similar to leaning or hanging on a person and is generally considered annoying. The wheelchair is part of the body space of the person who uses it. Never patronize people who use wheelchairs by patting them on the head or shoulder.

7. Listen attentively when you’re talking with a person who has difficulty speaking. Be patient and wait for the person to finish, rather than correcting or speaking for the person. If necessary, ask short questions that require short answers, a nod or shake of the head. Never pretend to understand if you are having difficulty doing so. Instead, repeat what you have understood and allow the person to respond. The response will cue you and guide your understanding.

8. When speaking with a person who uses a wheelchair or a person who uses crutches, place yourself at eye level in front of the person to facilitate the conversation.

9. To get the attention of a person who is deaf, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly, slowly, and expressively to determine if the person can read your lips. Not all people who are deaf can read lips. For those who do not lip read, place yourself so that you face the light source and keep hands, cigarettes and food away from your mouth when speaking.

10. Relax. It’s ok to use accepted common expressions, for example to invite a person in a wheelchair to “go for a walk” or to ask a blind person if he “sees what you mean.” Don’t be afraid to ask questions when you’re unsure of what to do.

ARE INSTRUCTORS EXPECTED TO ACCOMMODATE DISRUPTIVE BEHAVIOR?

All students, disabled or not, are expected to follow the LAMC Student Standard of Conduct regardless of whether they have a disability. Infractions of this code should be directed to the Vice President of Student Services. If the student has been identified as a student with a disability, this information should be provided to the Vice President to facilitate collaboration with DSP&S.

WHAT IF THE INSTRUCTOR REFUSES TO PROVIDE DSP&S RECOMMENDED ACCOMMODATIONS

If you are concerned that the recommendation is not appropriate for the particular class, please contact the signer of the form or Dr. Larry Resendez, Dean of Student Services.
The goal is to find a way to accommodate the student in a manner that does not fundamentally alter the essential performance standards of your class. If there is a disagreement between faculty and DSP&S regarding an accommodation, there is a process for pursing the matter. Note, however, that the DSP&S professional staff recommendations need to be followed until they are overturned or modified.

RESOLVING ACCOMMODATION DISPUTES

If a student who has been determined to be eligible for services believes that the college is not providing support services and/or academic accommodations, and the matter cannot be resolved informally, the student may file a complaint, which will be adjudicated by the LAMC Academic Accommodation Review Committee. At any time the student may file a complaint with the Federal Office of Civil Rights.

Informal Resolution

When a dispute arises over DSP&S recommended support services and/or academic accommodation, all parties are required to seek informal resolution, before proceeding formally. In an effort to resolve the matter informally, the student should schedule a meeting with the person(s) involved in the dispute, as well as the person's immediate supervisor, the corresponding Dean of Academic Affairs, and a DSP&S professional.

Formal Resolution

If the matter can not be resolved informally, the student may file a written request for a formal hearing of the college Academic Affairs Accommodation Review Committee, consisting of two faculty representatives, appointed by the Academic Senate, two members from administration, and the DSP&S Coordinator or designee, who will function in the hearing as a consultant and have no vote.

1. The college Section 504 Coordinator, or other designated college official with knowledge of support services and accommodations, may make an interim decision, if necessary regarding provision of support services or accommodations pending the final resolution of the dispute.

2. The Academic Accommodations Review Committee will meet within ten (10) working days of the request in accordance with the following procedures:
   a. The student and/or a representative shall present the written request to the DSP&S Coordinator and attend the meeting of the Academic Accommodations Review Committee. (The representative may not be an attorney.)
   b. The person denying the DSP&S recommended support services or accommodation and/or their department representative shall present written reasons why the DSP&S recommended support services or accommodations were not provided and shall attend the meeting of the Academic Accommodation Review Committee.
c. The committee will make a determination regarding the "reasonableness" of the support service(s), or accommodation(s), and recommend an equitable solution, if necessary.
d. The committee will deliberate outside the presence of the student and the person denying the support services or accommodation and their representatives.
e. During the formal hearing process, the committee chair shall coordinate the conduct of the hearing.
f. The hearing shall be closed and confidential.
g. The committee will, within five working days after the hearing, inform the student in writing of the committee’s decision.
h. Copies of the committee’s decision will be placed in the students file and sent to the Academic Affairs Vice President and Student Services Vice President, as well as to the individual, if appropriate, who denied the support service(s) or accommodation(s), y the Academic Accommodations Review Committee Chair.

**Appeal**

If the student is dissatisfied with the Academic Accommodations Review Committee’s decision, the student may appeal to the College President.

The student may also file a formal discrimination complaint (AB 803) with the College Complaint Officer, who will then follow the established steps outlined in the *District Policy and Procedures for Processing Complaints of Discrimination (AB 803: 1993; from LACCD Administrative Regulation E-100, page 6).*

Academic Accommodation Review Committee Formal Hearing Request forms are available in the DSP&S Office, Student Services Office, and from the College Compliance Office and/or College Ombudsperson.

**For full text see**

LACCD Admin. Regs E-100
on LACCD website.
APPENDICIES
STUDENT, INSTRUCTOR, DSP&S: RIGHTS AND RESPONSIBILITIES

Students with disabilities have the right:

- To participate voluntarily in DSP&S
- To participate in other educational courses, programs, or activities offered by the college
- To be evaluated based on ability, not disability
- To appeal a decision regarding accommodations through college process and/or make a formal complaint with the Federal Office of Civil Rights (OCR)

Students with disabilities have the responsibility:

- To provide professional documentation of disability and functional limitations to the college
- To request accommodations in a timely manner
- To follow college procedure for obtaining accommodations
- To work cooperatively with DSP&S to determine and implement accommodations
- To maintain the academic and conduct standards of the college

Instructors have the right:

- To set academic standards
- To evaluate the student based on the standards of the class and to grade accordingly
- To advise the student to contact DSP&S if the student request an accommodation and the instructor has not received written documentation from the student or notification from the DSP&S office.
- To require students to follow the conduct standards of the college

Instructors have the responsibility:

- To work with DSP&S to provide accommodations in a fair and timely way
- To provide handouts in a timely way for alternate media provision
- To select textbooks in a timely way so that E-text can be ordered from the publisher and/or other alternate formats can be produced by DSP&S
- 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
- To contact the DSP&S office if there is a disagreement about the accommodations
- To work with DSP&S to ensure that instructional web pages are accessible to students who use assistive technology
- To work with DSP&S to ensure that all instructional videos/DVDs are closed-captioned
DSP&S has the right:

- To request and receive current documentation that supports the need for accommodations
- To deny a request for accommodations if the documentation demonstrates that the request is not warranted or if the individual fails to provide appropriate documentation.
- To suspend services if a student persistently violates DSP&S policies and procedures regarding academic accommodations.

DSP&S has the responsibility:

- To verify the student’s disabilities and authorize accommodations based on educational limitations caused by the disability
- To assist faculty in providing or arranging accommodations and/or auxiliary aids
- To hold students information confidential except where permitted or required by law
- To communicate to students, faculty, and staff the process to request accommodations

SPECIFIC DISABILITIES/SPECIFIC CONSIDERATIONS

Students with Visual Impairments

For a student who is blind, it is critical for faculty to select and submit their textbook choice for purchase in a timely manner. It may take several weeks for a textbook to be read onto tape or to obtain it from the publisher on E-text. It would be helpful when you talk to representatives of the publisher to ask if the text you have chosen is available in alternative format (i.e., on E-text, tape, large print, Braille, CD-ROM, computer disc).

Treat the student with a visual impairment very much as you would any other student Use words like “see” without being self-conscious. If you are in a room alone with a blind person try to remember and explain what you are doing, such as shuffling papers. Tell him/her when someone comes in the room or when you leave the room. Identify yourself to the student know of your presence. Don’t ask him/her to guess who you are by your voice. Talk in a normal and friendly tone of voice. The fact that the student cannot see is not an indication that he/she cannot hear well. It is never impolite to ask if the student needs or would like assistance.

In guiding a student who is blind, permit him/her to take your arm. Never grab your student’s arm. Walk at a normal pace. Hesitate slightly before stepping up or down. Be explicit in giving directions to your student who is blind. Use “right” or “left” according to the way your student is facing. When assisting to a chair, simple place your hand on the back of the chair. This is enough to indicate the location. Never leave a student who is blind in an open area. Lead the student to the side of the room or to a chair or landmark.
from which he/she can obtain a sense of direction. A cordial handshake substitutes for a friendly smile when meeting or leaving.

When using visual aids in the classroom, try to be as descriptive as possible. Words like “this” or “that” can be confusing. Consider making copies of overhead materials or diagrams so that the student can later ask an assistant to describe the information in detail to understand the material better.

When relocation of a class is necessary, a note on the chalkboard or door is not adequate. It would be helpful to have a sighted student wait for the visually impaired student to arrive.

A student may use a Guide Dog. Guide Dogs have been trained to guide people who are blind, to keep out of the way, and to be quiet. These working dogs should not be treated as pets and should not be petted while they are working.

Because of the time necessary to have books read aloud or to review tapes, students often require extra time to complete required materials, especially when library research is involved. Please keep in mind that last minute assignments can present a problem due to preparation and reader scheduling.

Common accommodations for students with low vision impairments including alternative print formats (Braille, audio tape, large print, or electronic text), magnification devices, bright incandescent lighting, raised lettering, tactile cues, adaptive computer equipment, readers for exams, print scanners, syllabus in alternative format, taped lectures, lab or library assignments, and copies of notes and overheads in alternative format.

Instructional Strategies for Students who have Visual Impairments:

Provide reading lists or syllabi in advance to allow time for the student to secure the printed material in alternative format: tape, Braille, large print, electronic text or tactile materials (for diagrams or illustrations).

Face the class when speaking

Be flexible with deadlines if the document conversion process holds up the completion of an assignment.

Convey in spoken words all material that you put on the board.

It is important to provide alternative formats to students with vision impairments at the same time materials are given to the rest of the class. Work with DSPS and the student to do so.

Plan field trips and special projects in advance to assure that needed accommodations can be arranged and are in place.

Students with Physical Disabilities

A wide range of conditions may limit mobility and/or hand function. Among the most common permanent disorders are such musculoskeletal disabilities as partial or total
paralysis, amputation or severs injury, arthritis, active sickle cell disease, muscular dystrophy, multiple sclerosis and cerebral palsy. Additionally, respiratory and cardiac diseases that are debilitating may consequently affect mobility. Any of these conditions may also impair the strength, speed, endurance, coordination, and dexterity that are necessary for proper hand function. While the degree of disability varies, students may have difficulty getting to or from lectures, participating in lectures and managing out-of-lecture assignments and tests.

Because a student sitting in a wheelchair is about as tall as most children, and because a part of the head is often used to express affection toward children, some people are inclined to reach out and pat the person in a wheelchair on the head. Students usually find this to be demeaning. A wheelchair is part of the person’s body space. Do not land on the chair; it is similar to hanging or leaning on the person.

When talking to a person in a wheelchair for more than a few minutes, sit down if convenient. Most students who use wheelchairs will ask for assistance if they need it. Do not assume automatically that assistance is required. Offer assistance if you wish, but do not insist, and be willing to accept a “No, thank you” graciously.

Physical access to lecture rooms is a major concern of students who are physically disabled. Those who use wheelchairs, braces, crutches, walking sticks, prostheses, or who fatigue easily may find it difficult moving about, especially within the time constraints imposed by lecture timetables. Please keep in mind that occasionally lateness may be unavoidable. Tardiness or absence may be due to transportation problems, inclement weather, lift, or wheelchair breakdown.

In Class
Some courses and classrooms present obstacles to the full participation of students who are physically disabled. In seating such students, a doorway, a side aisle or the back of the room should be avoided. Laboratory benches are too high for wheelchair users to reach or transfer to, or with insufficient under-bench knee clearance, may be modified or they may be replaced with portable benches. Otherwise, the assistance of an aide to follow the student’s lab instructions may be necessary. Students with hand-function limitations may have difficulties with writing.

Out-of-Lecture Assignments
For students who are physically disabled or who have hand-function impairments, the use of the library for reading or research assignments may present obstacles. Arrangements for assistance with library personnel may have to be made for access to card catalogues, bookshelves, and microfiche and other equipment, or for manipulating the pages of publications. Because the completion of required work may thus be delayed, the extension of deadlines may be appropriate. Off-campus assignments and fieldwork may pose similar problems of access to resources. Instructors should consider such expedients as advance notice, the extension of deadlines and the provision of alternative assignments, to some students with physical disabilities.
Common accommodations for students with mobility impairments include note takers, accessible classrooms, location, furniture, alternative ways of completing assignments, lab or library assistants, assistive computer technology, exam modifications, and nearby parking.

**Instructional Strategies for Students who have Mobility Impairments**

- Students may need books on tape or E-text, so make textbook selection early
- Consider the accessibility of your classroom and your curriculum early in the semester, and discuss any concerns with DSP&S and/or the student
- Familiarize yourself with the buildings emergency evacuation plan and assure that it is manageable for students who are physically disabled.
- Allow in-class writing assignments to be completed out of class, if necessary
- Use of a tape recorder, or if requested, assist the student in identifying a note-taker
- In labs, team the student with a laboratory partner or ask the student if a lab assistant would be helpful
- If your course includes field trips or off-campus activities, notify students in advance so they can address any accessibility needs.

**Lateness and Absences**

Students with mobility impairments may require more time to get to and from classes because the accessible travel routes are sometimes roundabout. They are dependent on elevators being in operating order, and they have more difficulty making up for time lost when an earlier class is held overtime.

Other reasons for those students occasionally being late are: waiting for assistance in opening doors, maneuvering along crowded paths and corridors, and finding and/or navigating a ramp into the building. If a student who uses a wheelchair or has another mobility-related disability is frequently late, it is appropriate to discuss the situation with him/her and seek solutions. Most students will schedule their classes with ample time between them, however this is not always possible.

Students who rely on attendant care or mobility assistance may sometimes experience disruptions in their schedules that are beyond their control. Some students are susceptible to medical problems that can require them to be absent during a prolonged course of medical treatment. If this occurs, the student is responsible for notifying his or her instructor of the situation. Some individuals with mobility impairments have disabilities that involve unavoidable personal hygiene problems that may cause them to be absent from class without advance notice. Such problems occur frequently, but should be given due consideration by faculty members.

**Students who are Deaf or Hard-of-Hearing**

Common accommodations for students who are deaf or with other levels of hearing loss include sign language interpreters, assistive listening devices, note takers, preferential seating, and closed-captioning films and videos.
Instructional Strategies for Students who are Deaf or with Other Degrees of Hearing Loss

- An unobstructed line of vision is necessary for students who use interpreters and for those who rely on lip reading.
- When an interpreter is used, the student’s view should include both the interpreter and professor.
- When working with a deaf or hard-of-hearing student, keep your face within view of the student and speak in a natural tone.
- Recognize that many deaf students are second language users of English, American Sign Language, which has a very different grammatical structure, may be the student’s first language. Therefore, you may see grammatical sentence structure errors in their written assignments.
- Use visual aids and the chalkboard to reinforce spoken presentations when possible.
- Repeat the comments and questions of other students, especially those from the back row and acknowledge who has made the comment so the student and/or interpreter can follow the conversation.
- Do not hesitate to communicate with the student in writing when conveying important information such as assignments, scheduling, deadlines, etc. write assignments on the board.
- Use email with the student as an effective, easy means of communicating.

Communication

When using an interpreter to communicate with a student, address the student directly. Many students who are hard-of-hearing do not hear tone of voice. Some expressions, such as sarcastic statements, might be misleading if taken literally. Since conversation is a two-way street, receiving messages is as important as sending them. Do not hesitate to ask the individual to slow down or repeat when you do not fully understand. Occasionally the student might have to ask you to restate what you said to make sure he or she completely understands you. Rephrase your statement rather than repeating the same words.

Lighting is very important when communicating with a deaf or hard-of-hearing person. Do not stand in front of a window or bright light when taking. Try to talk where there is adequate, well distributed light. Be sure to face the individual when talking. Speak slowly and do not over exaggerate your lip movement. Keep your hands away from your face. Using facial expressions, gestures, and other “body language” is helpful in conveying your message.

Be aware that individuals who can hear make the best lip readers. Only 30m percent of the English language is readable on the lips. Among students with extensive training in lip reading, only 25% of speech can be understood. It takes a great deal of concentration to lip read. If you see a student with a hearing aid that does not mean that the student can understand verbal language. The student may require an alternative form of communication, such as an interpreter, note taker, or use of other listening devices.
Seating
A student who is deaf or hard-of-hearing depends on visual cues to supplement what he or she does not hear. Seating is an important consideration. The student will need to be near the front so that his or her view is not obstructed. If a student has a unilateral hearing loss, he/she should be seated so that the maximum use of the good ear is permitted.

Participation
Because of a time lag between the spoken word and the interpretation, the student’s contribution to the lecture or discussion may be slightly delayed. Students may have speech and/or language impairments, which may lead to reluctance to participate in class. Assumptions should not be made automatically about the student’s ability to participate in certain types of classes. The primary form of communication with the Deaf community is sign language. In view of this, many persons who are deaf or have profound hearing loss since birth or an early age have not mastered the grammatical subtleties of their “second language,” English. This does not mean that instructors should overlook errors in written (or spoken) work. However, they should know that this difficulty with English is not related to intelligence, but is similar to that experienced by students whose native language is other than English.

Students with Learning Disabilities
Learning disabilities affect the manner in which individuals with average or above intelligence receive process, retain and/or express information. A learning disability is NOT to be confused with generalized low ability. Learning disabilities are invisible, but may affect a student’s performance in reading, writing, spoken language, math, orientation in space and time and/or organization. The areas of difficulty will vary from one student to another.

Many individuals, particularly older adults, with learning disabilities aren’t aware of the reasons for their difficulties in learning. School failures may have been attributed to their being “dumb” or “lazy.” Others may have been able to use their strong memory, good people skills, or some other strength to carry them through their high school years. However, when they get to college and try to learn algebra, read a biology textbook, or take notes from a complicated lecture, they discover that it is much harder to get around their learning problems without help.

General Guidelines to Teaching Students with LD
- Take initiative. If you notice a problem, talk to the student in private
- Provide a detailed syllabus and assignment descriptions
- Give directions both orally and in writing
- Present material in a variety of ways: visual, oral, etc.
- Build skills gradually over the semester and give frequent feedback
- Allow alternative testing formats and/or extended time when appropriate
- Avoid looking annoyed when a student asks a question you have just answered
- Keep students attention through voice modulation, gesturing to emphasize significant points
• Help students to organize, synthesize, and apply information

Students with Attention Deficit Disorder, Hyperactivity, ADD, ADHD

Students with ADD/ADHD may display differing degrees of inattention, impulsivity, and hyperactivity. Symptoms may include fidgeting, high levels of distractibility, difficulty following through on instructions, frequent interrupting, blurtng out answers before being asked, lack of organization or time management and the appearance of inattention. While medication can help relieve symptoms in some cases, some students do not benefit from medication, may decide not to use medication, or may experience side effects that make medication usage impractical. Students with ADHD may also have learning disabilities.

Common accommodations for students with ADHD are exam modifications, testing in a quiet area with decreased distractions, alternative print formats, taped lectures and/or note takers.

Instructional Strategies for Students who have Attention Deficit Disorders:

• Allow front row seating that places most of the distractions behind the student and encourages more focus on the instructor.
• Prepare a syllabus with clear expectations, expectations, reading assignments, and exam dates to provide needed structural and organizational assistance.
• Announce, post, and keep clear office hours which the student can meet with you for clarification of information and assignments.
• Remind students that campus tutoring services are available.
• Assist the tutoring office in locating a tutor from within your department if requested.
• Provide information about assignments and due dates well in advance to allow extra time.
• Present course material through a variety of modalities: visual, auditory, kinesthetic. Examples include the use of the board, through lecture, handouts, films or videos, transparencies and with hands-on-opportunities.
• Make required book list available prior to the first day of class to allow students time to begin their reading early or to have their text put on tape or in alternative formats.
• Outline class presentations and write new terms and key points on the board.
• Repeat and summarize segments of each presentation and review it in its entirety.
• Illustrate abstract concrete examples, personal experiences, hands-on modes, and such visual structures as charts and graphs.
• When interacting one-on-one with the student, ask the student to paraphrase your comments or instructions to ensure accurate understanding.
• Provide students with chapter outlines or study guides that cue them to key points in their readings.
• Read aloud material that is written on the board or that is given in handouts or transparencies.
• Keep oral instructions concise and reinforce them with brief cue words.

Students with Psychological Disorders

According to Title 5, a psychological disability means a persistent psychological or psychiatric disorder, or emotional or mental illness. In order for a student with a psychological disability to receive DSP&S services they must present verification of disability to DSP&S from an appropriately licensed or certified professional. Accommodations for students with psychological disabilities do not include psychotherapy.

Students with psychological disabilities present some of the most difficult challenges to an instructor. Like those with other disabilities, their impairments may be hidden, and in fact, latent, with little or no effect on their learning. Among the most common psychological impairments among students is depression. The condition may be temporary, in response to inordinate pressures at college, at work, or in one’s social life. It may be manifested as a pathological sense of hopelessness or helplessness, which may provoke, in extreme, threats or attempts at suicide. It may appear as apathy, disinterest, inattention, impaired concentration, irritability, or as fatigue or other physical symptoms resulting from changes in eating, sleeping of other living patterns.

Anxiety is also prevalent among students and may also be the transient reaction to stress. Mild anxiety, in fact, may promote leaning and improve the student’s performance. Severs anxiety, however, may reduce concentration, distort perception and weaken the learning process. Anxiety may manifest itself as withdrawal, constant talking, complaining, joking or crying, or extreme fear, sometimes to the point of panic. Bodily symptoms might include episodes of light-headedness or hyperventilation.

It has been the experience of the DSP&S staff that students with psychological disabilities are usually not disruptive. In any case all students must follow the College Standards of Conduct like all other students. College age students may be experiencing psychological difficulties for the first time. If so, a referral to the Student Health Center might be appropriate. The Student Health Center has a physician and a clinical psychologist on staff.

Psychological disturbances may manifest themselves in negative behavior ranging from indifference and recalcitrance to disruptiveness. Such conduct makes it hard to remember that they have as little control over their disabilities as do students with physical disabilities.

Suggestions for Dealing with Disruptive Behavior:

If inappropriate behavior occurs, discuss it with the students privately and directly, delineating if necessary the limits of College Standards of Student Conduct. Call DSP&S and refer students to DSP&S counselor.
In your discussions with the student do not attempt to diagnose or treat the psychological disorder. Rather, explain the boundaries for the student’s behavior in your classroom. If you sense that discussion would not be affective or if the student approaches you for therapeutic help, refer the student to the DSP&S and/or to the Student Health Center. If abusive or threatening behavior occurs, refer the matter to the appropriate (disciplinary) college authorities (x7843).

Common accommodations for students with psychiatric disabilities are exam modifications, alternative ways of completing assignments, time extensions, taped lectures, early syllabus, and study skills and strategies training.

Instructional Strategies for Students who have Psychological Disabilities:
- Allow student to tape record lectures.
- Clearly define course requirements, the dates of exams, and when assignments are due, provide advanced notice in writing of any changes.
- Clearly post your attendance policy, testing policies and office hours on your syllabus.

Students with Autism Spectrum Disorder & Asperger’s Disorder

Autism is a complex and severe developmental disorder that affects a person’s ability to communicate, for relationships with others, and respond appropriately to the environment. Those affected may avoid making eye contact and lack the ability to read faces for signs of emotion or other cues. Children typically do not engage in social play or games with their peers. Unusual behaviors such as rocking, hand-flapping or even self-injurious behavior may be present in some cases. Twenty years ago, autism was diagnosed in only one in every 10,000 children. The National Institute on Health now estimates that autism will affect one in 166 children. The explanation for the increase in cases of autism has been that cases have “missed” the diagnosis in the past, and instead of being reported as autistic, the children were reported as “mentally retarded.” Recently, research has implicated environmental factors in explanation of the enormous increase.

Asperger’s disorder is thought to be a milder variant of Autism. Affected individuals are characterized by social isolation and eccentric behavior in childhood. There are impairments in two-sided social interaction and non-verbal communication. Though grammatical, their speech is peculiar due to abnormalities of infection and a repetitive pattern. Clumsiness is prominent both in their articulation and gross motor behavior. These students usually have a circumscribed area of interest, which usually leaves no space for more age-appropriate, common interest. Some examples are cars, doorknobs, hinges, meteorology, astronomy, and history.

Students with AS usually have average to above-average intelligence (especially in the verbal sphere) but lack high level thinking and comprehension skills. They tend to be very literal. Their images are concrete, and abstraction is poor. Their pedantic speaking style and impressive vocabularies give the false impression that they understand what they are talking about, when in reality they are merely parroting what they have heard or
read. The AS student frequently has an excellent rote memory, but it is mechanical in nature; that is the child may respond like a video that plays in sequence. Problem solving skills are poor.

Students who have Autism/Asperger's
- Often have poor impulse control.
- Have a tendency to parrot back what they have heard, but not really understand the information.
- Benefits from added explanation and simplifications when lesson concepts are abstract.
- Have exceptional memory abilities and retaining factual information is frequently their forte.
- Often do not understand emotional nuances, multiple levels of meaning, and relationship issues.
- Frequently do not know the difference between general knowledge and personal ideas and therefore assume the teacher will understand their abstruse expressions. Writing assignments of individuals with AS are often repetitious, float from one subject to the next, and contain incorrect word connotations.
- Often have excellent reading recognition skills. Language comprehension may be weak. Do not assume they understand what they so fluently read.
- Have difficulties exerting effort in areas in which they are not interested. Work may be of poor quality because the student with AS is not motivated.
- Do best with an identified support staff member with whom they can check in with on a daily basis. It is critical that adolescents with AS who are mainstreamed person who can access how well he/she is coping by meeting with him/her daily and gathering observations from others.
- Students with AS must receive academic assistance as soon as difficulties in a particular area are noted or they can become quickly overwhelmed and react much more severely to failure than do other students.

Students with Seizure Disorder

Students with seizure disorders sometimes choose to make their condition know to their instructors, to the Student Health Center, and to the College Sherriff Office.

If you see a student or instructor having a seizure, first ask someone to notify the College Sherriff at x7843. Then, here is how you may be able to help:

Q & A about First Aid for Seizures

Q: What should you do if someone has a grand mal seizure?
First aid for epilepsy is basically very simple. It keeps the person safe until the seizure stops naturally by itself.

These are the key things to remember:
- Keep calm and reassure other people who may be nearby.
• Clear the area around the person of anything hard or sharp.
• Loosen ties or anything around the neck that may make breathing difficult.
• Put something flat and soft, like a folded jacket, under the head.
• Turn him gently onto his side. This will keep the airway clear. Do not try to force him mouth open with any hard implement or finger. It is not true that a person having a seizure can swallow his tongue. Efforts to hold the tongue down can injure teeth and jaw.
• Don’t hold the person down or try to stop his movements.
• Don’t attempt artificial respiration except in the unlikely event that a person does not start breathing again the seizure has stopped.
• Stay with the person until the seizure ends naturally.
• Be friendly and reassuring as consciousness returns.
• Call campus police when the first opportunity arises, extension 7843.

Q: What should you do if someone has one of the other types of seizures (i.e. petit mal)?

• You don’t have to do anything if a person has brief periods of staring or shaking of the limbs. If someone has the kind of seizure that involves a daze state and automatic behavior, the best thing to do is:
• Watch the person carefully and explain to others what is happening. Often people who don’t recognize this kind of behavior as a seizure will think that the daze person is drunk or on drugs.
• Speak quietly and calmly in a friendly way.
• Guide the person gently away from any danger, such as a flight of steps, a busy highway, or a hot stove. Don’t grab hold, however, unless some immediate danger threatens. People having these seizures are on “automatic pilot” so far as their movements are concerned, and instinct may make them struggle or lash out at the person who is trying to hold them.
• Stay with the person until full consciousness returns, and notify immediate supervisor.

EMERGENCY GUIDELINES FOR PERSONS WITH DISABILITIES

Preparing for Emergency

• Be familiar with all standard LAMC emergency evacuation procedures. Please note that the following guidelines are in addition to all other emergency evacuation advice for all individuals.
• Meet with LAMC Sheriff’s staff to review the best evacuation routes for the building you will be using.
• Convey your personal emergency evacuation needs in writing to the Sheriff Office. Your instructor, classmate, supervisor, or co-worker at the beginning of each semester.
• Establish a buddy system and an alternate for each class or work area. Instruct these buddies on how to assist you in the event of an emergency. Some persons may need two buddies.
• Persons who are deaf may wish to prepare a written card requesting non-verbal emergency assistance and guidance (in writing or gesture).
• Persons using power wheelchairs should schedule battery recharging on a regular basis and make sure the wheelchair battery is charged before leaving home.
• Provide contact information for accessible transportation services should personal vehicles be inaccessible.
• Those persons who cannot speak loudly enough to call for help should carry a whistle or other noisemaker.
• If you are blind or have low vision, learn the location of the exits in advance.
• If you have a personal attendant, family member who cares for you, make arrangements before an emergency for him/her to check on you immediately after an emergency.
• Make copies of your health information, evacuation plans and other emergency documents and give them to your attendant, family member or friend.
• Have in place a plan of how to contact significant others in an emergency. Telephones may not be functioning, so devise a backup. Notify your support network when you go out of town or off campus and when you plan to return. Have them do the same to you should they leave.

In an Emergency on Campus (Dial 7843)

• Use the Emergency Buddy System you have set up ahead of time.
• Give clear request for assistance (verbally or in writing) and explicit directions on how you want assistance.
• Persons who have mobility disabilities please note that if you are in an LAMC elevator during an emergency or fire, the elevator will automatically return to the first floor and open the doors and shut off.
• In case of a power outage during daylight hours and you are on the second floor you may choose to wait by a window where there is natural light and access to a working telephone. Be sure to tell others leaving the building of your decision and ask them to inform the Sheriff’s Office of your location.
• If there is a power outage and an evacuation has been ordered, or if the outage occurs at night, call LAMC Sheriff at x7843 from a campus phone or *80 from a campus payphone to request evacuation assistance.
• If assistance is not available and you cannot exit the building you should remain calm and move to the safest area possible such as near an enclosed stairwell, the elevator stairwell, the elevator lobby, or an office with the door shut which is a good distance from the hazard and away from falling debris. Rescue personnel will first check all exit corridors and stairwells for those trapped.
• Continue to call for help or use a whistle or noisemaker until rescued.

GUIDELINES FOR EMERGENCY EVACUATION OF PERSONS WITH DISABILITIES

• In an emergency, always dial x7843 for College Sheriff assistance.
- ASK how you can help BEFORE attempting any rescue or assistance. Ask how the person can best be moved whether there are any special considerations or terms that need to come with the person. Notify sheriff or fire personnel immediately about persons remaining in the building and their locations.

**When offering rescue evacuation help to someone with Limited Mobility use the following guidelines:**
- Attempt a rescue evacuation ONLY if you have had rescue training unless the situation is life threatening. Some persons may have such minimal mobility that lifting them may be dangerous. (See following information regarding Non-Ambulatory persons). Clear the exit route of debris so the floor is clear. Be sure the person takes crutched, walker or other mobility devices with them.

**When offering rescue evacuation to persons who are Non-Ambulatory**
- When evacuating always ask what method of assistance the person prefers. Not all persons can be removed from their wheelchairs and carried safely. Persons with chronic pain, catheter leg bags, fragility, or braces may not be able to extend or move extremities.
- Person may have a physical condition that contraindicates lifting, such as a heart conditions or back problems or other severe physical conditions. Non-ambulatory persons frequently have respirations complications or rely on electric artificial respirators. They should be given priority assistance if there is smoke or fumes as their ability to breathe is seriously in danger.

**Transferring a Person Out of a Wheelchair**
- Check that the individual is not at risk when being transferred or carried. Note the location of the wheelchair and upon exiting the building immediately inform the Sheriff’s Office of the location of the wheelchair so they can retrieve it. The wheelchair is essential to the person’s mobility and safety.
- Use a two-person chair carry: two assistants link arms to form a backrest and grip wrists to form a seat.
- Semi-ambulatory person may lean against the back of assistant while assistant holds both persons arms over assistant’s shoulders. The assistant leans forward to take most of the person’s weight.
- Two assistants carry person by extremities. One assistant stands behind and wraps arms around person’s chest under person’s arms. Second assistant stands facing away from the person between their legs and lifts person’s legs under knees.

**Moving a Person in a Wheelchair Down a Flight of Stairs**
- LAMC Sheriff has stair evacuation equipment and some equipment stored adjacent to the second floor Campus Center stairwell. Sheriffs have been trained in the use of this equipment.
- If for some reason it is necessary to move the person in their wheelchair without the evacuation equipment, it is desirable to have a minimum of two assisting persons, with four assisting persons preferred for adults with heavy wheelchairs.
- Secure the wheelchair seatbelt.
• The wheelchair battery may have to be removed first
• The strongest person(s) should be placed at the back of the chair and will grip the chair handles.
• The other assisting person(s) will note what parts of the chair are removable (wheels, armrest, footplates) so they do not lift the chair by those parts. They will grip the front seat frame and/or no-removable leg rests.
• Always keep the wheelchair facing away from the stairs.
• ROLL the wheelchair up or down the stairs. Do Not carry as this may cause back trouble for the assistant. Let the wheelchair carry the weight.
• Keep the wheelchair slightly tilted back to keep the wheelchair user secure. However, do not tilt too far as this could cause the assistant to lose his or her balance and pitch the wheelchair forward.

Moving a Person in a Wheelchair over a curb or single step
• Secure the wheelchair seatbelt.
• Just before reaching the edge of the curb or the step turn the wheelchair around so that it is facing away from the edge. You will back the wheelchair down.
• The assistant will hold tightly to the handles and slowly back the wheelchair so the rear wheels roll down the edge. The assistant will press a hip against the back of the chair as the rear wheels slowly roll off the edge.
• The assistant will press a foot on the anti-tipping bar as the chair is very slowly backed away from the curb. Then the front wheels are slowly lowered to the ground.
• Turn the wheelchair around being careful to avoid the ankles of other people passing by.

Moving a Person in a Wheelchair over tough terrain
• Secure the wheelchair seatbelt.
• When approaching surfaces that may cause a problem for wheels such as grates, soft lawns, pitted floors or sand, turn the wheelchair around and go backwards.
• Lift the front wheels up very slightly to put the weight of the chair on the rear wheels. Do not tilt the chair too far back.

Evacuating a Person who is Blind
• Tell the person the nature of the emergency: offer to guide him/her by offering your left or right elbow. This is the preferred, standard method when acting as a sighted guide. Do not grab a visually impaired person’s arm.
• Be sure the person brings with them all mobility aides such as white cane.
• The individual may have a guide dog that may be disoriented. Ask the advice of the person who is blind regarding the level of assistance. The guide dog stays with the individual, if possible.
• Give verbal directions to advise about the safest routes. Use compass directions, estimated distances and directional terms to orientate the person. As you walk describe where you are and advise of any obstacles such as overhanging objects, uneven pavement, curbs, or passageways.
• When you have reached a safe location, orient the person to where he/she is. Ask if further assistance is needed.

**Evacuating a Person who is Deaf**

• Write a note stating what the emergency is and what the evacuation route is (e.g. “Fire: go out rear door to parking lot”).
• Turn the room lights on and off to gain attention, then indicate through hand gestures or writing on the blackboard what is happening and where to go.

**DISABILITY RESOURCES**

Federal and State Government  
Civil rights laws and information

Department of Rehabilitation  
[www.dor.ca.gov](http://www.dor.ca.gov)  
Employment information

Independent Living Resources  
[www.ilrc-trico.org](http://www.ilrc-trico.org)  
Housing benefits and social services information

California Association for Postsecondary Education and Disability  
[www.caped.io](http://www.caped.io)  
Professional development to promote access for students and disabilities

Association on Higher Education and Disability  
[www.ahead.org](http://www.ahead.org)  
Professional development committed to full participation of persons with disabilities
CONFIDENTIAL
APPROVED FOR ACADEMIC ACCOMODATIONS FOR DSP&S STUDENTS

SEMESTER: Fall 20XX
TO: Faculty
FROM: Disabled Students Programs & Services (DSP&S)

SID# 88 is a student enrolled in DSP&S and has requested that instructors be informed that the nature of his/her disability requires special accommodations to allow opportunities for a successful experience in your course. Listed below are the types of accommodations requested and approved.

ACCOMMODATIONS APPROVED

| X | Taking Tests: Extended time to complete a test or quiz. 1.5x the normal amount allotted. Click on “Testing Accommodation” button on student roster to the right of the student’s name. This will generate form to be sent to DSPS to confirm eligibility electronically. |
| X | Taking Tests: Allow the student to be proctored in a distraction reduced environment. *(The test proctoring form can be accessed from the faculty portal student roster; please complete submit the form and DSP&S can initiate test proctoring services)* |
| X | Note Taking: Please assist student with finding volunteer in the classroom to take notes for student. Student will provide note taking paper for volunteer. |

BE AWARE THAT THESE STUDENTS MIGHT NOT IDENTIFY THEMSELVES AS DISABLED AND SHOULD NOT BE ADDRESSED AS SUCH.

Please feel free to contact our office (ext. 7732) if you have questions or need further assistance to in any way to enable the student to better perform in your classroom. The Rehabilitation Act of 1973, Section 504 requires that “reasonable accommodations” be allowed to permit disabled individuals to benefit educationally.

Thank you.

_________________________________________ (Counselors Name) ____________________________
DSPS Counselor/Disability Specialist/Director

Important Note: This document is not valid without the official Stamp of Disabled Students Programs and Services.

Rev. 8/02 CF
Tape Recording Lectures Agreement

I, First and Last Name ID #XX.XXX.XXXX do hereby agree to use the tape recording and/or transcriptions from my coursework at Los Angeles Mission College for personal academic purposes only and am aware that any other use may be subject to laws regarding privacy rights.

I further agree not to copy, sell, or release these tape recordings and/or transcriptions or otherwise hinder my instructor from obtaining copy-rights.

_________________________  ________________________
Student’s Signature        Date

_________________________  ________________________
Counselor’s Signature      Date

Important Note: This document is not valid without the official black stamp of Disabled Students Programs & Services
STUDENT REQUEST FOR PERSONAL CARE ATTENDANT (PCA) and AGREEMENT

Section 1: Student to Complete

Name of Student: ___________________________ LACCD ID#: ___________________________

Today’s Date: ___________________________ Phone #: ( ) ___________________________

Email: ___________________________

☐ SUMMER ☐ FALL ☐ WINTER ☐ SPRING Year: ___________________________

I (student) am requesting a PCA to assist me in the following course(s):

Professor(s): ___________________________

Course Title(s): ___________________________

Day/Time: ___________________________

PLEASE ATTACH COPY OF YOUR CURRENT CLASS SCHEDULE

Section 2: Personal Care Attendant to Complete

Name: ___________________________ Phone #: ( ) ___________________________

Email: ___________________________

Employer/Agency Name: ___________________________

Employer/Agency Address: ___________________________

Employer/Agency Phone Number: ( ) ___________________________

Supervisor Name: ___________________________

A PCA agrees to:

1. Limit assistance to performing necessary personal care functions which are approved by DSP&S. The services and functions the PCA may provide will be based on an individualized determination made through an interactive process between the DSP&S Office and the student; such services and functions will not be prohibited unless they constitute a fundamental alteration of the course or program or result in an undue burden on the college.

2. Abide by all College policies and regulations, including those related to student conduct, classroom visitors, and personal care attendants.

3. Accompany the student only in the class(es) and perform only the duties for which DSP&S has given approval.

4. Refrain from communicating with faculty, staff, or others on behalf of the student.

5. Refrain from participating or engaging in instructional or instructional support activities.

6. Sit quietly in class when not providing direct personal assistance and refrain from engaging in activities unrelated to the duties of a PCA such as reading, using electronic devices, text messaging, and listening to music.

7. Refrain from interfering with DSP&S approved accommodations for the student (e.g. scribes, notetakers, test proctors, sign language interpreters).

8. Direct any questions or concerns about the role of a PCA to DSP&S professional staff.

9. Acknowledge that approval, if granted, only applies to the PCA listed on this form. In the case of the need for a substitute, permission must be obtained from DSP&S.
Los Angeles Mission College
DSP&S Office

LAMC reserves the right to:

1. Grant or deny a PCA access to specific classes.

2. Determine assigned duties of the PCA.

I understand and agree to the expectations and requirements as outlined above. I am aware that educational accommodations (e.g., scribe, notetaking, sign language interpreters, etc.) are the responsibility of the College to provide and arrange if deemed appropriate by DSP&S professional staff. Furthermore, I understand that the class professor is the sole authority of the class, and I am not to provide any type of instruction, tutoring, behavioral coaching, or any other type of intervention during class instruction/activities/fieldtrips. I understand that failure to abide by College policies, regulations, and the terms of this agreement may result in my removal from the classroom and the campus.

I acknowledge that any agreement made between the PCA and student is independent of, and not affiliated with LAMC programs. Nothing in this Agreement should be construed to create a partnership, joint venture, or employment relationship between the PCA and the Los Angeles Community College District. I agree to defend, indemnify, and hold harmless the Los Angeles Community College District, its Board of Trustees, officers, agents, employees, and volunteers from all losses, costs, and expenses arising out of any liability or claim of liability for personal injury, bodily injury to persons or death, contractual liability and damage to property sustained or claimed to have been sustained arising out of any agreement between the student and the PCA.

I have read the foregoing and have voluntarily signed this agreement. I am aware of the potential risks involved in this activity and I am fully aware of the legal consequences of signing this instrument. I further acknowledge that the Los Angeles Community College District does not provide any type of insurance including liability, property or medical coverage in connection with this program and/or in relation to any agreements made between the student and the PCA.

STOP: To be completed during appointment with DSP&S personnel

<table>
<thead>
<tr>
<th>Signature of Student</th>
<th>Signature of PCA</th>
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<tr>
<td>Printed name of Student</td>
<td>Printed name of PCA</td>
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SECTION 3: To Be Completed by DSP&S

For ADA/504 or DSP&S Office use only

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<th>Personal Care Attendant Authorization</th>
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Verification requirements met:

☐ The individual requesting this service is currently registered with DSP&S or has met with the ADA/504 Coordinator

Date: ________________    Initials: ________________

☐ Evidence of how the limitations relate to the need for a Personal Care Attendant as a reasonable accommodation in a college setting

Date: ________________    Initials: ________________

The following ADA/504 Coordinator or DSP&S Specialist is authorizing the request for a PCA.

Signature

Printed Name

Title

Date