TO LAMC FACULTY:

This handbook is offered to you along with much respect and many thanks for your continuing efforts to provide equal opportunities to all LAMC students. Approximately one out of ten students enrolled at Los Angeles Mission College has a disability, and the majority of them are served directly through Disabled Students Programs and Services (DSP&S). It is likely that you will have at least one student with a disability in each class. It is also likely that there will be at least one student in each class who is eligible for DSPS services but does not know that services are available. Other students may not know that they have disabilities and may benefit from referrals to DSPS. Also enrolled will be students who have disabilities but who choose not to disclose that information to anyone at the college.

In the last few years, the State Chancellor's Office has sent directives that functionally increase the responsibilities of the college, faculty, and DSP&S to ensure compliance with accessibility requirements. For example, implementation of Section 508 of the Rehabilitation Act (as revised in 1998) and California AB 422 are required. Section 508 requires that college instructional materials, both printed and electronic, such as textbooks, syllabi, videos, websites, web pages, and distance education offerings be accessible. California AB 422 requires publishers of instructional materials to provide the right to the state to transcribe, reproduce, and distribute the material in Braille, large print, E-text, recordings, or other accessible media for use by students with print-related disabilities. This handbook describes the role and responsibilities of the instructor in the production of accessible instructional materials and the provision of other DSP&S-recommended accommodations. Please peruse the Table of Contents for topics of particular interest to you. It is intended that this DSP&S Faculty Handbook will soon be available on our LAMC Website as well.

The Los Angeles Mission College Faculty has a reputation in the local community and the LACCD for providing high quality accommodations to students with disabilities through effective and collegial collaboration with DSP&S. Suggestions for effectively communicating with students with disabilities, as well as recommended strategies for enhancing instruction through the use of "Universal Instructional Design" for all students in your class, are included. (For information on "Universal Instructional Design" strategies please refer to "Resources," in the Appendices section) Whether you are a seasoned instructor or this is your first semester teaching, the information in the handbook will, most likely, increase your confidence in working with students with disabilities.

A lot of information incorporated into this LAMC DSP&S Faculty Handbook was borrowed from the California Community Colleges' website "Best Practices", DSPS handbooks. Thanks to DSP&S at Butte, Glendale, Santa Barbara, L.A. Valley, and San Bernardino CCs, the Peralta College District, and especially to Helene Maxwell, College of Alameda CC, for the information. Emergency evacuation information located in appendices is from Santa Barbara CC-DSP&S.

The DSPS staff looks forward to working with you to provide quality accommodations to our students. For further information please call DSP&S at (818) 364-7732 or drop by the office in the Instruction Building, Room 1018.

Sincerely,

Rick Senderi, Ph.D
DSP&S Coordinator

1 New Requirements Regarding Implementation of section 508: Rehabilitation Act of 1973; Legal Opinion M 03-09, Ralph Black, Mar. 03.
2 <http://www.cccco.edu/divisions/ss/ss.htm>.
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DSPS MISSION

Our mission is your success. Disabled Student 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 Colleges, federal and state law, 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.

ACCESSIBILITY: LEGAL FOUNDATIONS AND REQUIREMENTS

The Americans with Disabilities Act of 1990 (ADA) extended universal civil rights protections 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. DSPS services and accommodations 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 handicapped individual" in any educational program or activity receiving federal financial assistance. Section 508 of the act (1998 revision) requires that all instructional materials, 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 requests for disability-related accommodations, for providing academic accommodations, and for resolving disputes and/or complaints regarding 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 the student 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 instructional materials, including printed and electronic information.
- The law does require that classroom videos/DVDs contain CLOSED-CAPTIONING.

Not Required

- The law does not require the instructor to change standards or grading policies because of student disability.
- The law does not require allowing a 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 DSPS 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 MATERIALS IS REQUIRED

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

California Assembly Bill 422 (AB 422) made publishers responsible for providing electronic-text (E-text) versions of textbooks. Partially sighted individuals can use E-text by taking advantage of the built-in options within many 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 or refreshable Braille display. The main advantage of E-text is that it can be easily stored, can be searched and indexed, and can be converted to large print or hardcopy Braille 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 instructional materials and software be reviewed for accessibility and, where necessary, replaced or modified regularly during each accreditation review process, if not sooner. The immediate goal of DSP&S is to review, along with Administrative Services and IT, all new instructional media, software, or equipment purchase requests to ensure accessibility standards are met prior to purchase. 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. It is the Curriculum Committee responsibility, with DSP&S help, to review for compliance all new and revised courses with electronic information components (such as website, and/or distance education delivery modalities).

INSTRUCTOR ROLE IN INSTRUCTIONAL MATERIALS ACCESSIBILITY PROCESS

Because alternate 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 selections as far in advance of the semester as possible and avoid changing selections. In order to provide adequate time for alternate media production for students with disabilities, 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 materials to DSPS and/or students as far in advance as possible and utilize E-text when available. If not given far in advance, course materials continue to be produced in alternate media as quickly as possible, but may not be available for the beginning of the semester, thus putting the student with a disability at a disadvantage.

Instructors evaluate, with DSP&S help, electronic instructional materials and websites to determine if 508 accessibility standards are met. (Refer to appendices for 508 compliance information and resources. Consult LAMC Distance Education Coordinator or DSPS Instructional Assistant, Assistive Technology to obtain license for free evaluation and fixing software, AccVerify.

Consult DSPS Assistive Technologist (X3313), for information and assistance, if needed.
CLOSED-CAPTIONING OF VIDEOS/DVDS IS REQUIRED

Access to classroom videos/DVDS, distance education and/or website instructional materials utilizing sound modalities are required in the form of closed-captioning. Videotapes as well as television broadcasts are "closed captioned" for deaf and hard of hearing viewers so they can understand what is being said on the screen. Closed-captions are similar to subtitles in foreign language films; captions appear at the bottom of the screen so the viewer may follow narration and dialogue. Closed-captioning is text provided at the lower perimeter of the screen on videotapes and DVD's.

Instructional Media Services (IMS) has television monitors (manufactured after July 1993) with built-in decoders that can be activated through the remote control. A closed-captioning decoder, available from IMS or DSPS, is needed for use with older televisions. The decoder will not provide closed-captioning if the video itself does not already contain it.

Some instructors in the past have insisted on using sign language interpreters to translate videos in the classroom. This does not provide access to the video 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 materials in class by taking the following steps:

- All videos used in your classroom, as well as any new videos purchased for classroom use must contain closed-captioning.
- Inquire whether your videos are captioned by contacting IMS, DSPS, or by looking at the video container, which usually includes a statement about captioning or carries the initials "CC" or a Q-like symbol.
- If videos are not closed-captioned, notify DSPS so that a duplicate version of the tape can be scheduled for closed-captioning, or so a replacement version of the video can be purchased. Instructors should allow at least 2-6 weeks for closed-captioning or purchase of replacement tapes.
- After contacting DSPS, use "Instructor Requests for Closed-Captioning of Videos" form (in appendices) to list videos you are submitting to DSPS for closed-captioning.
- Closed-captioned copies of videos, when completed, are stored in IMS. When needed, request the Closed-captioned video from IMS, as well as a monitor with a built-in captioning decoder.

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 form that states a student has a verified disability and is eligible for accommodations, 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 s/he 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 many more 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 right 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

Disabled Students Programs and Services (DSP&S) provides services to a diverse population of students with a wide variety of abilities and disabilities. The following disability categories, reported to the state in the (2006-07) year end report for funding purposes, as well as the number of students served in each category by DSP&S, should give you an idea of the diverse disabilities of our students: mobility (9), visual (8), hearing (18), psychological (101), learning (114), developmental (47), chronic health problems (222), and acquired brain injury (11). The unduplicated count (meaning a student was only counted once for the year, even if they received services each semester) was 530 students with four or more DSPS service contacts.

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
- Special parking privileges
- Tutoring referrals
- Sign language interpreters
- Note-taking assistance
- Test-taking accommodations
- Adapted Physical Education courses
- Personal Development 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 DSPS SERVICES AND/OR ACCOMMODATIONS?

To be eligible for instruction, support services and/or accommodations from DSPS, a student with a physical, learning, 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. DSPS professional 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, you can ask the student to go to DSPS 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. Instructors 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 DSPS 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 DSPS to provide this documentation, although very occasionally a student may choose to provide documentation to the ADA Compliance Officer or the Student Services VP.
DETERMINING REASONABLE ACCOMMODATIONS

After a thorough review of the 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 works 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 individualized basis. Not all blind students read Braille. Not all students 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:

- Alternate formatted lecture notes, handouts, and texts, 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
- Seating near the front of class
- 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, FM system, microphone
- Closed-captioned films
- Note-taking assistance and / or audio-taped class sessions
- Extended exam time, alternative testing arrangements
- Visual, aural, and tactile instructional demonstrations
- Computer with voice output, spellchecker, and grammar checker
- Classrooms, labs, and field trips in accessible locations
- Adjustable tables; lab equipment located within reach
- Standard tables and cushioned chairs
- Class assignments made available in electronic format
- Computer equipped with special input device (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 accommodations 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 a letter of confirmation for DSP&S recommended accommodations, especially when requested by student or faculty. If you have not received the DSP&S letter and wish to have it, please tell the student to contact his/her DSPS 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 DSPS-Recommended Accommodation?” in the appendices.

Once an accommodation plan has been selected and implemented, it is up to the instructor and the student (with DSPS 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 detract from) the learning, health, or safety of other students? If so, then a successful accommodation has been achieved. Once a successful accommodation has been achieved, the instructor should hold the student with a disability to the same performance standards as other students.

DSPS counselors 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 requires a creative and interactive process among the student, the instructor, and the DSPS counselor and/or disability specialist.

Instructors play a key role in the accommodation process. The involvement level of 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 students with disabilities.

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 recording class lectures and discussions 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.

Seating
A student with a physical disability who cannot use the standard classroom desks 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 minimally 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 she/he 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, DSPS sends a note 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 DSPS will provide NCR paper and/or the use of the DSPS copying machine. (Arrangements for copying notes during evening classes can be made with Academic Affairs by DSPS upon request.) 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, DSPS 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 listening devices to amplify and transmit sound. The instructor may be asked to wear a transmitter or microphone which transmits sound directly to a receiver worn by the student. 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.

Interpreters
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 see the "Specific Disabilities/Specific Consideration" 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 tests, 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 at a distraction-reduced site. Refer to "How Are Testing Services Provided at LAMC?" section in this handbook for more information.

Accommodations requiring more significant involvement by the instructor

Testing in Different Format or Alternative Methods of Recording Answers
Permitting students to show their knowledge or mastery of the subject matter 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 education 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 answers 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 a scribe or to type answers on a typewriter or computer.

Providing Technical Vocabulary
Technical vocabulary may be unfamiliar to deaf and 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 SYLLABUS 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. It is also standard to include on all college documents a statement that the document is available in alternate format (i.e. large print, Braille, E-text.) DSP&S suggests including the following sentences on the COURSE SYLLABUS:

- If you are a student with a disability and require classroom accommodations, please see me to discuss arrangements. The sooner I am aware that you are eligible for accommodations, the quicker I will be able to provide them. If you have not done so already, you may also wish to contact the DSP&S Office in Instruction Building 1018 (phone #818.364.7732/TTD 818.364.7861) and bring a letter stating the accommodations that are needed.

- This document can be made available in alternate format upon request from DSPS at (818) 364-7732.

REFERRING STUDENTS TO DSP&S

If you have a student in your class who you think might benefit from a DSPS 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 s/he is having academic difficulty and encourage him/her to come back and talk with you about gaining assistance, just as you would with any student.

While meeting with a 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 affirmatively, then one of our DSP&S staff could call the student, either with a number the student leaves the instructor, or with the phone number associated with the student’s ID number. The staff member would emphasize broad services offered at the college, arrange an appointment, and take it from there.

HOW ARE INTERPRETER SERVICES 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 is provided for the interpreter.

It is difficult for the student to see the interpreter’s hands in the dark. Therefore, if 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 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 video versions that contain closed-captioning. Closed-captioning services can take 2-4 weeks, 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 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 of the classroom 30 minutes for classes before 6 pm and 45 minutes for classes that start at 6 pm or later. Two "no shows" (absences without prior notification of DSPS) may result in a suspension of interpreter services for the student for 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 DSPS 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 when an interpreter is available.

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 DSPS is required to request interpreters.

**HOW ARE TESTING ACCOMMODATIONS PROVIDED AT LAMC?**

**Instructor-Provided OR DSPS-Provided Testing Accommodations?**

If a student is eligible for testing accommodations, the "DSPS-Recommended Accommodations Letter to Instructor" form that is sent to you will indicate this. An instructor may arrange to provide testing accommodations him/herself for the student OR a student may request DSPS to do so. Procedures for instructor provision of testing accommodations and for DSPS provision of testing accommodations follow.

**Instructor-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 required 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 DSPS) to politely inform the instructor that a proper test-taking environment is required. Also, the instructor must provide the amount of extended time and other testing accommodations recommended by DSPS. If the student is not provided with an appropriate test-taking environment or allotted the specified amount of extra time, the student has the right to refuse to take the test under those conditions and report the incident to DSPS.

**DSP&S-Provided Testing Accommodations**

DSP&S, if requested to do so in a timely manner, will provide test-taking accommodations for eligible students. Because DSPS has somewhat limited space and staffing, adequate time must be given to arrange for an appropriate proctor/writer/reader; to arrange a quiet location in the DSP&S Office in which to administer the test; and/or to produce, when necessary, the test in an alternate text format such as enlarged text or Braille text.

The student should contact the DSPS Office as soon as possible for test-taking services. The student will be given a "Request for DSPS-Provided Testing Accommodations" to take to you. Please take the time to read it, fill it out, sign it, and then have the student return it to DSP&S. The DSP&S Office will keep the original, and send you a copy for your records. This form requests the instructor to provide details pertaining to the way the exam is being administered in your classroom, and how the test is delivered to DSP&S and how it is to be returned. This information assists DSPS to maintain proper test administration procedures, ensure test security, and provide equitable test accommodations in the DSPS setting for your student. For obvious security reasons, it is strongly urged that the instructor not give the student permission to deliver the test to or from the DSP&S Office at any time.
Students, when utilizing DSPS test-taking services, must arrive on time for the test. Based on DSPS staffing and space considerations, the number of minutes the student is late may be deducted from the extended time scheduled.

**DSPS maintains strict test security standards.** Each test, when completed, is delivered by an appropriate and highly trained DSPS staff member, as per the instructor's written request (stated on the "Request for DSP&S-Provided Testing Accommodation" form) to the mailroom, to the departmental office, or to the instructor during specified office hours.

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

**DSPS HIGH TECH LAB/CAMPUS LABS/LIBRARY: ACCESSIBILITY/ASSISTIVE TECHNOLOGY**

The DSPS High Tech Lab, located in the DSP&S Office, is where assistive technology and alternate format requests are processed. Located there are scanners, Braille printers, closed-captioning workstations, and assistive software such as Jaws, Dragon Dictate, ZoomText, Kurzweil 1000/3000, Microsoft Reader, and Text Aloud. Assistive devices such as natural keyboards, joysticks, head mice, Braille keys, audio amplified stethoscope and Daisy Readers are available in the DSP&S HTC for loan 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 licenses, 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 aide should contact DSPS 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 attitudes 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 individuality, equality, or dignity of people with disabilities.

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

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*From Peralta College District DSPS Faculty Handbook.*

<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>Afflicted 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 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, wacko</td>
</tr>
<tr>
<td>Successful, productive</td>
<td>Has overcome his/her disability</td>
</tr>
<tr>
<td>Says she/he has a disability</td>
<td>Admits she/he has a disability</td>
</tr>
<tr>
<td>Person without a disability or non-disabled</td>
<td>Normal (Referring to non-disabled persons as &quot;normal&quot; 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 to whom you are speaking.

4. If you offer assistance, wait until the offer is accepted. Then listen to or ask for instructions.

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 to a person and is generally considered annoying. The wheelchair is part of the personal 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 clue you and guide your understanding.

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 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 okay 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 Standards of Conduct as described in the catalog and the schedule of classes. Sometimes it is assumed that students with behavioral issues are students with disabilities. Although the assumption is untrue, some students with behavior problems may benefit from referral to DSP&S. DSP&S staff does not divulge (without student permission) whether or not a student is already receiving DSPS services. It is best to follow the standard college procedure if a student is disruptive.

WHAT IF AN INSTRUCTOR REFUSES TO PROVIDE DSPS-RECOMMENDED ACCOMMODATIONS?

It is the responsibility of faculty members, with the assistance of DSP&S staff, to allow the student to utilize academic accommodations and support services recommended by DSP&S. Disallowing the accommodation or telling the student, "You don't need this," or "I don't believe in learning disabilities," is unlawful and puts the college, the district, and the instructor at risk of legal action.

If an instructor receives an accommodation form and doesn't understand or disagrees with the accommodation, it is the instructor's professional responsibility to contact DSP&S and possibly the department chair and/or academic dean to discuss the issue.
RESOLVING ACCOMMODATIONS 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 Accommodations Review Committee. At any time, the student may file a complaint with the Federal Office of Civil Rights (OCR).

**Informal Resolution**

When a dispute arises over DSPS recommended support services and/or academic accommodations, 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 DSPS professional.

** Formal Resolution**

If the matter cannot be resolved informally, the student may file a written request for a formal hearing of the college Academic Accommodations Review Committee, consisting of two faculty representatives, appointed by the Academic Senate, two members from administration, and the DSPS Coordinator or designee, who will function in the hearing as a consultant and will 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 and review the request in accordance with the following procedures:
   a. The student and/or a representative shall present the written request to the DSPS Coordinator and attend the meeting of the Academic Accommodations Review Committee. (The representative may not be an attorney.)
   b. The person denying the DSPS recommended support services or accommodations and/or their departmental representative shall present written reasons why the DSPS-recommended support services or accommodations were not provided and shall attend the meeting of the Academic Accommodations Review Committee.
   c. The committee will make a determination regarding the "reasonableness" of the support services or accommodation(s), and recommend an equitable solution, if necessary.
   d. The committee will deliberate outside of the presence of the student and the person denying the support services or accommodations 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 student's 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), by the Academic Accommodations Review Committee Chair.

**Appeal**

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

2. The student may also file a formal discrimination complaint (AB 803) with the College Compliance 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, p6)**

Academic Accommodations Review Committee Formal Hearing Request forms are available in the DSPS Office, Student Services Office, and from the College Compliance Officer and/or College Ombudsperson.

For full text see
LACCD Admin. Regs E-100
on LACCD website.
APPENDICES

STUDENT, INSTRUCTOR, DSPS: RIGHTS AND RESPONSIBILITIES

Students with disabilities have the right:

- To participate voluntarily in DSPS
- 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 processes 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 procedures for obtaining accommodations
- To work cooperatively with DSPS 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 DSPS if the student requests an accommodation and the instructor has not received written notification from the DSPS office
- To require students to follow the conduct standards of the college

Instructors have the responsibility:

- To work with DSPS to provide for 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 DSPS.
- 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 DSPS office if there is disagreement about the accommodations
- To work with DSPS to ensure that instructional web pages are accessible to students who use assistive technology
- To work with DSPS to ensure that all instructional videos are captioned

DSPS 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 DSPS policies and procedures regarding academic accommodations

DSPS 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 student 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 choices for purchase on time. It may take several weeks for a textbook to be read on tape or to obtain it from the publisher on E-text. It would be helpful when you talk with publisher representatives to ask if the text you have chosen is available in an alternative format (i.e., on E-text, tape, large print, Braille, CD-ROM, computer diskettes).

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 to 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 so the student knows 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 s/he 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 a student to a chair, simply place your hand on the back or arm 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 s/he 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. These 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 vision impairments include 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 alternate format, taped lectures, lab or library assistants, 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 alternate 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 chalkboard.
- 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 student to do so.
- Plan field trips and special projects well 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 severe 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 pat on 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 lean on the chair; it is similar to hanging or leaning on the person.

When talking to a student 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 or 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 occasional lateness may be unavoidable. Tardiness or absence may be due to transport problems, inclement weather or lift or wheelchair breakdown.

In Class
Some courses and classrooms present particular 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 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 selections early.
- Consider the accessibility of your classroom and your curriculum early in the semester, and discuss any concerns with DSPS and/or the student.
- Familiarize yourself with the building's 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.

3 From Des Moines Area Community College DSPS "Faculty Resources Handbook: <<http://www.dmacc.edu/student.services/disabilityresources.asp>>.
• 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 these students occasionally being late are: waiting for assistance in opening doors, maneuvering along crowded paths and corridors, and finding and/or navigating a ramp to 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 disruption 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 infrequently, but should be given due consideration by faculty members.

Field Trips

If a class involves fieldwork or field trips, discuss accessibility issues of the location with the student. If access problems exist collaborate with student and DSPS to come up with creative solutions.

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-captioned 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 and 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 rows 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 e-mail 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 again.

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 talking. 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 movements. 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 30 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, this 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 assistive listening devices.

Seating
A student who is deaf or hard-of-hearing depends on visual cues to supplement what s/he does not hear. Seating is an important consideration. The student will need to be near the front so that his/her view is not obstructed. If a student has a unilateral hearing loss, s/he should be seated so that 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 average 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 for 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, aural, etc.
- Build skills gradually over the semester and give frequent feedback.
- Allow alternative testing formats and/or extended time where 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, blunting out answers before being asked, lack of organization or time management and the appearance of inattention. While medications 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, reading assignments, and exam dates to provide needed structural and organizational assistance.
- Announce, post, and keep clear office hours during which the student can meet with you for clarification of information or 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 and kinesthetic. Examples include the use of the board, through lecture, handouts, films or videos, transparencies and with hands-on opportunities.
- Make required book lists available prior to the first day of class to allow students time to begin their reading early or to have their texts put on tape or in other alternate 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 concepts with concrete examples, personal experiences, hands-on models, 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 DISABILITIES

According to Title 5, 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 DSPS services they must present verification of disability to DSPS from an appropriately licensed or certified professional. Accommodations for students with psychological disabilities do not include psychotherapy.

Students with psychiatric 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 its 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 or other living patterns.
Anxiety is also prevalent among students and may also be the transient reaction to stress. Mild anxiety, in fact, may promote learning and improve the student’s performance. Severe 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 or 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 student privately and directly, delineating if necessary the limits of College Standards of Student Conduct. Call DSPS and refer student to DSPS 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 effective or if the student approaches you for therapeutic help refer the student to the DSPS counselor and/or to the Student Health Center.

- If abusive or threatening behavior occurs, refer the matter to appropriate (disciplinary) college authorities.

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 the student to tape-record lectures.
- Clearly define course requirements, the dates of exams, and when assignments are due; provide advance notice in writing of any changes.
- Clearly post your attendance policy, testing policies and office hours on your syllabus.

STUDENTS WITH AUTISM SPECTRUM DISORDERS / ASPERGER’S DISORDER

Autism is a complex and severe developmental disorder that affects a person’s ability to communicate, form 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 of 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 inflection 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 interests. 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 set 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
- Benefit from added explanations 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 sometimes abstruse expressions. Writing assignments of individuals with AS are often repetitious, flit 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. Academic 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 have a support person who can assess how well s/he is coping by meeting with her/him 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 DISORDERS**

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

If you see a student or instructor having a seizure, first ask someone to notify College Sheriff at x 7843. 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 help keep the airway clear. Do not try to force his mouth open with any hard implement or with fingers. It is not true that a person having a seizure can swallow his tongue. Efforts to hold the tongue down can injure teeth or 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 after the seizure has stopped.
- Stay with the person until the seizure ends naturally.
- Be friendly and reassuring as consciousness returns.
- Call campus police when first opportunity arises, ext 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 dazed 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 dazed 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 steep flight of steps, a busy highway, or a hot stove. Don't grab hold, however, unless some immediate danger threatens. People having this of seizure 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.

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"Ibid.
GUIDELINES FOR EMERGENCY EVACUATION OF PERSONS WITH DISABILITIES

1. In an emergency, always dial x7843 for College Sheriff assistance.
2. Ask how you can help before attempting any rescue or assistance. Ask how the person can best be moved and whether there are any special considerations or items 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:

1. 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 crutches, walkers or other mobility devices with them.

When offering rescue evacuation to persons who are Non-Ambulatory

1. 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.
2. Person may have a physical condition that contraindicates lifting, such as heart conditions or back problems or other severe physical complications. Non-ambulatory persons frequently have respiratory 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:

1. 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.
2. Use a two-person chair carry: two assistants link arms to form a backrest and grip wrists to form a seat.
3. Semi-ambulatory person may lean against back of assistant while assistant holds both person's arms over assistant's shoulders. The assistant leans forward slightly to take most of the person's weight.
4. Two assistants carry person by extremities. One assistant stands behind and wraps arms around person's chest under person's arms and lifts person's legs under knees.

Moving a Person in a Wheelchair Down a Flight of Stairs

1. LAMC Sheriff has stair evacuation equipment and some equipment is stored adjacent to the second floor Campus Center stairwell. Sheriffs have been trained in the use of this equipment.
2. If for some reason it is necessary to move the person in their wheelchair without the evacuation equipment, it is desirable to have minimum of two assisting persons, with four assisting persons preferred for adults with heavy wheelchairs.
3. Secure the wheelchair seatbelt.
4. The wheelchair battery may have to be removed first.
5. The strongest person(s) should be placed at the back of the chair and will grip the chair handles.
6. The other assisting person(s) will note what parts of the chair are removable (wheels, armrests,
footplates) so they do NOT lift the chair by those parts. They will grip the front seat frame and/or non-removable leg rests.

7. Always keep the wheelchair facing away from the stairs.
8. 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.
9. 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 balance and pitch forward.

Moving a person in a wheelchair over a curb or single step:

1. Secure the wheelchair seatbelt.
2. 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.
3. 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.
4. 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.
5. Turn the wheelchair around being carefully to avoid the ankles of other people passing by.

Moving a person in a wheelchair over rough terrain:

1. Secure the wheelchair seatbelt.
2. 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.
3. 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:

1. Tell the person the nature of the emergency: offer to guide him/her by offering your left/right elbow. This is the preferred, standard method when acting as a sighted guide. Do not grab a visually impaired person's arm.
2. Be sure the person brings with them all mobility aides such as white canes.
3. The individual may have a guide dog that may be disoriented. Ask the advice of the person who is blind regarding your level of assistance. The guide dog stays with the individual, if possible.
4. 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 pavements, curbs, or narrow passageways.
5. When you have reached a safe location, orient the person to where she/he is. Ask if further assistance is needed.

Evacuating a person who is deaf:

When offering assistance to someone who is deaf or hard of hearing use the following guidelines.

1. Write a note stating what the emergency is and what the evacuation route is (e.g. "Fire: go out the rear door to parking lot.").
2. 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.
EMERGENCY GUIDELINES FOR PERSONS WITH DISABILITIES

Preparing for Emergency
1. 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.
2. Meet with LAMC Sheriff staff to review the best evacuation routes for the buildings you will be using.
3. 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.
4. Establish a buddy system and an alternate for each class or working area. Instruct these buddies on how to assist you in the event of an emergency. Some persons may need two buddies.
5. Persons who are deaf may wish to prepare a written card requesting non-verbal emergency assistance and guidance (in writing or gesture).
6. Persons using power wheelchairs should schedule battery recharging on a regular basis and make sure the wheelchair battery is charged before leaving home.
7. Provide contact information for accessible transportation services should personal vehicles be inaccessible.
8. Those persons who cannot speak loudly enough to call for help should carry a whistle or other noisemaker.
9. If you are blind or have low vision, learn the location of the exits in advance.
10. If you have a personal attendant, family member or friend who cares for you, make arrangements before an emergency for her/him to check on you immediately after an emergency.
11. Make copies of your health information, evacuation plans and other emergency documents and give them to your attendant, family member or friend.
12. Have in place a plan of how to contact significant others in an emergency. Telephones may not be functioning, so devise a back up. 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)
1. Use the Emergency Buddy System you have set up ahead of time.
2. Give clear requests for assistance (verbally or in writing) and explicit directions on how you want assistance.
3. 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.
4. In the case of a power outage during daylight and you are on the second floor you may choose to wait near a window where there is natural light and access to a working telephone. Be sure to inform others leaving the building of your decision and ask them to inform the Sheriff's Office of your location.
5. 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.
6. If assistance is not immediately available and you cannot exit the building you should remain calm and move to the safest area possible such as an near an enclosed 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.
7. Continue to call for help or use a whistle or noisemaker until rescued.

15From Santa Barbara City College, "Emergency Evacuation Guidelines," at <www.sbcc.cc.ca.us/dspsl ».
ONLINE RESOURCES

Accessibility Information:

- http://www.washington.edu/doit/
- www.washington.edu/accessit/index.php
- http://www.w3.org/WAI/
- http://www.htctu.fhda.edu/about/outside_resources.htm
- squeQannhhtctu.net (license for free use of Aec Verify)

508 Compliance /Website Accessibility Evaluation and Training:

- www.section508.gov/index.cfm?FuseAction=Content&ID=3
- www.pasadena.edu/accessible/508guidelines.html
- www.w3.org/WAI/eval/
- http://veteransforall.com/508tools.htm

Closed-Captioning Info:

- http://www.cpcweb.com/Captioning/section_508.htm
- http://www.ccclivecaption.com/

Universal Instructional Design

- http://ericc.org/digests/e618.html
- http://www.washington.edu/doit/Faculty/
  A web-based resource from University of Washington DO-IT Program
  that offers instructors accommodation strategies, and universal instructional
  design ideas to meet the needs of a wide range of students.

General Students with Disability Information

- http://www.tcd.ie/disability/Archive/services/tls.php

Learning Disability

Pedagogical Strategies: http://www.users.drew.edu/%7Esiamieso/LDpedagogy.htm
LD Online: LA Resources: http://www.schwablearning.org

Early Signs of LD: http://www.the_helpgroup.orc

Support Services: http://www.tcd.ie/disability/Archive/services/tls_learningdisabilities.php
Tutoring Strategies: http://www.users.drew.edu/%7Esiamieso/tutoringld.htm
Students with Autism/ Asperger's
- http://www.aspergers.com/aspcin.htm
- http://autistics.org/library/whatis.html
- http://www.udel.edu/bkirby/asoerger/NLD_SueThompson.html#bio
This form must be signed and dated by the student and staff member. The Proctor Approval Form with the instructor’s signature must also be returned.

Please read carefully and sign

- All belongings must be kept away from the test area, including cellphones.

- The Test Proctoring Approval Form from the instructor is needed. Instructor’s instructions on administering the test will be followed.

- Staff will regularly monitor the student’s test taking. Questionable behavior will be reported to the instructor. The reporting may be noted on the test itself.

Take all “breaks” before the test begins. No breaks can be outside Room 1018 once testing has started. If necessary, we will give the test on page at a time, with a break after each completed page.

Our usual policy is to extend normal test time to 1-1/2 times the regular class time allotted for the test. For example, if the test is normally 1 hour you will be given 1-1/2 hours.

You must let us know at least 2 working days in advance when you plan to come in and take the test, otherwise we cannot guarantee a proctor for you.

I have read the Proctoring Contract and understand my responsibilities in the above mentioned.

Student Signature: __________________________ Date: __________________________

Student Print Name: __________________________

Staff Signature: __________________________ Date: __________________________

Staff Print Name: __________________________
Los Angeles Mission College
Disabled Student Programs and Services

Name of Student ___________________________ Name of Class ___________________________ Semester ____________

Has requested our assistance in taking all tests for your class. As mandated by State regulations, we provide extra time and a distraction free environment, but never help them with test answers! Tests are administered per faculty instructions in the DSP&S Office, Room 1018, ext. 7732. All tests are administered under the supervision of one of the DSP&S instructors. Our records of this student’s disability indicate that this procedure would be a reasonable accommodation. Please sign this form and return it to Dr. Rick Scuderi, Director of DSP&S Office, Room 1018. A copy of your proctoring form will be sent back to you for your records.

STUDENT MUST CONTACT DSP&S OFFICE PRIOR TO THE TEST TO MAKE ARRANGEMENTS FOR A TESTING ROOM.

☐ I approve
☐ I do not approve but will make arrangements to accommodate the student.

X ___________________________ ( ___________________________)
Instructor’s Signature
Please Print Your Name

Instructions for test delivery and return (Check one)

I. State how you want DSP&S Staff to obtain test.

Options: ☐ Faculty will leave test in office for DSP&S Instructors.
☐ Staff member will pick up test:

Day & Time ___________________________ Where: ___________________________

II. State instructions for return of test.

Options: ☐ Test returned to instructor’s mailbox.
☐ Staff member to deliver test to instructor personally.
☐ Instructor will pick up test in DSP&S Office.

Comments on special test administration instructions (if any).

Special Instructions:
________________________________________
________________________________________
________________________________________

III. OPTIONAL

Special instructions for short answer and/or essay questions. Please check-off the assistance permissible.

☐ Tutor may help student organize student’s own thoughts.
☐ Spelling help
☐ Grammar help
☐ Other permissible assistance (please specify) ___________________________
Disabled Students Programs and Services - Interpreting Services

Student Contract for Interpreting Services

I understand that if I am provided with interpreting services at Los Angeles Mission College I will accept the following responsibilities:

1. I will inform DSP&S as soon as possible when I need an interpreter for a class knowing that DSP&S needs adequate advanced notice to find interpreters.

2. Absence: I will contact the DSP&S office as early as possible to let Dr. Scuderi or Marian Murray know I will not attend class (preferably 24 hours or more before the class meets). If I do not call, I will be considered a “no-show.” I understand that if I am a no-show for 2 class meetings, and I have not contacted Dr. Scuderi, then interpreter service for that class may be suspended (stopped temporarily). If I want interpreting services for that class to start again, I must talk to Dr. Scuderi.

3. Tardiness: I will do my best to be on time for class. I understand that if I am late and I am the only deaf student in the class, the interpreter may leave after waiting
   * 30 minutes for a class that starts before 6 p.m.
   * 45 minutes for a class that starts at 6 p.m. or later
   If I do not show up before the end of the waiting period, the interpreter will file a “student no-show” report with Dr. Scuderi. If I am late and the interpreter has already left, I should go to the DSP&S office to see if I can get an interpreter. I understand that it is better to return to class without an interpreter than to miss the whole class.

4. Outside of class events: Whether an outside of class event is on or off campus, and I need interpreter(s), I will see Dr. Scuderi as soon as possible. If I call and get the answering machine I will leave a message and keep calling back until I find out if I will have an interpreter.

6. Dropping a class: I will inform Dr. Scuderi immediately if I plan to drop a class.

7. Behavior: I will not try to have a conversion with the interpreter while he/she is interpreting in class. I will not behave in a rude or threatening manner toward the interpreter.

8. Complaint: If I have a complaint (ex: I don't understand the interpreter, the interpreter is always late...) about the interpreter, I will first discuss it with the interpreter if possible and if not satisfied with results, then discuss it with Dr. Scuderi. I may also fill out a Student Feedback form about the interpreter.

9. Feedback: I will fill out a Student Feedback Form (“blue paper”) about each interpreter I have each semester. I understand that I can pick up the form from Dr. Scuderi.

I have read, discussed, and understand the above Student Contract for Interpreting Services. I agree to follow these rules to the best of my ability.

______________________________  ________________
Student Signature                  Date

Student Name (printed)_________________________ Student’s ID#_________________________

_______ Dr. Rick Scuderi - Director of Disabled Students Programs & Services

818.364-7861 TDD  818.364.7732 V  818.833.3318 Fax
Procedures to Request Closed Captioning

1. Submit a request for captioning form to the Alternate Media Specialist.

2. Provide original video tape and a blank tape for the captioned copy to Alternate Media Specialist
   a. If the copyright owner of the original video is someone other than Los Angeles Mission College, a form will be sent to the copyright owner for permission to caption. Once permission is received, the process will proceed.
   b. A transcript will be produced. *If you have a transcript/script of the tape the turn around time will be reduced.*
   c. A working copy of the original will be made.
   d. Editing and captioning will take place
   e. A final captioned copy will be produced.

3. The Alternate Media Specialist will contact you when the production is complete.
   At that time, *if the copyright is not owned by Los Angeles Mission College, you must shelve the original copy and only use the captioned copy, as only one copy may be in circulation at a time.*

What videos are eligible for captioning?
Any video owned by the Los Angeles Mission College that meets the following criteria:
• Must be produced by Los Angeles Mission College, office or classroom use.
   Or,
• Commercial videos used by Los Angeles Mission College personnel for training or other official use and for which copyright holder's permission has been obtained

Personal videos are not eligible for captioning.

Closed Captioning Request Form
Person requesting captioning:
Name: ___________________________ Date: ___________________________
Phone: __________________________ Dept: __________________________

About the Video:
Video Title: __________________________
Name of Owner of Original Video: __________________________
Name of Copyright Owner: __________________________
Address of Copyright Owner: __________________________

For Alternate Media Personnel Use:
Date Original Video received: __________________________
Date Captioned Video returned: __________________________
To Whom It May Concern:

This letter is to verify that ________________________________ has a disability which negatively affects the disabled student's writing skills. Please help ________________________________ find a student who could take his/her own notes on our special 3-hole punched NCR paper. The student could tear off the top sheets and give ________________________________ the bottom yellow sheets. Thus, the inconvenience to the student taking the notes would be extremely minimal.

Thanks for your help,

Dr. Rick Scuderi, Director
Disabled Students Programs & Services

PS: It is probably best if you could ask a student or two privately instead of making a general announcement. Then the disabled student would not be embarrassed.
DSP&S STAFF CONTACTS & OTHER RELEVANT CONTACTS

Joe Ramirez, MS – Vice President, Student Services x7766
Rick Scuderi, PH.D – DSP&S Director x7734
Marian Murray, Special Services Assistant x7732
John James, MS – DSP&S Counselor x7732
Julie Dale, MS – DSP&S Counselor x7732
Larry Resendez, Psy.D – DSP&S Cons/ LD Specialist x7733
Adrian Gonzalez — Assistive Technologist x 3313

For all DSP&S Instructors, call DSP&S Director x 7734
Interpreter Services (TDD) x7861 or x7732 via Cal Relay
Proctoring or Test-Taking Appts. x7732

DSP&S (818) 364-7732
For TDD use only: (818) 364-7861
FAX number (818) 833-3318
College Police (818) 364-7843
College Compliance Officer (818) 364-7701
DSP&S Office Hours: Monday-Thursday 8am-6:30 pm
Friday until 4pm, Saturday 9am-2pm, or
by appt.

In emergency, you may DIAL *80 on any campus pay phone to reach College Sheriff’s
Office located near the Student Health building: North East Health Corp Center.
A TDD is available in the DSP&S.
To leave messages for instructors, call their campus voice mail numbers. Instructor
campus telephones 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: http://www.lamission.edu/dsp
(818) 364-7732