

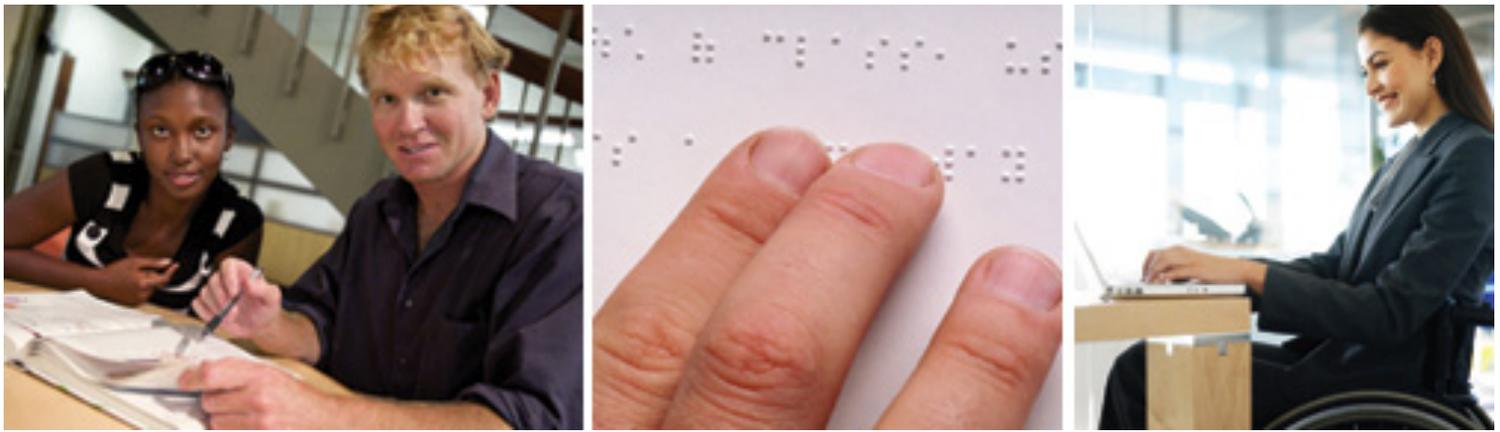


DSPS FACULTY HANDBOOK



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ACCOMMODATION FOR PERSONS WITH DISABILITIES

West Los Angeles College (WLAC) is committed to ensuring that students with disabilities receive appropriate accommodations in their instructional activities as mandated by federal and state law and by College/District policy while maintaining academic integrity.

The fundamental principals of nondiscrimination and accommodations in academic programs were set forth in the implementing regulations for the 1973 Rehabilitation Act, Section 504. Other applicable laws include the Americans with Disabilities Act, Section 508 of the Rehabilitation Act, Public Law 101-336, the Family Educational Rights and Privacy Act of 1974, and Title V of the California Code of Regulations.

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the amendments of 1974/1975 and the Americans with Disabilities Act of 1990, WLAC endeavors to make reasonable accommodation in its policies, practices, and facilities, to ensure equal opportunity for eligible persons with disabilities to participate in all programs and activities. Whenever a special accommodation or auxiliary aid is necessary in order to assure access to and full participation by students with disabilities in college programs or services, the department

or service responsible for the program or service to which the individual requires access, will work with the Disabled Student Programs and Services (DSPS) to ensure that reasonable accommodation are made.

REHABILITATION ACT OF 1973

Section 504 specifically states: “No otherwise qualified individual with handicaps in the United States, as defined in section 7(8), shall, solely by reason of the handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service” (The Rehabilitation Act of 1973).

The effect of Section 504 on post-secondary institutions is summed up by the concept of program accessibility to students with disabilities. “Accessibility includes the elimination of policy barriers, the provision of auxiliary aids such as readers and interpreters, and the provision of equal educational services and programs to disabled and non-disabled students, as well as the traditional physical access to the campus” (Johns, CAPED, Vol. 1 (No. 1), p. 7). Furthermore, 504 states: “In its course examinations or other procedures for evaluating students’ academic achievements, institutions shall

provide such methods for evaluating the achievements of students who have a disability that impairs sensory, manual or speaking skills as will best ensure that the results of the evaluation represent the student's achievement in the course, rather than a student's impaired skills (except where such skills are the factors being measured)" (Section 504, Subpart E, 104.44 c). An instructor, in some cases, may be required to modify test arrangements for students with disabilities. For example, a student with a learning disability may be given the option of completing an oral exam rather than an essay type exam. The modified format of a standardized exam will depend upon the nature of a student's disability and the best way to measure the student's knowledge of the subject.

The Rehabilitation Act of 1973 defines handicapped individuals covered in Title V as "any person who (i) has a physical or mental impairment which substantially limits one or more major life activities (i.e., caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working), (ii) has a record of such impairment".

AMERICANS WITH DISABILITIES ACT (ADA)

In 1990 the ADA became law, extending universal civil rights protections to individuals with disabilities for the first time. The ADA was modeled on the Section 504 regulations and the federal case law that interpreted them. The ADA extended the protection for individuals with disabilities beyond federally funded institutions.

The Americans with Disabilities Act has had a dramatic impact upon program and physical accessibility for students with disabilities. Section 36.309 of ADA (Title III) specifically

states that "Any such authority that is covered by 504, or by Title II, because it is a function of a State or local government, must make all of its programs accessible to persons with disabilities, which includes physical access as well as modifications in the way the test is administered, e.g., extended time, written instructions, or assistance of a reader". Furthermore, "a public entity offering an examination must ensure that modifications of policies, practices, or procedures or the provision of auxiliary aids and services furnish the individual with a disability an equal opportunity to demonstrate his or her knowledge or ability..."

The ADA uses the same definition of an individual with disabilities as Section 504, and specifies three protected categories:

- (1) Individuals who have a physical or mental impairment that substantially limits one or more major life activities;
- (2) Individuals who have a record of a physical or mental impairment that substantially limits one or more major life activities; and
- (3) Individuals who are regarded as having such an impairment.

Both the Americans with Disabilities Act and Section 504 regulations state that the college shall provide academic accommodations unless:

- (a) the college can demonstrate that the accommodations are not necessary to ensure nondiscriminatory participation by a handicapped student, or
- (b) the college can demonstrate that the academic requirement for which an adjustment is requested is "essential to the program of instruction being pursued by (the) student".

Legal References: Section 504 of the Rehabilitation Act of 1973, 1990 Americans with Disabilities Act, Title II.

DISABILITY CATEGORIES & INSTRUCTIONAL TIPS

Each student brings a unique set of experiences to college, and a student with disabilities is no exception. While many learn in different ways, their differences do not imply inferior capacity to learn. Course requirements for students with disabilities should be consistent with those for other students.

In order to receive appropriate reasonable accommodation a student with a disability must also have an educational functional limitation, which directly impacts the educational process. Determining that a student is disabled may not always be a simple process and requires documentation from a qualified professional. California community colleges serve students with a wide variety of disabilities. Visible disabilities are noticeable through casual observation, for example, an immediately recognizable physical impairment, or the use of a cane, a wheelchair, or crutches. Other students have what are known as hidden disabilities which may include hearing impairments, legal blindness, cardiac conditions, learning disabilities, ADHD, cancer, diabetes, kidney disease and psychiatric or seizure disorders. Finally, some students have multiple disabilities caused primarily by conditions such as muscular dystrophy, cerebral palsy, multiple sclerosis, or traumatic brain injury.

Depending on the nature and progression of the condition or injury, it may be accompanied by a secondary impairment in mobility, vision, hearing, speech or coordination, which may, in fact, pose greater difficulties than the primary diagnosis.

Students with a disability may identify themselves to DSPP and/or to their instructors before or early in the semester. Others, especially those with "hidden"

disabilities, may not identify themselves because they fear being challenged about the legitimacy of their needs. Such students, in the absence of instructional adjustments, may experience problems completing course requirements. In a panic, they may identify themselves as disabled just before an examination and expect instant attention to their needs. If that happens, the faculty member should send the student to DSPP where they will meet with a counselor to document their disability in order to receive academic accommodations.

Faculty members are encouraged to include a statement in their course syllabus, which advises students that a student with a verified disability may be entitled to a reasonable accommodation the syllabus inviting students with disabilities to schedule an appointment to discuss their accommodation needs with them.

Visual Impairments

Included in this category are disorders in the structure and functions of the eye as manifested by at least one of the following: (1) visual acuity of 20/200 or less in the better eye after the best possible correction, (2) a peripheral field so constricted that it affects the student's ability to function in an educational setting, (3) a progressive loss of vision which may effect the ability to function in an educational setting. Examples of visual impairments include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

Students with visual impairments often benefit from the following accommodations: special testing arrangements, access to classroom materials in alternate format (i.e., audiotope, large print or Braille), a test proctor for reading exam questions and writing down answers, access to specially adapted

equipment (i.e., talking calculator, talking spellchecker, special computer), note taking assistance, tape recorded lectures and priority registration.

Instructional Tips

Make lists of required readings available before the first day of class. A student with a visual impairment often needs to have standard printed information reformatted (i.e., Braille, tape or large print). This takes a considerable amount of time to do.

Make sure that you send a copy of your syllabus to DSPS in advance to the start of your class. Provide students with chapter outlines or study guides that cue them to key points in their readings.

- Read all information that is written on the chalkboard or overhead transparencies.
- Make sure when students are working in groups with a visually impaired student that information being used to complete an assigned task is read out loud.
- Talk in a normal tone of voice when speaking and face the class.
- If requested, assist the student in finding a volunteer note taker, tutor or reader.
- Provide copies of lecture notes.
- Some visually impaired students may require time extensions on assignments.
- Plan field trips and internships in consultation with DSPS staff.
- Be prepared to assign a student to work with a visually impaired student in a lab setting.
- In-class assignments will likely need to be completed out of class.
- Don't be afraid to consult with the student on determining what additional assistance they might require to complete your course.

Physical Impairments

Musculoskeletal and connective tissue disorders, as well as neuromuscular disorders, are physically disabling conditions, which may require adaptation of the physical environment or curriculum. Examples include, but are not limited to, cerebral palsy, absence of some body member, clubfoot, nerve damage to the hand and arm, cardiovascular aneurysm (CVA), head injury and spinal cord injury, arthritis and rheumatism, intracranial muscle disorders.

Students with physical impairments may benefit from the following accommodations: special testing arrangements, a test proctor for writing down exam answers, access to specially adapted equipment (i.e., special computer), note taking assistance, tape recorded lectures, special seating arrangements (i.e., accessible table and chair), and priority registration.

Instructional Tips

- Do not use accessible classroom furniture if you know that a student needs it.
- Be prepared to have your classroom changed if it is held in an inaccessible location.
- If your class involves laboratory work, make sure that students with physical impairments have an accessible lab station.
- Students with severe physical impairments may need to be teamed with another student to complete assigned laboratory work.
- Students with certain physical impairments may need to stand up or temporarily leave the room to stretch their muscles.
- In-class assignments may need to be completed out of class.

- Some students with physical impairments may need extensions for assigned work.
- Always consider the accessibility of a field trip or internship site. Inaccessible locations should be avoided. However, if you have no choice on the location of a field trip or internship, consult with DSPS for some creative solutions.
- Students using wheelchairs or other mobility aids may experience some delays in getting to class on time due to barriers encountered on campus.

- Repeat the questions and remarks of other people in the room.
- Use visual aids and the chalkboard to reinforce spoken presentations.
- If requested, assist the student with finding a note taker.
- When possible, provide student with class outlines, lecture notes, lists of technical terms and printed transcripts of audio material.
- Always try to use videos or movies that are closed captioned or are at least available with a verbatim script.
- Do not obstruct the student's view of the interpreter.

Hearing Impairments

A DSPS of hearing of 30 decibels or greater, pure tone average of 5000, 1000, 2000 Hz unaided in the better ear constitutes a DSPS significant enough to be considered a disabling condition.

Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing DSPS or deafness, and acoustic trauma hearing DSPS or deafness. Students with hearing impairments may benefit from the following accommodations: note taking assistance, assistive listening device (i.e., comtek unit), sign language interpreter, seating in the front of the class, and priority registration.

Instructional Tips

- Front row seating for hearing impaired students is very important in most cases.
- Keep your face within view of the student when speaking.
- If a student is using an interpreter talk directly at the student. Recognize that there is a slight lag on the information being translated to the student from the interpreter.

You might be asked by a student to wear an assistive listening device.

Don't be afraid to ask the student what additional assistance they may need to complete your course.

Specific Learning Disabilities

"Learning disabilities" is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, writing, reading, reasoning, mathematical abilities, or social skills.

Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other learning disabilities in the basic psychological or neurological process. Such disorders do not include learning problems which are due primarily to visual, hearing, or motor handicaps, mental retardation, emotional disturbance, below average aptitude or environmental deprivation., any student with a suspected learning disability must present assessment results that are current and which meet California Community College Learning Disability Eligibility Criteria.

Students with learning disabilities may benefit from the following accommodations: note

taking assistance, special testing accommodations, use of a test proctor for reading test questions and writing down answers, extended time for in-class and out-of-class assignments, access to books on tape, use of a special computer, seating in the front of the class, and priority registration.

Instructional Tips

- Clearly separate items when spacing them on the exam sheet. For a student with perceptual deficits, for whom transferring answers is especially difficult, avoid using answer sheets, especially computer forms. Allow them to write answers on the test or even dictate their responses.
- Make lists of required readings available well before the first day of class to allow students to begin their reading early or to arrange to obtain books on tape.
- Read aloud material that is written on the chalkboard or overhead transparencies.
- Repeat or reword complicated directions.
- Provide clear photocopies of your notes and overhead transparencies.

Consider alternative test designs. For example, some students with learning disabilities may find essay formats difficult. A student with a visual perceptual impairment may have trouble with tests requiring them to visually search and match different items.

Speech Impairment

These impairments include disorders of language, articulation, fluency, or voice which interfere with communication, pre-academic or academic learning, vocational training, or social adjustment. Examples include, but are not limited to, cleft lip and/or palate with

speech impairment, stammering, stuttering, laryngectomy, and aphasia.

Students with speech impairments may benefit from the following accommodations: substitution of projects in lieu of classroom presentations, audio taping or videotaping of a presentation in place of live speech, and in some cases an interpreter.

Instructional Tips

- Give students the opportunity, but do not compel them to speak in class.
- Permit students the time they require to express themselves without unsolicited aid in filling in gaps in their speech.
- Address students with a regular tone of voice.
- Consider course modifications such as one-to-one presentations, written scripts in place of presentations, audiotape or videotape presentations.

OTHER IMPAIRMENTS

Cardiovascular & Circulatory Conditions:

Such conditions include, but are not limited to, congenital heart disease, rheumatic fever and chronic rheumatic heart disease, arteriosclerotic and degenerative heart disease, other diseases or conditions of the heart, other hypertensive diseases, varicose veins and hemorrhoids, and other conditions of the circulatory system.

Students with cardiovascular and circulatory conditions may benefit from the following accommodations: allow for missed exams to be made up, extensions on class assignments and priority registration.

Instructional Tips

- Students may miss classes due to illness and therefore, may need extensions on class assignments, exams and projects.
- Students may need to get up and move around the classroom.

Psychological Impairments

Individuals with a psychological impairment must have a DSM IV Axis I diagnosis to warrant the need for support services through DSPS. Examples include, but are not limited to, schizophrenia, bipolar disorder and schizoaffective disorder. There is a considerable amount of variation amongst students with this type of disability. For example, not all students with depression will need special accommodations through DSPS. In fact, many do not. It is very important to keep in mind that the majority of students with psychological impairments are under treatment and quite functional.

Students with psychological impairments may benefit from the following accommodations: allow for missed exams to be made up, extensions on class assignments, special testing accommodations and priority registration.

Instructional Tips

- Students may benefit from extended time on classroom assignments when their condition warrants it.
- Discuss inappropriate behavior with the student privately. Clearly discuss what is considered acceptable classroom conduct. If abusive or threatening behavior occurs, contact the Dean of Support Services.
- All students are held to a Standards of Student Conduct (no exceptions).

Consult with the Dean Support Services for further information.

Blood Serum Disorders

Typical disorders include hemophilia, sickle-cell anemia, and disorders where the cause is unknown. Students with this type of medical condition are likely to miss classes due to hospitalization or the need for bed rest. Students with blood serum disorders may benefit from the following accommodations: makeup exams for missed classes, extensions on classroom assignments and priority registration.

Instructional Tips

- Assist students in getting copies of classroom notes for classes missed due to illness.
- Be prepared to provide reasonable time extensions on assignments.

Respiratory Disorders

These are debilitating disorders which may include, but are not limited to, asthma, tuberculosis of the respiratory system, emphysema, pneumoconiosis and asbestoses, bronchiectasis, chronic bronchitis and sinusitis, other diseases of the respiratory system.

Students with respiratory disorders may benefit from the following accommodations: makeup exams for missed classes, extensions on classroom assignments and priority registration.

Instructional Tips

- Assist students in getting copies of classroom notes for classes missed due to illness.
- Be prepared to provide reasonable time extensions on assignments.

Environmental Illness' (EI)

Students with EI may have adverse reactions to environmental pollutants such as solvents, volatile organic chemicals, smoke, perfume, paint, carpet or pollen. Serious health problems may result from exposure to certain pollutants. DSPS determines on a case-by-case basis how to best accommodate students with this type of illness.

Instructional Tips

- Students may approach an instructor and request that they make a request to the class to please refrain from wearing artificial scents. This is acceptable. Though students cannot be made to stop wearing artificial scents they can be requested to do so.
- Be prepared to have the class moved to another location if a student simply cannot function in a certain room due to carpeting or paint.
- Other conditions that necessitate administrative or academic adjustment and that do not fit into any of the above categories may also qualify.

Contact DSPS at ext. 4450 for consideration of services for disabilities not listed here.

CONFIDENTIALITY

Whatever information a student shares with faculty regarding a disability is highly confidential and needs to be treated as such. Under no circumstances should a student's disability situation be discussed in front of the class or in the presence of other students. Information on a student's disability should not be shared with other faculty or staff unless there is an absolute need for them to be informed.

In order to receive accommodations, students must disclose to you that they have a disability and have a need for academic accommodations authorized through DSPS.

However, students are not required to disclose specific information on their disability to a faculty member since this information has already been obtained through DSPS.

FACULTY RESPONSIBILITIES

The majority of support services required by students with disabilities are provided through DSPS. However, the full cooperation of faculty is the key to the timely delivery of approved academic accommodations. In fact, as faculty members, you are legally required to ensure that reasonable accommodations are provided to students with disabilities enrolled in your course(s).

In order for DSPS to continue to provide the level of services available, the following is needed from members of the faculty:

- Faculty will cooperate with DSPS in providing authorized accommodations and/or support services for the student in a fair and timely manner.
- Faculty will ensure that copies of classroom exams are given to DSPS in a timely manner to enable administration of special testing accommodations.
- Faculty will provide handouts and classroom materials to DSPS in a timely manner for students who need this material reproduced in an accessible format.
- Faculty will consult with a representative of DSPS if there is any question regarding how to implement authorized academic accommodations.

- Faculty will provide a classroom atmosphere which is harassment-free in nature and nondiscriminatory on the basis of race, religion, color, sex, age, handicap, marital status, sexual orientation, and national origin.
- Faculty will respect the confidentiality of students with disabilities and will not disclose information on any student's disability without prior consent. This includes even mentioning to fellow classmates that a particular individual has a disability.

DISABLED STUDENT PROGRAMS AND SERVICES (DSPS)

WLAC has had an DSPS department since 1973. The department was formed to address issues brought to the forefront by Section 504 of the Rehabilitation Act of 1973. Initially, the department primarily dealt with program and physical access issues. Today's technology era presents a different type of access issue, which must be addressed. It is the responsibility of the DSPS department to advocate on the behalf of students with a disability and to facilitate the provision of approved accommodations. Presently, the DSPS department is staffed with a Dean, Secretary, Student Services Assistants Counselors, Learning Disabilities Specialists, and a Instructional Assistant.

Roles and Responsibilities of DSPS

DSPS is committed to providing opportunities at WLAC for higher education to students with disabilities, to increasing the representation of enrolled students with disabilities, and to making its programs, activities and facilities fully accessible to students with disabilities. In compliance with the WLAC's policies DSPS has the responsibility of providing the following

services to students with a documented need: diagnostic assessment for students with suspected learning disabilities (if financially eligible), disability related counseling, interpreter services, reader services, test taking facilitation, transcription services, and note taker services (all of these services are contingent on verified need). In addition to the required support services listed, DSPS is responsible for providing the following: access to, and arrangements for, adaptive educational equipment, materials, and supplies required by disabled students; liaisons with campus and community agencies; registration assistance; special parking; supplemental specialized campus orientation; consulting with faculty to ensure that the special needs of students with disabilities are appropriately met; and acting as a liaison with campus outreach personnel to increase the representation of students with disabilities.

Campus Orientations
 Priority Registration
 Special Parking
 Services for Students with Learning Disabilities
 Disability-Related Counseling and Advising
 Real Time Captioner /Interpreter Services
 Tutoring Services
 Note Taker Services
 Adapted Equipment
 Transcription Services
 Test Taking Facilitation
 Reader Services