

Accommodations Partnership for Students with Disabilities

The commitment to providing equal access to educational opportunities and full participation for students with disabilities and the facilitation of accommodations is an interactive partnership between students, faculty and the Disabled Students Programs & Services (DSPS) staff.

Student Responsibilities

- Attend DSPS Orientation and complete an intake appointment
- Provide DSPS with the required documentation and/or forms (medical, psychological, educational, etc.) to verify disability and support for services.
- Follow the procedures for requesting accommodations for each semester in which the accommodation is needed.
- Send AAP letter to professors via Online Student Portal.
- Notify DSPS of any problems or concerns related to accommodations.

DSPS Responsibilities

- Engage with student in interactive process to identify reasonable and effective academic adjustments.
- Inform student of the proper procedure for students to request for approved accommodations.
- Create an Academic Accommodations Plan (AAP) for students to send to their respective faculty members.
- Act as a resource and support to faculty and students to effectively implement approved accommodations.

Faculty Responsibilities

- When a student discloses a disability or related accommodation:
 1. Engage in a conversation with the student about plans to implement the approved accommodations outlined in the faculty letter.
 2. Refer student to DSPS if they do not have a faculty letter or if they are requesting accommodations that are not on their faculty letter.
 3. Upon request from DSPS, identify essential course and degree components and requirements
- Keep disability and accommodation information private
- Include an ADA statement in each syllabus to inform students about the accommodation process through DSPS.

Questions?

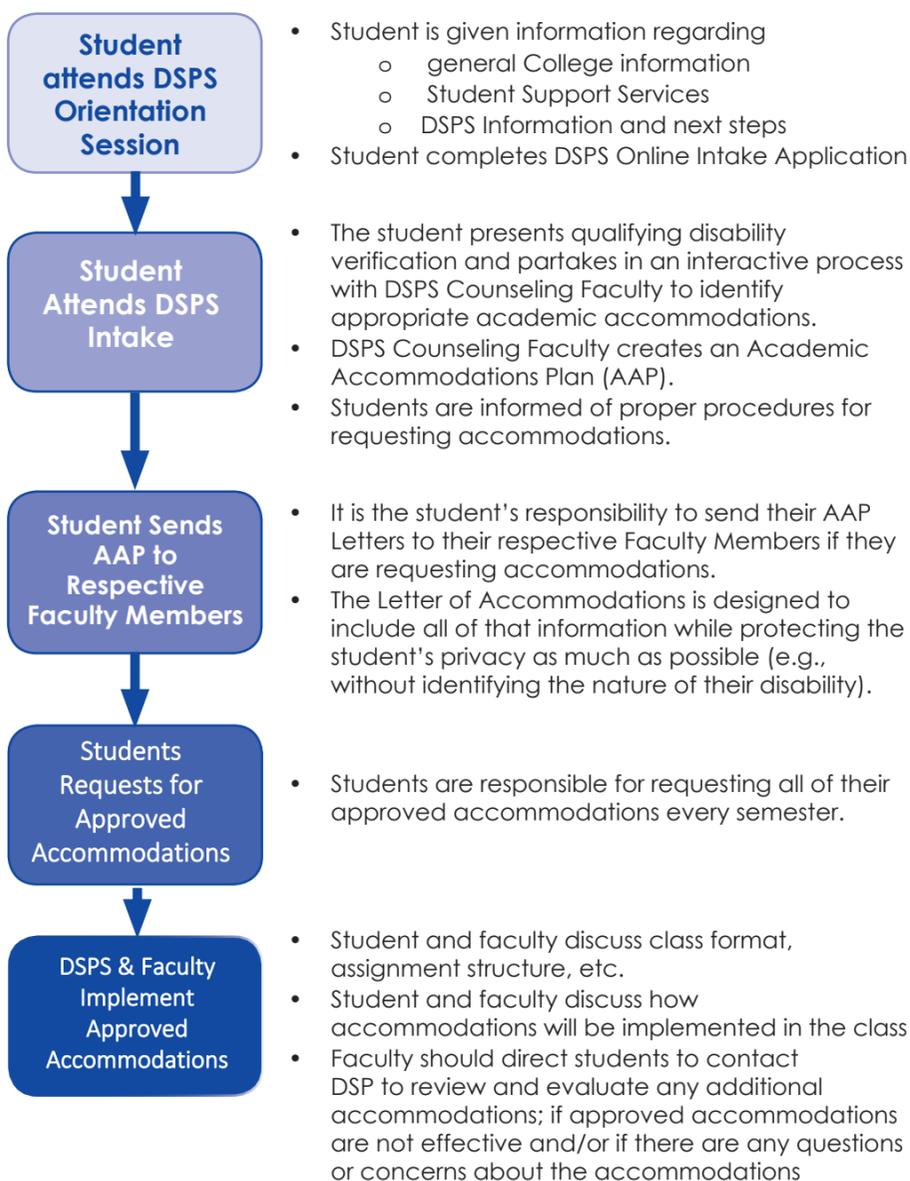
Contact DSPS: (562) 938-4558 LAC, (562) 938-3921 PCC
dspd-staff@lbcc.edu
LAC: A1134 PCC: GG107

Academic Counseling www.lbcc.edu/counseling LAC-A1111, PCC- GG-202	562-938-4561,LAC 562-938-3920,PCC
Student Health Services www.lbcc.edu/student-health-services LAC-A1010, PCC-GG-117	562-938-4210, LAC 562-938-3992, PCC
Mental Health Services-Phone Intake www.lbcc.edu/post/mental-health-services	562-938-3987
Evening Safety Escorts www.lbcc.edu/college-safety-and-campus-police	562-938-4910,LAC 562-435-6711,PCC
Title IX <i>Refer Student to Ramon Knox, Dean of Student Affairs</i> <i>Consult Gene Durand, AVP, Human Services</i>	562-938-4038 562-938-4095
Veteran Services www.lbcc.edu/veterans-services LAC-E-08L, PCC- GG-102	562-938-4162,LAC 562-938-3929, PCC
International Student Services www.lbcc.edu/internationalstudents LAC-A-1097	562-938-4745
Suicide Hotline	800-273-8255
Food Banks and Local Hot Meals	562-938-3992
Campus Police	562-938-4911

ADA Syllabus Statement

Students needing academic accommodations based on a disability are encouraged to contact the Disabled Students Program & Services Office at (562)938-4558 (LAC) or (562) 938- 3921(PCC) or present in person at LAC-A1134 or PCC- GG107. As the professional delegated authority from the campus to determine reasonable disability accommodations, DSPS will assess all requested accommodations and communicate appropriately with faculty. In the event that a student has approval for proctoring arrangements during exams, please inform your respective professors before date of exam(s). When possible, students should contact the DSPS within the first three weeks of the semester, as reasonable notice is needed to coordinate accommodations. For more information, visit www.lbcc.edu/disabled-student-services.

Student Accommodation Process



FAQs

Q: WHAT CAN I DISCUSS WITH A STUDENT WHO HAS A DISABILITY?

You may discuss the student's learning style and learning needs, and how you can work together to meet those needs. Supporting a student does not necessarily require knowing what the disability is. If a student voluntarily discloses his or her disability, you are welcome to ask more questions. However, it is not appropriate to ask, "what is your disability?"

Q: HOW ARE ACCOMMODATIONS APPROVED?

Students provide medical or psychoeducational documentation to DSPS and complete an intake with DSPS Counseling Faculty to identify appropriate accommodations based on functional limitations imposed by their respective disability. Every academic adjustment/modification or auxiliary aid and service must be individually determined on a case by case basis.

Q: WHAT IF I THINK AN ACCOMMODATION IS INAPPROPRIATE?

A faculty member has the right to challenge an accommodation request if they believe the accommodation would result in a fundamental alteration of the program, the institution is being asked to address a personal need or the accommodation would impose an undue financial or administrative burden on the institution then the college may deny a request for a specific accommodation.

Q: WHAT SHOULD I DO IF I THINK A STUDENT NEEDS SUPPORT FROM DSPS, BUT HAS NOT ASKED ME FOR ACCOMMODATIONS?

Participation in DSPS is entirely voluntary; however, as you would for any struggling student, ask the student if there are any ways the student could be more supported. Additionally, provide them with information to resources such as Success Centers and the DSPS.

Q: DO YOU PROVIDE ACCOMMODATIONS FOR TEMPORARY INJURIES OR ILLNESSES?

DSPS can provide accommodations for temporary injuries or illnesses, including, but not limited to, broken bones, on-going illness, and concussions. Students with short-term illnesses, such as cold or flu, are not covered by the ADA, and should work directly with instructors to arrange informal modifications per the Academic Accommodations Policy.

Our Charge

DSPS is the office responsible for the administration of LBCC's commitment to equitable access and participation for students with qualifying documented disabilities in academic areas and other programs sponsored by the College. This includes providing appropriate accommodations pursuant to Americans with Disabilities Act of 1990, Americans with Disabilities Amendments Act of 2008, Section 504 of the Rehabilitation Act of 1973 and Title 5 of 2013.

Americans with Disabilities Act, 1990

Given legal mandates under the Americans with Disabilities Act (ADA), postsecondary institutions must make reasonable accommodations. This includes extracurricular activities.

A public entity shall make reasonable modifications in policies, practices, or procedures in order to provide students with disabilities an equal opportunity to fully participate in courses, programs, and activities. The modifications are necessary to avoid discrimination on the basis of disability, unless the public entity can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

The determination of what is a fundamental alteration, however, is one which requires specific steps and a reasoned, determinative process on the part of the campus community, and necessitates that colleges and universities question their notions of what is truly fundamental and provide for alternate methods of achieving the results intended by the educational program.

Americans with Disabilities Act Amendment Act, 2008

The law made a number of significant changes to the definition of "disability" under the Americans with Disabilities Act (ADA). The term "substantially limits" requires a lower degree of functional limitation than the standard previously applied by the courts

Section 504 of the Rehabilitation Act of 1973

Section 504 states that "no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under" any program or activity that either receives Federal financial assistance or is conducted by any Executive agency or the United States Postal Service.

As a result, institutions shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student. Academic requirements that the recipient can demonstrate are essential to the instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted. Additionally, they can include auxiliary aids and services such as qualified sign language interpreters, notetakers, readers, braille, large print, electronic formats of print materials, and adaptive equipment.

Title V of 2013

Title V of 2013 is a Community College outline of the definition of a disability, the way in which students qualify for services, student rights and responsibilities, and the specific implementation of academic adjustments at the community college.

What are academic accommodations?

Academic accommodations are reasonable modifications or services, as determined by DSPS, that give a student with a disability an equal opportunity to benefit from the educational process. Accommodations can be in the form of academic adjustment or modifications such as extended time for test taking or completing course work; substitution of specific courses to meet degree requirements; modification of test taking or performance evaluations so as not to discriminate against a person's sensory, speaking or motor impairments, unless that is what is being tested. Accommodations can also take the shape of auxiliary aids and services such as qualified sign language interpreters, note takers, readers, braille, large print, electronic formats of print materials, and adaptive equipment. The University does not provide accommodations that would "fundamentally alter" the educational program or academic requirements that are essential to a program of study or to fulfill licensing requirements. A "fundamental alteration" is a modification that is so significant that it alters the essential nature of the goods, services, facilities, privileges, advantages, or accommodations offered.

Grievance Process

DSPS is committed to working with students with disabilities to resolve disagreements regarding the need for and/or implementation of accommodations. In case of such disagreement, the student should contact the DSPS Office as soon as possible.

Concerns regarding possible discrimination on the basis of disability should be addressed to the Associate Vice President of Human Resources.

Student Privacy

A student's registration with DSPS and personal information about the nature of their disability is protected and confidential information covered by the Family Educational Rights and Privacy Act (FERPA). The identity of students with disabilities which are not obvious should not be disclosed directly or indirectly in class, and the accommodation arrangements of individual students with disabilities should not be discussed in class in the presence of other students.

Instructors are not advised to ask personal details about the nature of a student's disability ("what's your disability?" "how long have you had it?"). In addition, instructors are not entitled to see an individual student's diagnostic documentation. Instructors may, however, review the College's disability documentation requirements for various disabilities.

A student's disability or medical condition should not be shared with colleagues, other students, or staff.

Testing Center and Extended Time Testing

To assist faculty in providing approved testing accommodations, DSPS operates a Testing Center. *Examples of Testing Accommodations:*

- Extended time, distraction-reduced test setting or a private room, assistive technology, reader, and writer.

Students are expected to schedule their exams at least 7 days in advance at the DSPS Office. Signing up 7 days in advance guarantees that the DSPS can properly accommodate a student.

If a student misses the 7 day deadline, they are encouraged to visit the DSPS Office to request a late testing accommodation. We cannot guarantee that late requests will be scheduled, but we will make every effort to accommodate the student.

Students cannot be denied accommodations solely because they miss the 7 day deadline. If a student cannot be scheduled in the testing center, faculty must make a good faith effort to make alternate arrangements, if at all possible.

Faculty Responsibilities for Testing

Discuss accommodations with student: Discuss the type of exams in your class and which approved accommodations the student will need. Discuss whether you will provide the accommodations in the classroom, or utilize the DSPS Testing Center. If a student requests accommodations that are not approved by DSPS, please have the student contact DSPS.

Provide accurate exam dates to students in advance: Provide accurate exam dates to students in advance; indicate how much time the class will receive for the test. Discuss with DSPS students how unannounced 'pop' quizzes will be handled; DSPS can assist with options that will meet instructor's needs and learning outcomes.

Send exams to DSPS: All exams and testing instructions must be sent to the Testing Center via ClockWork or to dspstest@bcc.edu or taken to our Proctoring Center: LAC- A1137, PCC-GG107

Help coordinate scheduling: Typically, students receiving extended time on exams in the DSPS Testing Center start their exams at the same time as other students. In cases where extended time might run into another class the student may need to take the exam at an alternate time. DSPS requires professor approval to move exams to a day/time that is outside of the student's normal class time.

Provide equitable access to information during exam: If students can ask the professor questions during the exam in the classroom, they must have the same access from the testing center. Professors are asked to provide contact information in ClockWork or when they submit the exam. If handouts, visual aids, or other information is provided to the class during an exam, it must be provided to students taking the exam in DSPS.

Testing Instructions: Provide DSPS with the same testing instructions you will give to the class (e.g. closed book/note, open book/note, calculator, etc.). Additionally, how long the class has to complete their exam and how many pages the exam has.

Online exams: For timed online exams, please remember to add extended time for students with accommodations, including those taking the exam at the DSPS Testing Center.

Completed Exam Delivery: Completed exam is returned to the faculty member via preferred delivery method (i.e. campus mail, email, or faculty pick up)

Example Scenario

A student shows up to an exam scheduled for two hours and tells the professor that they cannot complete the exam in two hours and needs more time. The student says they have a disability and this accommodation is required but is not registered with the DSPS Office.

Response: The College has the right to require a student to follow certain procedures and submit documentation to support requested accommodations, as a result, students are required to seek accommodations through the DSPS. Additionally, the student must provide reasonable advance notice of the need for an accommodation. This is not reasonable notice and does not allow the DSPS the opportunity to obtain the necessary medical verification and to engage in the interactive process to determine a reasonable accommodation. Refer the student to the DSPS to initiate accommodations for future exams. As the student is not registered with the DSPS, the faculty member does not have to grant the accommodation.