



LONG BEACH
CITY COLLEGE

Disabled Student Programs & Services Faculty Resource Guide



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The Disabled Student Programs & Services (DSP&S) Office

The Disabled Student Program & Services (DSP&S) Office serves as the designated office of the College that coordinates campus-wide services for students with disabilities.

DSP&S obtains and files disability documentation, certifies eligibility for services, and coordinates the planning and provision of auxiliary aids as well as the implementation of modifications and adjustments in academic rules, policies and procedures.

Professional staff are available at DSP&S to provide Long Beach City College students with disability-related consultation and to assist them in obtaining both academic and nonacademic supports and services.

Staff members at DSP&S are available to meet with faculty members and students to:

- Act as consultants to verify (with the students' permission) disabilities and needs for accommodations, and recommend appropriate and effective academic adjustments;
- Coordinate the provision of effective auxiliary aids and services including sign-language interpreters, captioning, alternative media, notetakers, readers, tutors, assistive technology training, adapted transportation for academic reasons, and library assistance;
- Conduct seminars and informal meetings, or speak with instructors about accommodating students' disabilities in classrooms;
- Act as a resource to facilitate improvement of physical access; and
- Assist in the planning and execution of effective test-taking accommodations.

DSP&S has compiled a wide range of disability-related resources for faculty and students on its homepage.

Long Beach City College is committed to providing equal access to educational opportunities and full participation for students with disabilities. No qualified student will be excluded from participation in any College program or be subject to any form of discrimination based on disability. LBCC recognizes its obligations to comply with the Title V of 2013, Americans with Disabilities Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973.

Definition of a Disability

A “disability” is defined as having (a) a physical or mental impairment that substantially limits one or more major life activities (b) a record of such an impairment (c) being regarded as having such an impairment. ADAAA expanded major life activities to include “major bodily functions” (*Americans with Disabilities Act Amendments Act, 2008*). Some disabilities are visible, some are hidden.

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Major bodily functions include, but are not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

An individual is “substantially limited” when he/she/they are unable to perform a major life activity that the average person in the general population can perform or when he/she/they are significantly restricted as to the condition, manner, or duration under which he/she//they can perform a particular major life activity as compared to the average person in the general population.

An “otherwise qualified student with a disability” is a student with a disability who, with or without reasonable accommodations, meets the essential eligibility requirements for receiving services or participating in programs or activities.

A “reasonable accommodation” is a reasonable modification or adjustment to a class or program, or the provision of auxiliary aids/services that allows a student with a disability equal opportunity to participate in LBCC programs and activities.

The ADA considers the following as disabilities only under certain conditions:

- Pregnancy (only when it fits the definition of a disability)
- Obesity (when there are resulting functional limitations)
- Substance Abuse (only when in recovery)

Further, a sole diagnosis of test anxiety does not meet the criteria of a disability as defined by the ADA.

Faculty Rights and Responsibilities

Faculty members have the right to:

- Set and post academic standards.
- Evaluate all students based on the standards of the class and to grade accordingly.
- Advise the student to contact DSP&S if the student requests an accommodation and the instructor has not received written notification of accommodations from the DSP&S office.
- Challenge Accommodations: A faculty member has the right to challenge an accommodation request if s/he believes:
 - The accommodation would result in a fundamental alteration of the program
 - The institution is being asked to address a personal need
 - The accommodation would impose an undue financial or administrative burden on the institution
- Request a written agreement before allowing the student to tape record the class.

Faculty members do not have the right to refuse to provide accommodations, to question whether the disability exists when accommodations have been authorized by DSP&S, or to request to examine the student's documentation.

Faculty members have the responsibility to:

- Provide reasonable accommodations for students with disabilities. The faculty member is a partner in helping to meet the needs of the qualified student with a disability and participates in the development of accommodations for their students.
- Use DSP&S as their resource to assist them in the provision of accommodations in a timely, reasonable, and equal manner.
- Adjust methods of delivery of content and assessment of student knowledge without fundamentally altering the nature of the course.
- Provide handouts and exams in a timely manner and in accessible formats for alternate media provision.
- Select textbooks in a timely manner so that e-text can be ordered from the publisher or converted by the DSP&S office.
- Respect and maintain a student's right to confidentiality about his/her/their disability by not announcing or discussing the student's disability in the presence of other students or staff.
- Work with all campus resources including DSP&S to ensure that EIT (educational instructional technology) is accessible to students who use assistive technology.

Promoting Private Self-disclosure/Syllabus Statement

It is a good idea to invite students to privately self-disclose their need for disability-related adjustments and auxiliary aids. An accessibility statement should be made on the first day of class, and a similar written statement should be included in the course syllabus. Such a statement might state, "*Students needing academic accommodations based on a disability must contact the Disabled Student Program & Services Office at (562)938-4558 (LAC) or (562) 938- 3921 or present in person at LAC- A1134 or PCC- GG107. As the professionals delegated authority from the campus to determine reasonable disability accommodations, DSP&S 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 DSP&S prior to or within the first three weeks of the semester, as reasonable notice is needed to coordinate accommodations. For more information, visit <https://www.lbcc.edu/disabled-student-services>.*"

Please note that students cannot be required to disclose that they have a disability. However, those with known disabilities who choose not to self-disclose accept responsibility for the consequences of that decision. 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.

In addition, instructors are not entitled to see an individual student's documentation of disability. Instructors may, however, review the College's disability documentation requirements for various disabilities.

Obtaining Notification for the Need for Accommodations

When students who are registered with DSP&S require academic adjustments and/or auxiliary services (e.g., text and graphics converted to an alternative accessible format, captioned videos, sign language interpreter, real-time captioning), students and/or DSP&S consultants will contact the course instructors to facilitate preparation.

However, students may not be able to determine if they will require academic accommodations in a particular class until after class has commenced. Therefore, students may not initially present the instructor with a Letter of Accommodations via Clockwork Faculty Portal until after they have attended the class and determined that the need for their approved accommodations exists within that specific class. This process allows students with disabilities to retain their anonymity when accommodations are deemed unnecessary, however, students accept responsibility for the consequences experienced prior to disclosing their disability status and requesting effective accommodations.

How do you know if you have a student in your course who requires accommodations?

If a student is requesting accommodations for your respective course, you will be notified via email to log into your Faculty Portal via the DSP&S website homepage. Here, the student will electronically send you their Academic Accommodations Plan for your review.

Confidentiality When Working with DSP&S Students

A student's registration with DSP&S and personal information about the nature of their disability is protected and confidential information covered by the Family Educational Rights and Privacy Act (FERPA). For a student to receive accommodations in your course, there must be the following:

- 1) a disclosure from the student that he or she has a disability
- 2) some details about how the disability may impact their educational performance
- 3) reasonable and appropriate accommodations that are designed to overcome those barriers.

The Letter of Accommodations is designed in such a way to include all pertinent information while protecting the student's privacy as much as possible (e.g., without identifying the nature of their disability).

When a student discloses that they are registered with DSP&S, it is important to keep that information confidential. It should not be included in their permanent academic record. Letters of Accommodation should be shredded or deleted at the end of each academic semester. If an instructor is consulting with a colleague about how to implement a student's accommodations, it is advisable to not refer to the student's name.

Instructors should not ask personal details about the nature of a student's disability (e.g., "What's your disability?", "How long have you had it?") Sometimes student may choose to disclose that information themselves, and it is certainly permissible for an instructor to listen and engage the student in an empathic way. There are even some scenarios where an instructor and student may have a very close working relationship, where the student discloses personal disability-related information in a way that truly enhances the working relationship. The best advice is to let the student take the lead in disclosing or discussing disability-related information.

It is acceptable to ask any student if they need accommodations in a course, or invite them to register with DSP&S if they have accommodation needs.

If a student gives you a Letter of Accommodation from DSP&S or discloses to you that they are registered with DSP&S, you can contact us with questions or concerns and that is not considered breaking confidentiality.

It is certainly NOT acceptable to "out" a student with a disability in your course. (e.g., making the volunteer note taker announcement and referring to the DSP&S student specifically by name, or asking a student about some aspect of their accommodation while their peers are present.)

Denying Accommodation Requests

Consult DSP&S first before denying an accommodation request. The College cannot respond to an accommodation request by saying, "We never make exceptions," nor can the College deny an accommodation request solely on the basis of departmental tradition, consensus, or individual instructor preference. Every academic adjustment/modification or auxiliary aid and service must be individually determined on a case by case basis. Although the institution is not required to provide a service which would constitute an undue financial burden, cost is not an acceptable reason to deny an accommodation request in most situations. The reason for this is that the costs of accommodations are judged in relation to the total institutional budget. Therefore, there are very few circumstances in which an accommodation cost would be deemed excessive within the context of the entire Long Beach City College budget. The College, however, is not required to substantially or fundamentally alter the content or methodology of a course or degree program.

Assessing Accommodation Impact on Essential Course Elements

When assessing the impact of an accommodation request on a program of study, teaching faculty members should be advised that academic modifications, adjustments and/or substitutions must be considered for any element that is not deemed to be an essential, immutable component of the program.

Accessible Classrooms

Inaccessible or partly accessible classrooms can be problematic for students with disabilities. In addition, labs and computer centers may be crowded and difficult to navigate, workstation heights may require adjustments, or assistive technologies may be needed. Classroom tables or desks must have enough clearance for students using wheelchairs to get their legs underneath. Lab tables and computer consoles should be set up so that wheelchair users can comfortably reach the equipment.

Students in need of adjustable height tables or other auxiliary aids should be directed to contact DSP&S to request that one be installed in the class. **Additionally, instructors can be of assistance by informing classes that these adjustable desks are provided for students with disabilities and should be reserved for that purpose.**

Planning and Implementing Exam Accommodations

Students with disabilities may require reasonable testing adjustments (e.g., extended time, alternative format, assistive computer technology, distraction-reduced environment) to level the playing field for the functional limitations imposed by their respective disability. As a result, reasonable test modifications and/or adjustments are considered equitable accommodations, unless they would substantially alter the fundamental requirements of the academic program.

For exam accommodations, students are encouraged to speak to their professor about exam dates and expectations. Although arrangements may be made for students to take their exams at DSP&S, it is appreciated if professors can provide the testing accommodation when possible. This provides students approved for academic adjustments the same opportunity as other students in the class to ask questions or seek clarification about the exam.

When testing accommodations cannot be provided in class, such exams must be administered at DSP&S. Flexibility in scheduling exams is essential.

The current DSP&S procedures for requesting and scheduling exams is the following:

1. Students who are approved for testing accommodations send their Letters of Accommodation to their Instructors via their Student Portal on Clockwork.
2. Students sign documentation agreeing to the DSP&S Testing Procedures.
3. Student make a request for exam accommodations at least 7 days prior to the exam date. For finals, students must request 7 days prior to the first day of Final's Week.
4. Faculty members deliver their exam to DSP&S at least 24 hours before the date DSP&S will proctor the exam.
 - a. Faculty members can upload their exam and instructions via Faculty Portal via Clockwork
 - b. Faculty members can email their exams along with instructions to our protected inbox at dsptest@lbcc.edu

- c. Faculty members can drop off exam copies to our Proctoring Centers: LAC- A1137, PCC-GG107
5. The completed exam is returned to the faculty member via preferred delivery method specified by the faculty member (i.e. campus mail, email, or faculty pick up)

Planning and Implementing Notetaking Accommodations

1. Students must develop an Academic Accommodation Plan (AAP) with their Disabled Student Programs and Services (DSP&S) counselor. The Student must have an appropriate verified disability on file on Clockwork to receive this service.
2. Student, with the support of DSP&S staff or by him/herself, will login to Clockwork and send the accommodation letter to instructors.
3. Student will then login to the Course Notes section and change the default setting to “yes, I need a note taker” for those classes in which a note taker is needed.
4. If Students do not want to remain unanimous, Students are encouraged to advocate note taking for themselves by:
 - asking the instructor to make the request for them
 - asking a friend in their class
 - asking someone they sit next to in class
5. Once the note taker is identified it is the instructor’s and/or student’s responsibility to refer note taker to the computer labs at Pacific Coast Campus (PCC) and Liberal Arts Campus (LAC) to complete note taker application on clockwork. Instructor may also obtain note taker volunteer(s)’s email (s) and provide email(s) to DSP&S office at dsps-staff@lbcc.edu.
6. Once the volunteer note taker has applied, student should login to the Course Notes portal and select the note taker.
7. It may take 2-3 weeks to secure a note taker and some requests may not be filled. In the case of the following:
 - there are no volunteer note takers after 2 weeks of student’s request
 - notes are not received in a timely manner
 - notes are received inconsistently
 - notes are unsatisfactory

Communicating Information in a Timely, Accurate, and Accessible Manner

The College is required to make textual, verbal, video, and/or graphical information available to students with disabilities in a timely, accurate, and accessible fashion.

Generally, information must be accurately communicated to students with disabilities in an accessible format (e.g., Braille, enlarged print, electronic format, captioned video, tactile graphic) at the same time that it is made available to all other students. Examples of the usual parameters are as follows:

- A handout without graphics may take 1-2 business days to convert to alternate media
- A complete textbook may take 1 to 8 weeks to convert to alternate media
- A chapter of a textbook may take 1 to 10 days to convert to alternate media.
- A novel may take 1 to 8 weeks to convert to alternate media.
- A chapter of a novel may take 1 to 10 days to convert to alternate media.
- A worksheet may take 1 to 5 days to convert to alternate media
- A 3-page exam may take 2 to 4 days to complete.

Therefore, it is essential that **ALL** printed course materials (e.g., textbooks, course packs, reserve readings) be identified well in advance of the start of class so that they can be converted to accessible alternative formats prior to start of school.

When selecting textbooks, if there is an e-book version, please let students know about this well in advance, this may they can determine is alternative media is an accommodation they will need.

If students are given textbook or other course material information the first day of lecture, the student will be at a disadvantage in addition to dealing with the functional limitations imposed by their disability.

Information Technology Accessibility Requirements

Access and Compliance

“‘Accessible’ means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.” (Resolution Agreement South Carolina Technical College System OCR Compliance Review No. 11-11-6002).

Legal References and Guidelines:

<p>The Rehabilitation Act of 1973, Section 508</p>	<p>Requires equal access to telecommunications, which is defined to include services and programs delivered via the internet.</p>
<p>Federal Rehabilitation Act of 1973, Section 504</p>	<p>Prohibits discrimination on the basis of disability in educational settings which receive federal dollars.</p>
<p>Americans with Disabilities Act of 1990</p>	<p>Requires states and local governments give people with a disability an equal opportunity to benefit from all of their programs, services and activities.</p>
<p>Title 5, California Code of Regulations, section 59300</p>	<p>"... no person in the State of California shall, on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or mental disability, be unlawfully denied full and equal access to the benefits of, or be unlawfully subjected to discrimination under any program or activity that is administered by, funded directly by, or that receives any financial assistance from, the Chancellor or Board of Governors of the California Community Colleges."</p>
<p>28 CFR Part 35 Non-discrimination in state and local government</p>	<p>Prohibits discrimination on the basis of disability by public entities.</p>
<p>Distance Education: Access Guidelines for Students with Disabilities</p>	<p>Strategies and guidelines for addressing accessible course development for online courses.</p>
<p>CCC Distance Regulations and Guidelines - 2008</p>	<p>Allows California Community Colleges to explore and develop educational initiatives using advanced communication and computing technologies to address student access issues related to geographical, cultural, disability or facility barriers.</p>

Expectations of the classroom

- Classrooms are comprised of diverse learners, including students with disabilities and a wide range of learning profiles
- The college has a legal obligation to provide services and accommodations for students with disabilities
- The college depends on the *interactive process* to establish needs, procedures, and expectations
- The partnership between faculty, student and the college promotes a consistent process for managing the needs of the student
- The Universal Design model of teaching provides a lens in which to increase awareness and educational access

Designing an Accessible Course

It is much easier to build your course with web accessibility in mind at the start of your workflow, rather than going back to retrofit problem areas later. Think of the user approaching your class; what “keys” will you build into the course for better navigation? By incorporating these simple steps, you will be creating a course with universal design in mind, no matter who enters your classroom on the first day. You want to be sure your class is running in top form on the first day of class.

To be compliant with our campus standards (WCAG 2.0) you must have content that is organized around the following four principles, a foundation necessary for anyone to access and use Web content:

1. **Perceivable** – Information and user interface components must be presentable to users in ways they can perceive.
 - This means that users must be able to perceive the information being presented (it cannot be invisible to all of their senses)
2. **Operable** – User interface components and navigation must be operable.
 - This means that users must be able to operate the interface (the interface cannot require interaction that a user cannot perform)
3. **Understandable** – Information and the operation of user interface must be understandable.
 - This means that users must be able to understand the information as well as the operation of the user interface (the content or operation cannot be beyond their understanding)
4. **Robust** – Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies.
 - This means that users must be able to access the content as technologies advance (as technologies and user agents evolve, the content should remain accessible)

These guidelines should be followed during the development of a new course. For existing courses, these guidelines should begin to take shape in the course at the point of redesign. Making these adjustments in your course will have a greater impact for long-term student accessibility.

HOW DO I START??

Write clearly

- Use the simplest language appropriate for your content.
- Use illustrations, icons, etc. to supplement text.
- Check spelling, grammar, and readability.
 - Be careful with abbreviations, jargon, complex language, or anything that might confuse the reader.
- AVOID THE USE OF ALL CAPS. IT CAN BE DIFFICULT TO READ.

Use good semantic structure

- Organize your content using true headings (sometimes labeled as “H1” “Heading 1”, etc.). The document title should be a first-level heading, the next level should be second-level, etc. Avoid skipping levels (e.g., jumping from first-level to third-level headings).

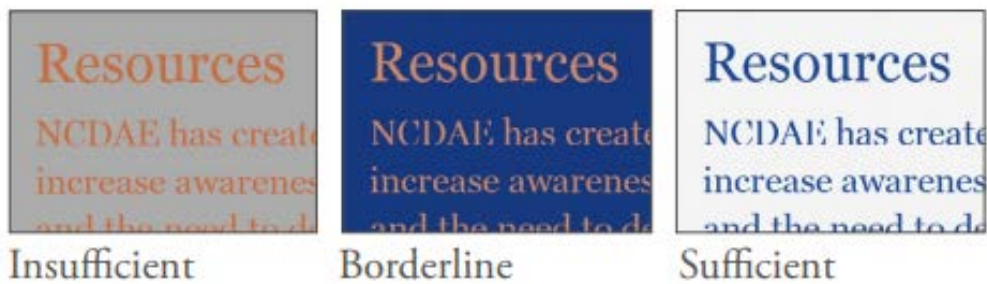


- Use true bulleted and numbered lists rather than creating it by using the tab key and an asterisk or number.
- Provide a table of contents for long documents.
- Provide a descriptive document or page title.
- Use true columns instead of other methods (e.g., using the “Tab” key to create columns one line at a time).

Remember users with visual disabilities

- The use of color can enhance comprehension, but do not use color alone to convey information (e.g., “Items in red are due this week”). Using color is fine (e.g., “The items due this week have the red word ‘due’ next to them”), it just cannot be the only way information is provided.

- Make sure that color contrast is strong, especially between text and background. This is true for images that include text as well



- Do not use descriptions that rely only on sight (e.g., “click on the square”, “the box on the left side of the page”, “The big blue text”).
- Use adequate text size, usually no smaller than 10-point font.

Be careful with data tables

- If the tools allow, provide headers for data tables.

Plan Element	Yes/No	Supporting Documentation	Additional Notes
An executive summary	Yes	Summary is attached	
A comprehensive timeline	Yes	3-year timeline in place	
Assignment of specific responsibilities	Yes	List of employee responsibilities	Our ne to a tr
Metrics, milestones and measurable steps	Yes	Attendance lists for the last 4 workshops attached	

- Use the simplest table structure possible. Be careful with spanned rows or columns and avoid multiple levels of table headers.
- Avoid using tables for visual layout when possible.

Provide appropriate alternative text

- Many tools allow you to provide alternative text for images. These boxes are sometimes labeled with phrases like “alt text,” “alternative,” or even “description.” If present, use this field to provide alternative text.
- Alternative text should present the content and function, not necessarily a description, of an image. If you had to remove the image, what text would you put in its place?
- If an image has no relevant content or function, is decorative, or the alternative text is provided in nearby text, then the image should have empty alternative text if possible (some tools have an option for “blank” or “empty”). If this is not an option, leave the field blank. You should not put empty spaces, empty quotes (except in HTML alt=""), or any other nonsense information in these fields.

- Avoid words like “picture of,” “image of,” or “link to.”
- Use the fewest number of words necessary.

Ensure links are descriptive

- Avoid phrases like “Click here”, “Here”, “More”, “More information”, “Read more”, and “Continue.”



- URL’s as link text should usually be avoided, unless the document is intended to be printed or if the URL is relevant content.

Caption and/or provide transcripts for media

- Videos and live audio must have captions and a transcript. A transcript is sufficient for archived audio.
- Captions should be accurately reflecting the text in the video. The text should be equivalent.

Working with Service Providers to Facilitate Accessibility Within Your Classroom

Student (s) in your course may qualify for interpretation services as a reasonable accommodation. These services are facilitated via service providers: American Sign Language Interpreters or Real Time Captioners, to ensure an equivalent educational experience, regardless of disability. Service providers help bridge the communication gap by listening in class and translating lectures and discussion into sign language or real time captioning. Professors can assist in fostering a working relationship with the providers and students by reviewing the information below:

Useful Facts:

- All deaf/hard of hearing students are unique and may require different accommodations. They may or may not:
 - Communicate through a sign language interpreter.
 - Communicate through a captionist.
 - Speak for themselves.
 - Be skilled lip readers.

- American Sign Language (ASL): Linguistically, ASL is a separate language from English with its own syntax and grammar. It takes the same amount of study to become fluent in ASL as it does to master a spoken language.
- Many deaf students do not lip read at all, as only about 35% of what is spoken is visible on the lips.
- The student may or may not speak for him/herself. Even if sign language interpreters are present, the student may choose to speak for him/herself when commenting or responding to questions in class.

Using Interpreters:

- Sign language interpreters help bridge the communication gap by listening in class and translating lectures and discussions into sign language. They also translate the student's signed communication into spoken English when the student is called upon, has a comment or question, or makes a presentation.
- Interpreters are:
 - Professional service providers who convey spoken or auditory messages from people in a particular environment.
 - Responsible for ensuring all parties can communicate with one another
 - Expected to “voice” what is signed and “sign” what is spoken
 - Bound by the Registry of Interpreters for the Deaf (RID) Code of Professional Conduct, which is a strict code of ethics.
- Interpreters **DO**:
 - Interpret all spoken information and/or conversations for students
 - May ask instructor/speaker for clarification, pre-conference with instructor/speaker
 - Interpret for the student, the instructor, and classmates
- Interpreters **DO NOT**:
 - Elaborate or add additional information to spoken messages, interject personal opinions or assist a student with school work.
 - Tutor students or help with class assignments
 - Talk with instructors about student performance
 - Counsel students and help with problems
- Interpreters often work in teams. If classes are more than an hour in length or content is complex, there will be two interpreters in the class. One will be up front near you interpreting, while the other is watching visuals and listening in order to assist the primary interpreter with cues as needed. They may switch every 15-20 minutes.

Ensuring Successful Classroom Communication:

- Speak directly to the student, not to the interpreter. A common mistake is to say, "Tell her . . ." or "Ask him . . ." Instead, make eye contact with and speak directly to the DHH student as though the interpreter is not present.
- Expect lag time: Wait for interpretation and response before continuing to speak.
- The speaker and interpreter should be in the same line of vision for the student, make sure you *do not* stand between the interpreter and the Deaf student.
- Deaf and hard of hearing students may request seating in the front of the classroom, near to and facing the instructor to ensure optimal use of visual clues (lip-reading, facial expressions, gestures).
- Give any class materials and handouts to students and interpreters, and do this in advance whenever possible.
 - Advanced copies of lecture notes, technical terms, hand-outs, speeches, audio recordings, song lyrics, websites, PowerPoint slides, and other materials will help orient the Deaf student and allow the interpreter to better prepare to translate the class content.
- Whenever possible, please repeat questions from other students before answering. It may be difficult for the interpreter to hear the questions, especially in a large lecture hall.
- If there is a group discussion, consider the best way to facilitate inclusion of the deaf student. Remember there is a lag time when using an interpreter; allow time for the student to have a chance to respond.
- Emphasize important information such as assignment or schedule changes by writing details on a chalkboard and/or providing written handouts.

Making Classroom Materials Accessible:

- *If you intend to show movies, slides, or video, be aware that media, in accordance with Federal Law, they must be captioned or subtitled.*

Accommodations for Temporary Injuries or Illnesses?

DSP&S 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.

Scenarios

Scenario 1: 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 has a disability and this accommodation is required but is not registered with the DSP&S 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 DSP&S.

Additionally, the student must provide reasonable advance notice of the need for an accommodation. This is not reasonable notice and does not allow the DSP&S 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 DSP&S to initiate accommodations for future exams. As the student is not registered with the DSP&S, the faculty member does not have to grant the accommodation.

Scenario 2: DHH student registered for the class however videos being shown are not equipped with accurate captions. The professor asks the interpreter or captioner to translate the video.

Response: The Professor can turn the volume off of the video and narrate, allowing students in class the same shared experience. Interpreters/ captioners are instructed to not translate audio or video media show in the classrooms, reason being is this does not allow full access to the information. The Deaf and or Hard of Hearing students will miss either the signed/ typed information or the visual information show on the screen. Accurate captions and grammatical markers allow for full access to the supplemental media presented. Professors using Canvas as an online learning platform can obtain captions for their videos via the DECT grant.

Scenario 3: A student enrolled in your course is eligible for notetaking as an approved accommodation. You have made the announcement, but a student has not volunteered.

Response: If a student does not volunteer to take on the role of a note taker in your course, the appropriate course of action is for you (the faculty member) to provide the student with your own notes or outlines of your lecture. This will ensure that the College is still in compliance with our mandate to provide reasonable accommodations to students registered with DSP&S.