

DSP S

Disabled Students Programs & Services



<http://dsps.lbcc.edu>

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Mission

Disabled Students Programs and Services (DSPS) is dedicated to providing equal access to educational opportunities for eligible students with disabilities. DSPS is committed to providing quality support services to ensure every qualified student with a disability is afforded the opportunity to optimize her/his ability to succeed at Long Beach City College.

Services Provided to Eligible Students

Disabled Students Programs & Services (DSPS) provides the following services to qualified students who can benefit from instruction provided by Long Beach City College with specific educational support services and accommodations. The support services and accommodations must be directly related to the educational limitations presented by the disability and the educational program of the student.

Counseling

- Specialized Counseling
- Specialized Individual or Small Group Orientation

Directly Classroom Related

- Interpreter (manual/oral)
- Captioning in Real-time
- Note taking Assistance
- Test Taking Accommodations
- Transcription Services (Braille/non-Braille)
- Specialized Tutoring Support

Other Services

- Adaptive Computer Lab (High Tech Center)
- Alternate Media
- Reader Services
- Accessible Parking
- Adaptive Equipment and Resources
- Registration Assistance
- Learning Disability Assessment
- Liaison with Campus and Community Agencies

Student Rights

According to the California Code of Regulations (Title V), the Rehabilitation Act of 1973 (Section 504), and The Americans With Disabilities Act of 1990 (ADA), students with disabilities have certain rights.

- To not be denied access due to a disability.

- To receive reasonable accommodations that provides equal opportunity.
- To have access to auxiliary aids and/or assistive technology.
- To not be counseled toward “more restrictive career objectives”.
- To receive assistance from DSPS in removing any physical, academic, or attitudinal barriers.
- To not be discriminated against due to a disability or receive any retaliatory discrimination.
- A qualified student with a verified disability has the right to receive reasonable academic accommodations based upon the educational limitations presented by a disability in order to have equal access to all of the activities, programs, and services provided by the College. The College faculty and staff shall not automatically reject an accommodation unless other effective, more feasible ones exist, or the identified accommodations have been determined to lower academic standards or otherwise fundamentally alter the nature of the program in question.
- Students shall not be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity at the College.
- Receiving DSPS support services/accommodations or DSPS instruction shall not preclude a student from participating in any other course, program or activity offered by the college for which they are qualified.
- All records maintained by DSPS personnel pertaining to a student’s disabilities shall be protected from disclosure and shall be subject to the Family Educational Rights and Privacy Act requirements for handling of student records. However, consent to release of information is not required as long as the disclosure is to other school officials (including instructors) within the College whom the College has determined to have legitimate educational interests. If a student wishes to file a formal complaint regarding discrimination on the basis of disability, you should contact the ADA/504 Coordinator (562 938-4512). Students may also contact the US Department of Education Office for Civil Rights.

DSPS Student Responsibilities

DSPS receives special funding to provide services to students with disabilities and is required to meet state and federal regulations. To help us comply with these regulations, students receiving DSPS services have the following responsibilities:

- to provide DSPS with the necessary documentation of a disability;
- to request services in a timely fashion;
- to meet with a DSPS specialist to complete a Student Educational Contract;
- to demonstrate measurable progress toward the goals in your Student Educational Contract;
- to notify DSPS in advance of any absences from class or appointments if you are using readers, interpreters, tutors, and/or other assistants (failure to notify DSPS may result in the [loss of services](#));
- to return any equipment on loan from DSPS at the end of each semester (if the equipment is not returned, you will be held responsible for replacement costs) and to ensure that it is returned in good working order;
- to provide for her/his personal independent living needs or other personal disability related needs;
- to abide by the Student Code of Conduct and the Academic Honesty policy; and

- to adhere to DSPS policies for accommodations.

Student Code of Conduct at Long Beach City College

Students are responsible for abiding by the information contained in the Long Beach City College Catalog and by the Student Code of Conduct. Violations of the Student Code of Conduct should be directed to Rosio Mendoza, Interim Director of Student Discipline and Student Life (562) 938-4226.

<http://www.lbcc.edu/StudentAffairs/standards.cfm>

Academic Honesty at Long Beach City College

The established procedure for responding to suspected incidents of academic dishonesty or other student disciplinary issues are listed in [LBCC Administrative Regulation 4018 Academic Honesty](#).

Faculty Rights

- **Classroom Behavior.** All Long Beach City College students must adhere to the Long Beach City College Code of Conduct regardless of the presence of a disability. Infractions of this code should be directed to the Interim Director of Student Discipline and Student Life. If the student has been identified as a student with a disability, this information should be provided to the Director to facilitate collaboration with DSPS.
- **Challenging Accommodations.** A faculty member has the right to challenge an accommodation request if s/he believes the accommodation is not appropriate for the class. If 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. **District Policy and Administrative Regulations 4002.2** addresses the process for “Review of Requests for Academic Adjustments and Auxiliary Aids.
- **Recording Lectures.** The faculty member may request a written agreement before allowing the student to tape record the class.

Faculty Responsibilities

- **Shared Responsibility.** As an employee of Long Beach City College, which has compliance obligations under federal laws, the faculty member shares 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.
- **Confidentiality.** Students with disabilities are protected under Family Education Rights and Privacy Act (FERPA) and the civil rights laws. At no time should the faculty make any statements or implications that the student is any different from the general student population.

Examples:

- Do not ask the student to come to the classroom and then leave with a test in hand.
- Do not place the student in any obvious place to take an exam because you want to be close to them in case they have a question.
- Do not discuss the student's needs or accommodations other than in a private place, i.e. is there a volunteer to take notes for Johnny because he has learning disability.
- Do not make comparisons between students with disabilities and other students.

Teaching Students with Disabilities

Students bring a unique set of strengths and experiences to college, and students with disabilities are no exception. While many learn in different ways, their differences do not imply inferior capacities. *There is no need to dilute curriculum or to reduce course requirements for the disabled student.* However, special accommodations may be needed, as well as modifications in the way information is presented and in methods of testing and evaluation. Faculty will be aided in these efforts by drawing upon the student's own prior learning experiences, using available college and department resources, and collaborating with the campus Disabled Student Programs & Services (DSPS).

Specific suggestions for teaching disabled students can be discussed with the DSPS Counselors, however the following general considerations may be helpful.

Identifying the Disabled Student

Determining that a student has a disability may not always be a simple process. *Visible disabilities* are noticeable through casual observation: an immediately recognizable physical impairment, for example, or the use of a cane, a wheelchair or crutches.

Other students may have *hidden disabilities*, such as hearing, legal blindness, cardiac conditions, learning disabilities, cancer, diabetes, kidney disease, and psychiatric or seizure disorders, which are not readily apparent.

Finally, there are students with *multiple disabilities*, which are caused by such primary conditions as muscular dystrophy, cerebral palsy or multiple sclerosis. Depending on the nature and progression of the illness or injury, it may be accompanied by a secondary impairment in mobility, vision, speech, or coordination which may, in fact, pose greater difficulties.

Some disabled students will identify themselves as such by contacting DSPS and their instructors before or early in the semester. Others, especially those with "hidden" disabilities, may not because of shame, their distaste for pity, or their fear of disbelief either about the legitimacy of their problem or the need for accommodation. Such students, in the absence of instructional adjustment, may run into trouble in their college work. In a panic

they may self identify just before an examination and expect instant attention to their needs.

The faculty member should make an announcement at the beginning of the term inviting students with disabilities to schedule appointments. If you suspect that a student has a disability, discuss the question with the student. You may find such an approach awkward, at least initially, but the end result will be extremely beneficial if the student's condition is made known at the very outset.

Partners for Success and Universal Design in Learning

DSPS strongly encourages faculty to employ teaching techniques which embrace the concept of "Universal Design in Learning." This concept originated in the world of architecture as it may apply to the creation of disability-friendly accessible features in building construction. Universal Design **"is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design."** Just as a wheelchair ramp provides basic access to a wheelchair user, it is also beneficial to the able-bodied instructor with a rolling cart or the traveler with a rolling suitcase. The same principals apply in the teaching and learning environment. Sample strategies include:

1. *Class climate.* Adopt practices that reflect high values with respect to both diversity and inclusiveness. Example: Put a statement on your syllabus inviting students to meet with you to discuss disability-related accommodations and other special learning needs.
2. *Delivery methods.* Use multiple, accessible instructional methods that are accessible to all learners. Example: Use multiple modes to deliver content; when possible allow students to choose from multiple options for learning; and motivate and engage students; consider lectures, collaborative learning options, hands-on activities, Internet-based communications, educational software, field work, and so forth.
3. UD benefits students with disabilities but also benefits others. For example, captioning course videos, which provides access to deaf students, is also a benefit to students for whom English is a second language, to some students with learning disabilities, and to those watching the tape in a noisy environment. Delivering content in redundant ways can improve instruction for students with a variety of learning styles and cultural backgrounds. Letting all students have access to your class notes and assignments on a web site benefits students with disabilities and everyone else. Planning ahead saves time in the long run.

Taken from "Universal Design of Instruction (UDI): Definition, Principles, Guidelines, and Examples ," Sheryl Burgstahler, Ph.D. Do-It, University of Washington

To the extent manageable, students with a disability bear the primary responsibility, not only for identifying their disabilities, but for making necessary adjustments to the learning environment. For testing arrangements and the use of department resources, the cooperation of the faculty member is vital.

Faculty-Student Relationships

Dialogue between the student and instructor is essential early in the term, and follow-up meetings are recommended. Faculty should not feel apprehensive about discussing the student's disabling condition as it relates to the course. There is no reason to avoid using terms that refer to the disability, such as "blind," and "see," or "walk." However, care should be taken to avoid generalizing a particular limitation to other aspects of a student's functioning. The disabled student will probably have had some experience with the kind of initial uneasiness you may bring to the relationship. The student's own suggestions, based on experience with the disability and with school work, are invaluable in accommodating disabilities in college.

Classroom Adjustments

A wide range of students with disabilities may be served in the classroom by making book lists available prior to the beginning of the term, by thoughtful seating arrangements, by speaking directly toward the class, and by writing key lecture points and assignments on the board.

Teaching Students with Specific Disabilities

- Vision Disabilities
- Communication Disabilities
- Learning Disabilities
- Acquired Brain Injuries
- Developmentally Delayed Learners
- Psychological Disabilities
- Mobility Disabilities
- Hearing Disabilities – see Appendix B
- Other Physical Disabilities

Practical suggestions on how to work with students with disabilities, possible accommodations, and definitions of the disabilities may be found at our interactive web application DARE to Care- <http://dare.lbcc.edu/>. Complete the training and receive Flex Credit.

Resources for Teachers

Alternate Media

DSPS provides alternate media for class handouts, quizzes, tests, textbooks, and videotapes for students with verified disabilities including vision impairments, dyslexia, deafness, and some other disabilities.

Alternate formats include:

- taped text
- large print
- Braille
- tactile diagrams

- closed captioned media
- electronic text or E-Text (such as Microsoft Word, Adobe PDF, Kurzweil KES, or text files).

Alternate Media simply refers to changing the way information is presented. A print document can be read aloud into a tape recorder. A video tape can have closed captions added. A textbook can be scanned into a computer, proof read, and formatted as a MS Word document. These three methods all change the format of the information, but they do not change the information itself.

Academic Accommodations and Alternate Media Syllabi Statements

DSPS recommends that instructors include the following two statements on their syllabi. The same statements are included in each semester's course schedule, the college catalog, and (beginning next academic year) on the student's printed class schedule as a footer.

Academic Accommodations: Students have the right to request reasonable modifications to college requirements, services, facilities or programs if their documented disability imposes an educational limitation or impedes access to such requirements, services, facilities or programs. A student with a disability who requests a modification, accommodation, or adjustment is responsible for identifying himself/herself to the instructor and, if desired, to the Disabled Student Programs and Services (DSPS) office. Students who consult or request assistance from DSPS regarding specific modifications, accommodations, adjustments or use of auxiliary aids will be required to meet timelines and procedural requirements established by the DSPS office.

Alternate Media: Students with a print disability--a visual limitation or reading difficulty that limits access to traditional print materials--may request printed materials in alternate media. Examples of alternate media formats include electronic format (e.g., PDF or Word file), Braille, tactile graphics, audio format, and large print. Students can make alternate media requests through the Office of Disabled Student Programs and Services.

Note-Taking

Students who cannot take notes or have difficulty taking notes adequately would be helped by allowing them to tape-record lectures, by assisting them in borrowing classmates' notes, assisting in the recruitment of a peer notetaker or by making an outline of lecture materials available to them.

Testing and Evaluation

Depending on the disability, a student may require the administration of examinations orally, the use of readers and/or scribes, extension of time for exams, a modification of the test formats or other adjustments. Similar considerations for out-of-class assignments may be warranted in some cases. The objective of such special considerations should always be to accommodate the student's learning differences, not to water down scholastic requirements. The same standards should be applied to disabled students as to all other students in the evaluation and assigning grades.

Test Taking Accommodations

DSPS provides alternative testing for students who have difficulty taking tests. Class tests are taken in DSPS in a distraction-reduced setting. Accommodations may include extra time, a reader, a scribe, use of a computer, enlarged print, use of assistive and/or other accommodations as determined by and authorized by a DSPS Counselor.

[See Test Taking Guidelines – below](#)

Accessible Web Pages

Why create accessible web pages?

- Because it's the right thing to do.
- Because it's the law, Section 508, Section 504, [ADA](#), ...
- So all our students, parents, prospective students, faculty, staff, and administration can access all of our web pages.

Accessibility Guidelines

- Visit our Web Accessibility Guidelines

<http://itdc.lbcc.edu/accessibility.html>

Online Training

- This website has excellent training on web site accessibility.

[Web Accessibility for Section 508](#)

Resources and Special Interests

Wounded Warriors – Services for Veterans with disabilities

Many of the veterans returning from overseas are returning with battlefield injuries including post-traumatic stress disorder (PTSD), concussive brain injuries, and other disabilities. Improved awareness and access to services for our returning veterans is an important priority in all of our programs.

<http://www.behavioralhealth.army.mil/ptsd/index.html>

Students with Asperger's Syndrome and Autism Spectrum Disorders

Students with Asperger's Syndrome and Autism Spectrum Disorders is an emerging new group of students coming to college. The rapidly increasing numbers of students with this diagnosis in the high schools will be having a great impact upon DSPS services now and in the future.

<http://www.autism-society.org/about-autism/aspergers-syndrome/>

College 2 Career – Long Beach (C2C)

A partnership between DSPS and the Harbor Regional Center has established a new residential program for high functioning students with Asperger's Syndrome and other autism spectrum disabilities. This partnership involves the use of educational coaches and other services above and beyond the limits of what DSPS can provide. Working in partnership with DSPS, C2C students are enrolled in regular college courses in pursuit of an Associate Degree, Career Certificate, or transfer to a four-year university.

http://www.harborrc.org/sitemanager/assets/pdfs/1205_7F2ED7B32F8B16D257844319A1840432.pdf

Growth and Opportunity Project (GO Project)

The GO Project is a U.S. Department of Education TRiO funded Student Support Services program designed to increase the number of college students with a disability who graduate with their Associate's Degree and/or transfer to the university. This program offers a number of support services and activities designed to increase the number of students with disabilities who graduate and/or transfer to the university.

<http://dsps.lbcc.edu/resources.cfm>

DO-IT, University of Washington

This is an excellent resource for strategies and examples in the implementation of the principles of Universal Design in learning and general disability awareness training.

<http://www.washington.edu/doi/>

<http://www.washington.edu/doi/Video/index.php>

DARE to Care

Practical suggestions on how to work with students with disabilities, possible accommodations, and definitions of the disabilities may be found at our interactive web application DARE to Care- <http://dare.lbcc.edu/>. Complete each module of the training program and receive Flex Credit.

Portions of this handbook were adapted from the following:

California Community College's Chancellor's Office
California State University, Long Beach, *Disabled Student Services' Faculty Handbook*
Fullerton College, *Faculty and Staff Resource Guide for Students with Disabilities*
Ohlone College, *Interpreting Services, Center for Deaf Studies and Special Services*
Cuesta College, Faculty Handbook
Rochester Institute of Technology, *Faculty Tipsheet*
DO-IT, University of Washington

TESTING ACCOMMODATIONS

The policies and procedures for all students using testing accommodations through Disabled Students Programs and Services (DSPS) are as follows:

FIRST STEP: Each time you have an exam you need proctored through Disabled Students Programs and Services, you must complete a *Request for Testing Accommodations* form. Fill out the part that says "To be completed by the STUDENT" then take the form to your instructor and have him/her fill out the part labeled "To be completed by the INSTRUCTOR" and sign the bottom. Return the form to DSPS **one week** prior to the date you want to take the exam. We **will not** be able to give you the exam with less than three working days notice.

RESPONSIBILITY: It is the student's responsibility to make sure the *Request for Testing Accommodations* form is filled out completely and returned on time to DSPS before taking the exam. **DSPS will not accept your request form if it is incomplete.**

SERVICES: Please make sure you indicate on the form any special services you are requesting for the exam. Remember, the services must be disability-related and approved by a DSPS counselor. **Only services that have been approved by a counselor will be provided during the exam.**

EXTRA TIME: For students who receive extended time only on their exams, time and a half is generally what is provided. In some cases, double time is allowed. **A counselor's approval must be obtained before double time can be provided. Double time is the maximum allowed for students who are receiving extra time only.** Additional assistance is NOT provided to students receiving extra time only.

APPROPRIATE BEHAVIOR: Students may not ask test proctors for help figuring out answers to exam questions. Students who do so will be given a verbal warning the first time. If the problem continues, the student will have to meet with a DSPS counselor. In addition, students may not leave during the exam to attend class or take a break, etc. **All exams must be started and completed in the same session.** It is the student's responsibility to schedule the exam during designated testing hours which do not interfere with other activities, such as class.

RESCHEDULING: Once you have signed up to take an exam in our office, you may reschedule that test **ONLY** if the instructor has given **written or verbal permission to DSPS** to do so. Tests should only be rescheduled due to illness or disability-related issues. All tests will be returned to the instructor three days from the original test date, unless otherwise specified by the instructor. An exam may be rescheduled **one time only**, with a maximum of **two rescheduled exams per class.**

TARDINESS AND NO SHOWS: The test proctor will wait no more than 20 minutes for students who show up late. **The amount of time you are late will be taken off the amount of time you have to complete the exam.** After 20 minutes you will be marked as a "no show" and your test will be returned immediately to the instructor. If you no show three times during the semester, you must attend a mandatory meeting with a DSPS counselor and the support service coordinator to determine if your testing privileges will be stopped for that semester.

Working with Deaf & Hard of Hearing Students

Tips For Working with Deaf Students

Deaf and Hard-of-Hearing students will usually require seating at the front of the classroom, near to and facing the instructor, to make optimum use of visual cues.

Please repeat questions from others in the classroom before answering because it is often difficult for the interpreter or real time captioner to hear the questions from the front of the room.

Expect the same from culturally Deaf Students as you would from Hard-of-Hearing or Hearing students. They all need to be able to handle the same course load.

If you intend to show movies, slides, or video, be aware that media, as per Federal Law, must be captioned or subtitled; if you have any concerns as to whether your media has captioning please contact DSPS office ASAP, (562) 938-4918.

Due to slight “lag time” interpreters have when interpreting from English to ASL, give the Deaf Student(s) enough time to respond to questions asked in class, before continuing on your lectures.

Remember, when working with an interpreter or real time captioner, speak directly to the Deaf person.

Emphasize important information such as assignment or schedule changes by writing details on the board.

Use as many visual aids as much as possible. Write page numbers, assignments, and other important information on the board.

Speak clearly and naturally. Write and/or spell out difficult or new vocabulary. This is helpful for the student as well as the interpreter or real time captioner.

Deaf students are just like any other students—they like to be included in class discussions and feel equal to their peers.

If requested, assist in finding another student in class to take notes; the deaf student may miss parts of the lecture if he/she is trying to watch the interpreter and write notes simultaneously.

The interpreter or real time captioner is there to interpret/caption EVERYTHING that is said in class. Please do not ask the interpreter or real time captioner to censor any information.

Things to Remember When Working with an Interpreter or Real Time Captioner

The interpreter or real time captioner's primary responsibility is to facilitate communication. Instructors should refrain from asking the interpreter or real time captioner to function as a teacher's aide, to participate in class activities, or to perform other tasks. Doing so may interfere with the quality of communication provided, compromise the role of the interpreter or real time captioner, and prevent full communication access for students who are deaf.

Familiarity with the subject matter will enhance the quality of the interpreted message. If possible meet with the interpreter or real time captioner before class to share outlines, texts, agenda, technical vocabulary, class syllabus, and any other pertinent information.

In class, the interpreter or real time captioner will position themselves in direct line with you, the student, and any visual aids.

Interpreters process information cognitively before interpreting. The interpreted message therefore, will follow at a pace generally one or two sentences behind the communicator. Speak naturally at a reasonable pace to help facilitate an effective interpretive process.

Ask students to raise their hand, be recognized, and then ask questions or give comments. This will allow the interpreter or real time captioner to finish interpreting/captioning for the current speaker and gives the Deaf or Hard-of-Hearing student equal opportunity to participate in class. Also, encourage the students to wait until the teacher recognizes them before speaking or signing. The interpreter or real time captioner can only convey one message at a time.

Avoid talking while student are focused on written class work. Deaf students require time to process visual aids and materials before returning their attention to the interpreted message.

Use "I" and "you" when communicating with deaf students through an interpreter or real time captioner. Look directly at the student with whom you are communicating, not the interpreter or real time captioner. Use of third-party phrases such as, "Ask her" or "Tell him" can compromise the relationship between the instructor and student.

Plan some strategic breaks so that both student and interpreter or real time captioner can have a mental and physical break for the rigors of the situation. Receiving information visually without breaks can be tiring and cause eye fatigue. Additionally, simultaneous interpreting/captioning requires the processing of new information while the information that was just communicated by the speaker is being delivered. For

classes longer than one hour in which only one interpreter or real time captioner is available, a mid-class break is essential.

If you intend to show movies, slides, or video, be aware that media, by Federal Law, must be captioned or subtitled. If you have any concerns as to whether your media has captioning please contact DSPS office ASAP. (562) 938-4918

If the deaf student is not present when class begins, the interpreter or real time captioner will wait for a few minutes for late arrival. The interpreter or real time captioner may be needed at another assignment and may leave if no deaf student is present after 10-15 minutes.