SPECIAL SERVICES PROGRAM
FACULTY HANDBOOK

HIGHLIGHTS INSIDE:
SUMMARY OF RIGHTS AND RESPONSIBILITIES 14
TAPE RECORDING LECTURES 17
NOTETAKING ASSISTANCE 17&42
FAQs 21-24
LEGAL MANDATES 25
UNIVERSAL DESIGN FOR LEARNING 26
QUESTIONS TO HELP IDENTIFY A LEARNING DISABILITY 44
SAMPLES OF SYLLABI STATEMENTS REGARDING DISABILITIES 48
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOREWORD</td>
<td>3</td>
</tr>
<tr>
<td>MESSAGE FROM THE SPECIAL SERVICES ASSOCIATE DEAN</td>
<td>4</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>5</td>
</tr>
<tr>
<td>ACADEMIC ACCOMMODATIONS</td>
<td>5</td>
</tr>
<tr>
<td>Types of Disabilities &amp; Tips for Each</td>
<td>8</td>
</tr>
<tr>
<td>SUMMARY OF RIGHTS AND RESPONSIBILITIES</td>
<td>14</td>
</tr>
<tr>
<td>SERVICES PROVIDED TO STUDENTS BY SPECIAL SERVICES</td>
<td>16</td>
</tr>
<tr>
<td>MISCELLANEOUS SERVICES PROVIDED BY SPECIAL SERVICES</td>
<td>17</td>
</tr>
<tr>
<td>DISABILITY ETIQUETTE AND POINTS TO REMEMBER</td>
<td>18</td>
</tr>
<tr>
<td>LANGUAGE GUIDE ON DISABILITY</td>
<td>20</td>
</tr>
<tr>
<td>FAQS</td>
<td>21</td>
</tr>
</tbody>
</table>
LEGAL MANDATES ................................................................................................. 25
  Section 504 of the Rehabilitation Act of 1973 (PL93-112)
  Section 508
  Americans With Disability Act (ADA)

UNIVERSAL DESIGN FOR LEARNING (UDL): .................................................. 26
  Why would implementing UDL be useful to me and my students?
  Examples of immediate benefits for faculty
  How do I apply UDL in my classroom?
  Examples of UDL

WEB RESOURCES .................................................................................................. 30

FORMS .................................................................................................................. 31

APPENDIX ............................................................................................................ 43

GLOSSARY OF TERMS ..................................................................................... 60
FOREWORD

Pierce College has a long history of serving students with disabilities. Each academic year, the Special Services Program assists approximately 1,250 students with disabilities. By its mission, Pierce College and Special Services are committed to provide reasonable accommodations to students with disabilities. Our college provides an environment that supports students with disabilities. Section 504 of the Rehabilitation Act of 1973, as amended, states:

“no qualified handicapped student shall, on the basis of handicap, be excluded from participation in, denied the benefits of, or otherwise be subject to discrimination under any academic, or other postsecondary education program or activity”

To ensure that an otherwise qualified student with a disability has access to the college’s programs, the Special Services office will provide reasonable accommodations. Reasonable accommodations include adaptive technology, sign language interpreters, real-time captioning, testing accommodations, priority registration, and course substitution/waiver when appropriate. Special Services serves as a resource and consultant to faculty and staff providing advice in matters of accommodations for students with disabilities.

Please take time to read this Faculty Handbook. It contains valuable information about teaching strategies, accommodations, legal mandates and resources. Faculty play a key role in the partnership with Special Services and with the student to ensure that accommodations will support the students. We are confident that this partnership will benefit all our students with disabilities.
Teaching and serving students at Pierce College is a "partnership" between the individual faculty and student. Educational success is particularly determined through a relationship, which both supports and provides an effective learning environment for all students.

Students with disabilities are most successful when issues related to access, accommodations, and learning are addressed in an open forum by knowledgeable faculty and staff. Student learning is the responsibility of the entire campus community.

This faculty handbook was designed to give Pierce College faculty procedural and classroom information related to students with disabilities. Adapted educational tools/technology and teaching strategies have been recommended in addition to information concerning students’ legal rights and reasonable academic accommodations. Whether you are a seasoned instructor or this is your first semester teaching, we know that the information in this handbook will increase your confidence in working with students with disabilities.

We hope that you will find this handbook informative and useful in enhancing your teaching strategies to support a variety of student learning styles. We look forward to working with you and your students to ensure appropriate accommodations. Please contact our office if you have any questions or concerns regarding students with disabilities. Your comments and suggestions concerning this handbook are always welcome.
INTRODUCTION

Pierce College is committed to providing an equal opportunity for students with disabilities to participate in all academic and extracurricular activities of the college.

The Pierce College Special Services Program typically serves about 1,250 students with disabilities per year. Our office serves students with all types of disabilities including, but not limited to: mobility, hearing, visual, learning, and psychological disabilities. Students must provide Special Services with a verification of his/her disability by providing documentation signed by a physician or other appropriate professional that describes their disability and related educational limitations that are a result of the student’s disability.

All information regarding a student with a disability must be kept confidential. The sharing of confidential information about a student with a disability will be limited to the student, the student’s instructors and the Special Services staff. While we encourage students to talk to the instructor, identification of the disability remains with the student.

ACADEMIC ACCOMMODATIONS

Academic Accommodations are the services provided to students with disabilities that give them an opportunity to compete with their non-disabled peers. These services include, but are not limited to: extended time on class exams and quizzes, notetaking, sign language interpreting, special furniture, and special tutoring.

Academic accommodations bridge the academic limitations of the disability and the curricula and services of the college. It is the student's responsibility to request disability-related accommodations in a timely manner. The accommodation must be directly related to any educational limitations related to their disability. To receive any accommodations, students must provide appropriate verification of their disability.

Students who have registered with the Special Services office will have presented written verification of their disability. Be assured that all verifications accepted by the Special Services office meet all the requirements of the law regarding disabilities. You will not need to see the verification document. Usually students who are registered with the Special Services office will come to your class with all their accommodations chosen and pre-arranged by the Special Services office. Your role will be to assist in the implementation of those accommodations. If you feel any additional accommodations are needed for a particular student, you should call the Special Services office.

Students who choose not to register with the Special Services office must still receive accommodations as long as they provide proof of their disability and its related educational limitation(s) that warrants the accommodation. They can do this through the college ADA Coordinator or directly to you. In these cases, you may ask the student if they know about the Special Services Program and, if possible, refer them to us. Bring any questions about the verification or the accommodation to the Special Services office.
In either case, the provision of accommodations involves a few basic conditions. First, students must notify you and/or the Special Services office early in the semester or well in advance of when the accommodation needs to begin. Occasionally students may wait to identify themselves as "disabled" until the day of a test or an assignment and expect an instant accommodation. If time permits, the faculty member should send the student to Special Services where he/she will meet with a Disability Specialist to document their disability in order to receive academic accommodations. If time does not permit, the instructor can deny the accommodation with the proviso that the request be considered for the remainder of the semester. Instructors do not need to offer make-up exams unless offered to all students, or provide retroactive accommodations to students who have delayed requesting accommodations.

Accommodations Require:

- equal, not preferential treatment
- equal access to instruction, services, activities and facilities of the college
- student must be evaluated on ability not disability
- accommodations be provided where students have educational limitations that affect the ability to acquire information or to demonstrate knowledge of the course material in a standard way

Accommodations Do Not Require:

- changing standards or grading policies because a student has a disability
- providing accommodations to students without documentation of the disability
- providing personal devices such as wheelchairs, learning aids or glasses
- providing personal services such as assistance with eating, dressing, toilet or mobility
- providing accommodations that would fundamentally alter the nature of a program or substantially modify academic or program standards

The principle of equal access is not a guarantee of equality of success. Nor does equal treatment constitute equal opportunity. In the case of students with disabilities, auxiliary aids, adapted or adaptive equipment, flexible policies and procedures and other techniques may be necessary to provide equal opportunity. Providing accommodations is not a guarantee of academic success.

Colleges are only required to make reasonable accommodations to the known limitations of qualified individuals with disabilities. They are not obligated to provide accommodations that would fundamentally alter the essential components of the course of study or accommodations that are unduly burdensome. Providing accommodations and ensuring access are never done at the expense of the standards applied to all students. The determination of appropriate, reasonable accommodations is made on an individual basis and should involve the student and the Special Services Specialist who will use established procedures to guide the provision of reasonable accommodations.
Suggestions for Facilitating Accommodations:

1) Along with the usual information you put in your syllabus (course objectives, weekly topics, classroom activities, required reading and writing assignments, dates of tests, quizzes, and vacations, etc.) faculty members are encouraged to put a statement in the syllabus for all of their classes informing students who have a verified disability about your willingness to facilitate needed accommodations. Below are sample statements instructors may choose to place in their syllabi:

- “If you have a disability for which you are or may be requesting an accommodation, please inform me as soon as possible. I also encourage you to contact the Special Services Program, at (818) 719-6430 to facilitate the accommodations”.
- “Students with disabilities are encouraged to contact the instructor during office hours to discuss their disability related needs. Students are also encouraged to register with the Pierce Special Services Program to take advantage of their services for students with disabilities”.

OR

- See the Appendix for more suggestions.

2) Occasionally you might have students in your class who do not identify themselves as having a disability, but whom you suspect need special accommodations. As you approach the student to discuss their need for services, please be sensitive to the fact that he/she may be reluctant to discuss their situation. If you feel unsure about how to broach the subject with the student, Special Services will assist you.

3) Disabilities may be visible or hidden. Don’t let the fact that a student has a hidden disability (for example, hearing impairments, legal blindness, cardiac conditions, learning disabilities, cancer, diabetes, kidney disease, and psychiatric or seizure disorders) influence your feelings about accommodations for that student.

4) Don’t be afraid to ask students what additional assistance they may need. It is always advisable to establish a collaborative relationship with the Special Services office and the student needing your assistance.

5) It is in the students' best interest that you choose your textbooks as soon as possible to give sufficient time for the transformation of this material into an alternate format.
Types of Disabilities & Tips for Each

1) Learning Disability (LD)

A learning disability is a permanent disorder which affects the manner in which individuals with average or above average intelligence receive, retain and/or express information. A learning disability is NOT a form of mental retardation or an emotional disorder.

Students with a learning disability have problems in one or more of the following areas: reading comprehension, spelling, written expression, math computation, or problem solving. Less frequent, but no less troublesome, are problems in organizational skills, time management, and social skills. Many LD adults may also have language-based and/or perceptual problems.

The problems faced by an LD student are sometimes inconsistent. A learning disability may cause problems throughout grade school, seem to disappear during high school, and then resurface again in college. It may manifest itself in only one specific academic area, such as math or English.

Some common characteristics of LD students:

Reading Skills
- Slow reading rate and/or difficulty in modifying reading rate in accordance with difficulty of material
- Poor comprehension and retention

Written Language Skills
- Frequent spelling errors
- Difficulty with sentence structure
- Inability to copy correctly

Oral Language Skills
- Inability to concentrate on and comprehend oral language
- Written expression is better than oral expression
- Cannot tell a story in proper sequence

Mathematical Skills
- Reverses numbers (e.g., 123 to 321 or 231).
- Confuses operational symbols
- Inability to understand and retain abstract concepts

Organizational and Study Skills
- Time management difficulties.
- Demonstrates short attention span during lectures

“To teach is to learn twice.”
–Joseph Joubert

“An educated mind is capable of entertaining a thought without accepting it.”
–Aristotle
Tips for Assisting Students with Learning Disabilities

- Announce reading assignments well in advance for LD students who are having their books transferred to alternate formats. It takes an average of three weeks to get a book transferred to an audio format and longer into a Braille format.
- Permit use of tape recorders for note-taking (a legally allowed accommodation)
- If necessary, allow LD students to demonstrate mastery of course material using alternative methods (e.g., extended time limits for testing, oral exams, taped exams, or individually proctored exams in a separate room)
- Permit use of simple calculators, scratch paper, and dictionaries during exams
- If possible, select a textbook with an accompanying study guide for optional student use
- If requested, assist with recruiting in-class peer notetakers
- Provide copies of lecture notes or post lecture notes to the Internet (Moodle, your Faculty Web-page, etc.)

2) Visual Impairment

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 affect 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: access to classroom materials in alternate format (e.g., audiotape, large print or Braille), access to specially adapted equipment (e.g., talking calculator, talking spellchecker, special computer, print enlarger, notetaking assistance, and the use of tape recorders).

Tips for Assisting Students with Visual Disabilities

- Read out loud all written information shown to the class (including material written on the board)
- When speaking, face the class and talk in a normal tone
- If requested, assist the student in finding a volunteer notetaker, tutor or reader
- Provide copies of lecture notes or post lecture notes to the Internet (Moodle, your Faculty Web-page, etc.)
- Some visually impaired students may require time extensions on assignments. Consult with the student and Special Services (if necessary)
• When planning, be prepared to assign a student to work with a visually-impaired student in a lab setting (or allow a student hired by Special Services to assist as a lab partner)

• In-class assignments will likely need to be completed out of class

• Don't be afraid to consult with the student to determine what additional assistance they might require to complete your course

• Check with the publisher of your chosen textbook to determine if it is available from the publisher in electronic format for print-impaired users. This will greatly facilitate the conversion of the print material into alternate formats

• If requested, assist with recruiting in-class peer notetakers (see Appendix)

• Insure all required web-based resources and assignments are accessible

3) Mobility/Orthopedic Disabilities

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 part, 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 mobility/orthopedic impairments may benefit from the following accommodations: access to specially adapted equipment (i.e., special assistive technology), notetaking assistance, tape-recorded lectures, and special seating arrangements.

Tips for Assisting Students with Mobility/Orthopedic Disabilities

• Do not use alternate furniture for other purposes 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 mobility/orthopedic impairments have (1) an accessible lab station and (2) in-class assistance for writing assignments or for science (lab) projects/assignments (Special Services may provide a lab partner)

• Students with certain mobility/orthopedic 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 and possibly with extended time

• 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 Special Services for some alternative assignment for the student
• Students using wheelchairs or other mobility aids may experience some delays in getting to class on time due to barriers encountered on campus and when using public transportation to the campus including inclement weather

• Be flexible in your attendance requirements in case of hospitalization or crisis

• Give incomplete or late withdrawals, rather than failures in the event of prolonged illness-related absences or crises

• If requested, assist with recruiting in-class peer notetakers

4) Deaf and Hard of Hearing

There are three types of hearing loss: profound, moderate and mild. Individuals with profound losses are unable to hear or comprehend speech and need some type of interpretation services in class. Moderate loses may be able to hear a wide range of environmental sounds but often can't hear the highest frequencies used in speech. Hard-of-hearing individuals (mild loss) may communicate independently in some settings by using hearing aids, assistive hearing devices, their residual learning or speech reading.

Impact of a hearing loss in the academic environment

• Compromised ability to hear classroom lectures

• Compromised ability to independently participate in discussions

• ESL or second language issues when the student's native language is American Sign Language (ASL)

• Limited familiarity with social cues

• Limited access to general information that is learned through informal conversation

• Acceptance as a student with a disability due to the lack of visible identity

• Limited ability to "drop-in" for unplanned meetings with college personnel due to communication problems

Tips for Assisting Students with Hearing Disabilities

• Front row seating for hearing-impaired is vital

• Try to keep your face within view of the student whenever speaking

• Students with a hearing loss may benefit from the following accommodations: notetaking assistance, assistive listening device, sign language interpreter, and priority registration

• Even though a student may use an interpreter, your comments should be directed to the student and not the interpreter. Remember that there will be a slight "lag" on the information being interpreted to the student
• Repeat the questions/remarks of others in the room
• When possible, or appropriate, use visual aids, chalkboard to reinforce spoken presentations
• If requested, assist the student in finding a notetaker
• Provide early access to course syllabi, class outlines, lecture notes, lists of technical terms and printed transcript of audio material for the interpreters or captionists to learn course material/terms—prior to the beginning of class
• Do not obstruct the student's view of the interpreter
• You might be asked by a student to wear a wireless microphone transmitting your voice to an assistive listening device
• The student may use a Real-Time Captioner in the classroom. This individual is similar to a courtroom reporter and is able to transcribe everything said in the class. This information is available to the deaf student as things are said in the class and in a hard copy for use outside of class
• Whenever possible, use or purchase videos that are closed-captioned. There are a few ways to determine if a video is captioned. (1) It will indicate directly on the video cover if it is captioned, and (2) if the video is being checked out from Media Services, their staff will have this information. If the video you need is not captioned and there is no other viable alternative, please contact Special Services
• Insure all required web-based resources and assignments are accessible

5) Psychological Disabilities

Psychological disabilities are usually, although not always, a chronic condition. It is important for those around this student to realize that this type of disability is biological/chemical and not "a matter of choice." Common myths about psychological disabilities often cause college faculty and staff to be reluctant to approach students realistically because of fears that the students are very fragile or could be violent. In reality, people with mental illness do not commit more violent crimes than the rest of the population.

Some specific psychiatric disorders include:

• Depression- a major disorder characterized by depressed mood, a lack of pleasure in most activities and feelings of worthlessness and guilt.
• Bi-polar Disorder- Periods of mania and depression, manifested by disruptive sleep patterns, increased or decreased self-esteem, and periods of lethargy or euphoria.
• Anxiety Disorders- disruption in ability to concentrate and may cause hyperventilation, dizziness, chest pains and fear.
• Schizophrenia- possible experiences of delusions and hallucinations.
Tips for Assisting Students with Psychological Disabilities

- Allow extended time on exams and/or a distraction-reduced exam environment.
- Allow modification in seating arrangement (i.e. sitting next to an open door).
- Allow beverages in class to help manage medication side effects.
- Be flexible in your attendance requirements in case of hospitalization or crisis.
- Give incomplete or late withdrawals, rather than failures in the event of prolonged illness-related absences or crises.
- If abusive or threatening behavior occurs, call the Pierce Sheriff’s Office (818-719-6450).
- All students are held to a Student Conduct Code (no exceptions). Consult with the Dean of Student Services for further information.

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”

–William Arthur Ward
SUMMARY OF RIGHTS AND RESPONSIBILITIES

Student Rights and Responsibilities

Students with disabilities have the right to:

• voluntarily participate in Special Services
• participate in courses, programs, or activities offered by the college
• be evaluated based on ability, not disability
• appeal a decision regarding accommodations through the student grievance process

• confidentiality of their disability and related accommodations; instructors and staff must maintain a policy of strict confidentiality about the identity of the student with a disability, the nature of the disability, and the disability-related accommodations he/she requires; An instructor must not disclose or discuss information about a student's disability or accommodations with other persons, unless the student has authorized the disclosure. It is not legal, for example, to announce by name that a student needs a notetaker or to discuss the student's disability in class or in the presence of other students

Students with disabilities have the responsibility to:

• provide professional documentation of disability to the college
• request accommodations in a timely manner
• follow procedures for obtaining accommodations
• work cooperatively with Special Services and faculty to determine and implement accommodations
• maintain the academic and conduct standards of the college

Faculty Rights and Responsibilities

Faculty have the right to:

• set academic standards.
• evaluate the student based on the standards of the class and to grade accordingly.

Faculty do NOT have the right to:

• refuse to provide accommodations, to question whether the disability exists when accommodations have been authorized by Special Services or to request to examine the student's documentation.
Faculty have the **responsibility** to:

- work with Special Services to provide for accommodations in a timely, reasonable, and equal manner.
- adjust methods of delivery of content and instruction without fundamentally altering their course or program.
- provide handouts 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 to e-text by the Special Services office.
- respect and maintain a student's right to confidentiality about his/her disability by not announcing or discussing the student's disability in the presence of other students or staff.
- contact Special Services if there is a concern about any accommodations.
- work with all campus resources including Special Services to insure that EIT (educational instructional technology) is accessible to students who use assistive technology, i.e., web content and videos.

**College and/or District Rights and Responsibilities**

The college and/or district have the right to:

- request and review documentation that supports requests for accommodations.
- hold all students to the college Student Code of Conduct.

The college and/or district have the responsibility to:

- inform applicants and students with disabilities about the availability and range of accommodations.
- insure that all of its programs are accessible.
- provide accessible college materials when necessary.
- establish college policies and procedures for access and a process to resolve disputes.
- communicate policies and procedures to college employees and students.
- support an atmosphere of respect and inclusion.
- adjust, substitute, or waive any requirement that has a disproportionately adverse impact on a disability and is not fundamental to the student's academic program.
**Special Services Program Rights and Responsibilities**

The Special Services Program has the **right** to:

- request and receive current documentation that supports the need for accommodations.
- deny a request for accommodations if the documentation shows the request to be not warranted or if the individual fails to provide appropriate documentation.
- to suspend services if a student persistently violates Special Services policies and procedures regarding academic accommodations.

The Special Services Program has the **responsibility** to:

- assist faculty/staff in providing or arranging accommodations and/or auxiliary aids.
- hold student information confidential except where permitted or required by law.
- communicate to students, faculty, and staff the process to request accommodations.
- verify the student's disabilities and authorize accommodations based on functional limitations caused by the disability.

**SERVICES PROVIDED TO STUDENTS BY SPECIAL SERVICES**

- Alternate Media (Braille, large print, e-text and captioning)
- Liaison and Referral to ON/OFF Campus Resources
- Interpreters/Real time Captionists
- Aides / Scribes (notetaking)
- Counseling
- Disability Management
- High Tech Center
- Priority Registration
- **Readers**
- **Registration**
- **Special Classes (deaf and LD)**
- Tutoring
- Transportation (on-campus only)
- **Video Captioning**
- **Adapted Furniture**
MISCELLANEOUS SERVICES PROVIDED BY SPECIAL SERVICES

Illness Notification
It is a student’s responsibility to notify instructors if they will be absent for an extended period, however, if the student is unable to do this and contacts us for help, the Special Services staff will attempt to serve as liaison between the instructor and student to help coordinate notes, assignments and exams.

Notetaking Assistance
Students who are unable to take notes for themselves due to their disability, will need to have someone take notes for them. The Special Services office does not have the funds to pay a notetaker and must, therefore, rely on volunteer notetakers. To facilitate this system, the Special Services office will provide weekly supplies of NCR paper to the student in need of notes to give to the volunteer. While we can’t pay the volunteers, we offer priority registration as a reward for their services for the following semester. (See Appendix for a copy of the Instructor Guidelines to Facilitate Finding a Notetaker).

We usually encourage students who need this service to find the volunteer in each class themselves to improve their self-advocacy skills. Some students, however, may need help in finding a notetaker. In those instances, it would be very helpful for the instructor to take on this role. After the first or second class meeting, the instructor should have a rough idea about who might make a good notetaker. At that point the instructor might wish to say something like:

“There is a student in our class who has a disability that makes it difficult to take notes. I need a student volunteer to help this student. The volunteer will take notes as usual, but use special paper that will be provided to you on a weekly basis. If you think you wish to help, see me after class.”

If this is not successful, please inform the Special Services office as soon as possible so we may send a Specialist to help in the search.

Service Animals
Service animals are specially trained to effectively perform tasks for people with disabilities. Pierce College complies with Federal/State legal mandates and permits service animals that assist students with disabilities. Students who are accompanied by a service animal should be advised to meet with their Special Services Specialist. For more detailed information regarding service animals, please see the Appendix or go to the Special Services web site (at the Pierce web site, click on the “Students” link at the top of the screen, then scroll down to the link for “Disabled Students Program”).

Tape Recording Lectures
The tape recording of a classroom session as an accommodation for a student with a disability is allowable under Section 504 of the 1973 Rehabilitation Act. The legal reference found in the Code of Federal Regulations 34 CFR 104.44(b) for Section 504 (see Appendix for more detailed information).
**Test-Taking Accommodations**

Students who need test-taking accommodations may need to have tests from their various courses sent to the Special Services office where the student will have a quiet and distraction-free room in which to take the tests with additional time if warranted. Be assured that we will follow any instructions regarding materials that students can/cannot use during the test. Our testing rooms are all monitored with video cameras.

Instructors can proctor their own exams, but it is imperative that the testing environment be comparable with the testing facilities in Special Services. For example, your office or your classroom would not be a good environment due to ringing phones, others sharing your office, people walking in and out, etc. For more detailed information, see FORMS, page 39.

---

**Disability Etiquette and Points to Remember**

<table>
<thead>
<tr>
<th><strong>Ask the student</strong></th>
<th>While we encourage students to discuss their needs with their instructors, this is not always done. If you have questions about whether or not a student needs an accommodation, the first student to ask is the student.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ask before doing</strong></td>
<td>Don't assume people with disabilities need your help. Ask if you can be of assistance.</td>
</tr>
<tr>
<td><strong>Be aware of your language</strong></td>
<td>Using terms such as &quot;student with disabilities&quot; rather than &quot;disabled students&quot; puts the emphasis on the student rather than their disability.</td>
</tr>
<tr>
<td><strong>Relax</strong></td>
<td>Don't be afraid to approach a student with a disability. Don't worry about using words like &quot;walk&quot; with a student using a wheelchair. As with anyone else, just treat them, as you would like to be treated — with the same respect and consideration that you have for everyone else.</td>
</tr>
<tr>
<td><strong>Speak directly to the student</strong></td>
<td>Don't consider a companion to be a conversation go-between. Even if the student has an interpreter present, speak directly to the student, not to the interpreter. Make eye contact.</td>
</tr>
<tr>
<td><strong>Speak slowly and distinctly</strong></td>
<td>When talking to a student who is hard of hearing or has other difficulty understanding, speak slowly without exaggerating your lip movement. Stand in front of the student and use gestures to aid communication. Many students who are deaf or hard of hearing rely on being able to read your lips. When full understanding is doubtful, write notes.</td>
</tr>
<tr>
<td><strong>Appreciate abilities</strong></td>
<td>Students with disabilities, like those without disabilities, do some things well and others not as well. By focusing on what they can do, instead of what they can't, you will help build confidence.</td>
</tr>
<tr>
<td><strong>Use common sense</strong></td>
<td>Although some students with disabilities may require significant adaptation and modification in the classroom, more often common sense approaches can be applied to ensure that students have access to course content.</td>
</tr>
<tr>
<td><strong>Give your full attention</strong></td>
<td>Be considerate of the extra time it might take for a student with a disability to get things said or done. Don't talk for the student who has difficulty speaking, but give help when needed. Keep your manner encouraging rather than correcting.</td>
</tr>
</tbody>
</table>
**LANGUAGE GUIDE ON DISABILITY**

<table>
<thead>
<tr>
<th>Words to Use</th>
<th>Words to Avoid</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HAVE, HAS, WITH</strong></td>
<td><strong>IS, ARE AM</strong></td>
</tr>
<tr>
<td>The student <strong>HAS</strong> a disability; She <strong>HAS</strong> a visual-impairment; She is a student <strong>WITH</strong> a disability</td>
<td>She IS deaf; He IS blind; They ARE disabled</td>
</tr>
<tr>
<td>The student <strong>HAS</strong> a disability</td>
<td>handicapped</td>
</tr>
<tr>
<td><strong>Non-disabled</strong> student; Student without a disability</td>
<td>Normal or Regular (referring to non-disabled persons as &quot;normal&quot; implies that people with disabilities are abnormal)</td>
</tr>
<tr>
<td>The student <strong>HAS</strong> a hearing-impairment; She <strong>HAS</strong> a visual-impairment</td>
<td><strong>The</strong> deaf, <strong>The</strong> blind, A cripple, etc.</td>
</tr>
<tr>
<td>Student who <strong>USES</strong> a wheelchair</td>
<td>Wheelchair bound; crippled</td>
</tr>
<tr>
<td>Student <strong>HAS</strong> a speech disability</td>
<td>Dumb, mute</td>
</tr>
<tr>
<td>Student <strong>HAS</strong> a psychological disability</td>
<td>Crazy, insane, nuts</td>
</tr>
<tr>
<td>Student <strong>HAS</strong> a developmental delay</td>
<td>Slow, retarded</td>
</tr>
</tbody>
</table>
FAQs

1. **What are my legal responsibilities when I have a student with a disability in my class?**
   A. Accommodations are prescribed on an individual basis by Special Services Specialists and are determined by documentation and recommendations from qualified professionals. Faculty are required to provide appropriate and reasonable accommodations, but not any that fundamentally alter the nature of the curriculum. Special Services Specialists are available for consultation with faculty and staff when legal questions arise.

2. **What are the obligations of students with disabilities?**
   A. Students have an obligation to self-identify their disability and their accommodation needs. Students must provide appropriate documentation to verify their disability and the need for accommodations.

3. **How does Special Services know whether a student is disabled?**
   A. According to Section 504 of the Rehabilitation Act of 1973, "A student with a disability includes any student who has a physical or mental impairment which substantially limits one or more of such student’s major life activities (e.g., caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working); has a record of such an impairment; or is regarded as having such an impairment." The law recognizes education as being a major life activity. Verification of a disability must be on file in order for Special Services to provide services. Verification may be in letter format, on a form provided to the verifying professional, or made by a Special Services Specialist.

4. **Do all students with disabilities have to register with Special Services?**
   A. No. Registration with Special Services is voluntary, but faculty may wish to ask students who have identified themselves as having a disability if they know about the Special Services Program.

5. **Do I need to provide accommodations to students who choose not to use Special Services?**
   A. Yes. As long as students can verify that they have a disability and that the accommodation they are requesting is directly related to their disability, they have the right to receive that accommodation. If you have any questions in this regard, please call our office.

6. **What if I have questions about an accommodation or I disagree with it?**
   A. The instructor should contact the Special Services Specialist who works with the student.

7. **When I have a student with a disability in my class, may I contact Special Services for more information about the student's disability?**
   A. Yes. Upon a signed release, the Special Services Specialist or Counselor can provide information about the student's accommodations and make suggestions for solving any problems or issues that may arise.
8. **What is an educational limitation?**
   A. Students with a disability always have specific educational limitations caused by their disability. Accommodations are provided to mitigate those limitations when the limitation prevents the student from fully benefiting from classes, activities, or services offered by the college to non-disabled students, without specific additional support services or instruction as defined in Title V, Section 56005.

9. **Do all students get the same accommodations?**
   A. No. Accommodations are tailored to each student. Even students with the same disability do not necessarily get the same accommodations. Accommodations are based on the severity of the disability, their ability to cope with the disability and if they have other disabilities.

10. **How do students know what services they need?**
    A. After a student's educational limitations have been identified by a Special Services Specialist or an outside qualified professional, the Specialist will meet with the student to complete a Student Educational Contract (SEC), which lists the educational goals of the students and their yearly academic plan.

11. **What is the policy regarding the disclosure of information about a student's disability?**
    A. The information a student shares with anyone about his or her disability is confidential information and must be treated as such, according to the Federal Family Educational Rights and Privacy Act (FERPA) of 1974, (20 U.S.C. 1232g). Do not discuss disability issues in front of the class or in the presence of other students. Information about a student's disability should not be shared with other faculty members or staff, unless they have a legitimate educational need to know. Written material about a specific student and his or her disability also needs to be regarded as confidential. In some cases, the student's disability may be obvious, but the majority of students have hidden disabilities that they may or may not choose to reveal. While some students have become comfortable with their differences and feel comfortable discussing their needs, others may not want to do so. Your sensitivity to either scenario is appreciated. To receive services, students must self-disclose that they have a disability before receiving accommodations, but they are NOT required to tell you the specifics of their disability.

12. **Will the requested accommodations compromise the standards, goals, and objectives of my class?**
    A. Accommodations are an opportunity for the student to be evaluated on the student's knowledge and performance in the class and not on the effects of the student's disability. According to guidelines from the Department of Education, institutions of higher education must modify academic requirements that are discriminatory. Modification may include extending time for completing degree requirements, allowing course substitutions, and adapting the manner in which particular courses are conducted. Institutions are not required to compromise on requirements that are essential to the program or course of instruction, or that are directly related to licensing requirements (Section 104.44a).
13. **What are roles and responsibilities in the accommodation process?**
   A. Determining appropriate accommodations is a collaborative effort. The student must register with Special Services and provide documentation of his or her disability. The student also brings an understanding of his or her own needs. The Disability Specialist determines reasonable accommodations for the student, based on the student's documentation. The faculty member helps facilitate the accommodations for each student.

14. **How do I refer a student to Special Services?**
   A. Feel free to contact the Special Services office directly as well as provide contact information to the student either in your syllabus or in student and encourage them to make an appointment to inquire about available services and resources. Keep in mind, a student's participation in Special Services is voluntary and they have the additional option of requesting accommodations directly through the college ADA Coordinator and/or instructor.

15. **Why do some students get more time on tests than others?**
   A. The request for additional time for the student to take tests varies from student to student depending on the severity and type of disability.

16. **If the student is already doing well in the class, why is it necessary to provide any accommodations?**
   A. Section 504 of the Federal Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA) establish that students with disabilities must have equal opportunity. A student's good performance in class, including finishing exams on time, does not support the argument that the student is being provided equal opportunity. The student may still require accommodations in order to have equal opportunity in the classroom.

17. **What should I do if a student presents a request for accommodation only a few hours before an examination?**
   A. A good-faith effort should be made to provide reasonable accommodations whenever they are requested. You may contact the Special Services office to confirm that the student has a verified disability. If the student does not give you enough time to contact the Special Services office, you may deny this accommodation for this test only.

18. **Are general education and/or major requirements ever waived or altered for students with disabilities?**
   A. On a case-by-case basis, Section 504 and ADA allows colleges to modify requirements in order to accommodate the student's disability as long as these modifications do not undermine a requirement of a specific program of study. Modifications can include substitutions or waivers of courses or degree requirements.
19. A student in my class is having difficulty, and I suspect it may be disability related. What should I do?
   A. Talk with the student privately about your observations of his performance in class. Refrain from speculation about the disability. Instead, offer referrals to a range of campus resources, including tutoring assistance, Special Services office, counseling office, etc.

20. What if a student with a disability is disruptive?
   A. Students with disabilities are expected to conform to the same college Student Code of Conduct rules as all students. Issues related to disruptive behavior must be referred to the Dean of Student Services. Remember that disruptive behavior is behavior that prevents or disrupts regular instruction. Although some disruptions may be disability related, students with disabilities are not exempt from complying with college policies and should be treated the same as any student in your class without a disability.

21. Sometimes there is special furniture in the classroom. What should I know about it?
   A. Special tables and chairs will be placed into a classroom for a semester to accommodate a student whose disability does not allow him/her to use the standard classroom furniture. The special table and chair will be labeled with a universal decal for disabilities. If a non-disabled student uses the special furniture, during the class with the student who needs that accommodation, it will be necessary to ask the non-disabled student to vacate the chair.

22. Sometimes a straight-back armless chair is placed into my classroom. What is that for?
   A. That chair is for use by the interpreter for the deaf. It is vital that this chair remain in the class and at the front of the class for the interpreter to do his/her work. Do not use the chair for other purposes and do not allow students to sit in the chair.

23. Is it necessary for the interpreter for the deaf to sit in the front of the class?
   A. Yes, absolutely. The interpreter must sit between the deaf student(s) and the instructor for the interpreting to be effective. Do not ask the deaf student and the interpreter to sit in the back of the room.

24. Some students need an aide to come to class with him/her. What should I expect?
   A. A personal assistant or class aide is considered an accommodation. Aides are guests in the classroom and are expected to adhere to the Student Code of Conduct. The Special Services Student Handbook has a policy on the use of aides in the classroom. (see appendix for more information)

25. What do I do when a student is hospitalized for a condition related to his/her disability?
   A. While it would be preferable for an instructor to allow the student to stay in the class and give him/her an opportunity to make up the missed work, it is up to the instructor to decide whether this courtesy will be granted. Sometimes students will know beforehand if and when and for how long they will be in the hospital. Sometimes they will not.
LEGAL MANDATES

The following is the legislation that guides our programs and services and provides a fundamental foundation for our philosophy in Special Services.

Section 504 of the Rehabilitation Act of 1973 (PL93-112)

Section 504 is a civil rights statute that prohibits discrimination on the basis of disability. It obligates colleges and universities to make certain adjustments and accommodations, and offers students with disabilities the opportunity to participate fully in the educational process. A description of specific adaptations is included in this handbook.

Section 504 of the Rehabilitation Act of 1973 (PL 93-112), as amended PL 935-161, states that:

"No qualified handicapped student shall, on the basis of handicap, be excluded from participating in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from Federal financial assistance."

Pierce College does not discriminate on the basis of a disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any its programs and activities, as specified by federal laws and regulations.

Section 508

In 1998, Congress amended the Rehabilitation Act of 1973 to require Federal agencies to make their electronic and information technology accessible to people with disabilities. Inaccessible technology interferes with an individual's ability to obtain and use information quickly and easily. Section 508 was enacted to eliminate barriers in information technology, to make available new opportunities for people with disabilities, and to encourage development of technologies that will help achieve these goals. The law applies to all Federal agencies when they develop, procure, maintain, or use electronic and information technology. Under Section 508 (29 U.S.C. 794d), agencies must give disabled employees and members of the public access to information that is comparable to the access available to others.

Americans With Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) was signed into law by President George Bush on July 26, 1990. The act guarantees disabled people access to employment, public accommodations, transportation, public services and telecommunications. The prototype for the ADA is the Civil Rights Act of 1964 which prohibits discrimination based on race, color, sex, religion or national origin. The Americans with Disabilities Act of 1990 is comprehensive legislation intent on ending discrimination against individuals with disabilities. It is a national mandate to fully integrate individuals with disabilities into the mainstream.
UNIVERSAL DESIGN FOR LEARNING (UDL):

It is not possible for instructors to anticipate individual needs of all students, though designing instruction for the broadest range of students helps to eliminate potential barriers to access.

Students are in college to learn and instructors share this goal. How can educators design instruction to maximize the learning of all students? The field of Universal Design (UD) can provide a starting point for developing a framework for instruction. You can apply this body of knowledge to create courses that ensure lectures, discussions, visual aids, videos, printed materials, labs, and fieldwork are accessible to all students.

UDL reflects an awareness of the unique nature of each learner and the need to address differences: UDL curriculum offers these essential qualities:

a. *Multiple means of representation*, to give learners various ways of acquiring information and knowledge
b. *Multiple means of expression*, to provide learners alternatives for demonstration of what they know
c. *Multiple means of engagement*, to tap into learner's interests, offer appropriate challenges, and increase motivation.

Universal Design utilizes principles that can be applied to the design of instruction which will benefit disabled and non-disabled students alike. UDL will improve specific instructional materials, facilities, and strategies (such as lectures, classroom discussions, group work, web-based instruction, labs, field work, and demonstrations). Universally designed curriculum will provide all students with a wide range of abilities, disabilities, ethnic backgrounds, language skills, and learning styles with multiple means of representation, expression, and engagement. Listed below are examples of instruction that employ principles of UDL. They are organized under eight performance indicator categories, with a goal statement for each:

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. **Interaction.** Encourage regular and effective interactions between students and the instructor and ensure that communication methods are accessible to all participants. Example: Assign group work for which learners must support each other and that places a high value on different skills and roles.
3. **Physical environments and products.** Ensure that facilities, activities, materials, and equipment are physically accessible to and usable by all students, and that all potential student limitations are addressed in safety considerations. Example: Develop safety procedures for all students, including those who are blind, deaf, or wheelchair users.
4. **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.
5. *Information resources and technology.* Ensure that course materials, notes, and other information resources are engaging, flexible, and accessible for all students. Example: Choose printed materials and prepare a syllabus early to allow students the option of beginning to read materials and work on assignments before the course begins. Allow adequate time to arrange for alternate formats, such as books in audio format.

6. *Feedback.* Provide specific feedback on a regular basis. Example: Allow students to turn in parts of large projects for feedback before the final project is due.

7. *Assessment.* Regularly assess student progress using multiple accessible methods and tools, and adjust instruction accordingly. Example: Assess group and cooperative performance as well as individual achievement.

8. *Accommodation.* Plan for accommodations for students whose needs are not met by the instructional design. Example: Know campus protocols for getting materials in alternate formats, rescheduling classroom locations, and arranging for other accommodations for students with disabilities.

Employing UDL principles does not eliminate the need for specific accommodations for students with disabilities. However, applying universal design concepts in course planning ensures full access to the content for most students and minimizes the need for special accommodations. For example, designing web resources in accessible formats means that no redevelopment is necessary if a blind student enrolls in the class.

UDL benefits students with disabilities but also benefits non-disabled students. 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.

**Why would implementing UDL be useful to me and my students?**

In terms of learning, Universal Design means utilizing instructional materials and activities that make learning goals achievable by individuals with wide differences in their ability to see, hear, speak, move, read, and remember. UDL is achieved by means of flexible curricular materials and activities that provide alternatives for students with differing abilities. These alternatives are built into the instructional design and operating systems of educational materials—they are not retrofitted into a course.

Therefore, the materials are usable by all students without the need for adaptation or specialized design later in the semester. While nondiscriminatory in intent, accommodations are rarely based on pedagogical decisions by faculty concerning the best way to promote student learning. UDL offers a proactive alternative for ensuring access to higher education for all college students, not just students with disabilities.
Examples of the immediate benefits for faculty:

- Time efficient: Less time needed throughout semester for development of additional teaching tools
- Enhances student engagement in the learning process
- Reduces the need for last-minute modifications to accommodate students with a variety of needs, including but not limited to students with disabilities
- UDL is barrier-free; fewer individual accommodations needed overall

How do I apply UDL in my classes?

1. Provide students with a detailed course syllabus in multiple modalities (e.g., paper and electronic). Make it available before registration week.

2. Clearly spell out expectations before course begins (e.g., grading, material to be covered, due dates).

3. If possible, start each lecture with an outline of material to be covered that period. At the conclusion of class, briefly summarize key points and encourage students to summarize material covered in each class either verbally or in writing.

4. Present new or technical vocabulary on the blackboard or use a student hand-out. Terms should be used in context to convey greater meaning.

5. Give assignments both orally and in written form to avoid confusion.

6. Provide study questions for exams that demonstrate the format, as well as the content, of the test. Explain what constitutes a good answer and a bad answer and explain both.

7. Provide adequate opportunities for questions and answers, including review sessions.

8. Limit pop quizzes

9. Post lecture notes on-line

10. Create an on-line system for posting course changes and/or additions (e.g., Moodle, web page)

11. Each student brings a unique set of experiences to college, and a student with a disability is no exception. While many learn in different ways, their differences do not imply inferior capacity to learn. Do not accept or expect work of lower quality from students with disabilities.
Examples of UDL

- One faculty member began providing handouts of overheads to the entire class so that students could use them for reference and review.

- Another faculty member began to deliver his lectures more carefully, by replacing general terms like "this" or "that" with more specific descriptions, by pausing where appropriate, and by making eye contact with his students.

- A third faculty member began audio taping his class so students could review class discussion and the professor's instructions about completing assignments.

- A foreign language professor used puppet shows, role playing, velcro cards, and searches of computer web sites in the second language to make the instruction as multi-modal as possible.

- A psychology professor allowed students the choice of writing the final exam as a take-home or a 3-hour in-class final.

- Another professor revised her syllabus to specify the objectives more clearly, and added a research project in addition to the midterm and final exam in order to diversify the types of work that affected the final grade in the course.

- A geology professor developed computer animation modules to illustrate some of the key concepts in a course on physical hydrology. These were shown in class and available out of class as well.

- A computer science professor began each class with a “forecast” of the key concepts to be discussed that day and why they were important in the course material (after students complained that they had no context for his lectures).

- Another professor began using two overhead projectors in his lectures so he could leave the old slide on the screen longer.

You can get more ideas about implementing UDL in the Appendix.
WEB RESOURCES

1. Tools for Universal Design of Instruction  
   http://www.Facultyware.uconn.edu

2. Fast facts for Faculty  
   http://www.osu.edu/grants/dpq/

3. Project Access from the National Technical Institute for the Deaf (NTID)  
   http://www.rit.edu/ntid/drt/classact/

4. Information on Deaf Student in your classroom  
   http://clerccenteuallaudet.edu/

5. Postsecondary Education Programs Network On-Line Training  
   http://www.pepnet.org

6. California Association for Post Secondary Education and Disability (CAPEd)  
   http://www.caped.net

7. Association on Higher Education and Disability (AHEAD)  
   http://ahead.org

8. Classroom Accommodations Network (CAN)  
   http://www.classaccommodations.org

9. Long Beach City College "Dare to Care" on-line interactive program  
   http://dare.lbcc.edu

10. San Antonio College On-Line course  
    http://mtsac.edu/dspsaccess/

11. Galvin Group resources for Faculty  
    http://www.galvia-group.com

12. Higher Education Resources-HEATH Resources Center  
    http://Heath.gwv.edu

13. Learning without Limits  
    http://vwww.mcburney.wisc.edu/videos/learningwithoutlimits/

14. University of Washington DO-IT Faculty Room  
    http://www.washington.edu/doit/faculty

15. Web Accessibility Homepage  
    http://www.w3.org/wai

16. Web Aim  
    http://www.webaim.org
FORMS
INTERPRETING SERVICES

Dear Professor ______________________:

A deaf student is enrolled in your _________________________ course and has requested a Sign Language Interpreter for your class. To facilitate the interpreting process, here is some general information that may prove helpful:

• We have made every effort to not interrupt your classes during the semester, but from time to time we may need to substitute or add an interpreter. This means that a second interpreter may enter the class at some point after class has started, and one of the interpreters may leave class before it has ended. If this becomes necessary, be assured that we will do all we can to minimize the disruptions or inconveniences to the class.

• Notetakers are not provided by Special Services, but we will provide our students with NCR paper (special carbon paper with multiple copies) which will allow a volunteer notetaker to take notes for the deaf students and give the copies to the students at the end of each class. Good class notes are crucial study aids especially to the disabled student, so please encourage your better students to volunteer their notes. (see the Special Services faculty handbook for more details).

Attached are hints and tips which will facilitate the interpreting process. If you have any questions regarding the interpreting services provided for your class or concerns regarding the deaf student’s communication needs, please contact me at extension 4423.

Sincerely,

Louise Sulka
Interpreter Coordinator
Special Services
Ways Faculty can Assist the Interpreting Process

1. Interpreters need a chair without a desk or arms. If the room does not already have a chair that the interpreter can use, please allow the interpreter time to locate an appropriate chair in a classroom nearby.

2. If a deaf student & interpreter are waiting with other hearing students to ask a question after class, please make every effort to attend to the deaf student first. The interpreter most likely is assigned to a class immediately following your class.

3. Please understand that the interpreter and deaf student will sit in the least obtrusive, yet most effective location for communication. This placement is critical for the interpreter to facilitate effective communication.

4. If you happen to have a desk copy of the text that you are using for the class, it would be helpful to lend it to the interpreter for the semester.

5. If you are reviewing written assignments, homework, quizzes, tests, and so on—it would be helpful to produce it as an overhead & show the answers visually. Sometimes with the time delay, interpreting the correct answers can become a major problem. Visually showing it on an overhead gives the student the time to see and compare their answers.

6. Occasionally, chatting amongst multiple deaf students may occur during your lecture. The chatting is probably class related, but they may be talking about their personal lives. In either case, if the chatting distracts you, it is most likely distracting to the interpreter and the rest of the class as well. Feel free to confront the students through the interpreter and ask them if they “wish to share their conversation with the rest of the class” or handle the disruption the same as you would for any non-disabled student who disrupts the class.
Instructional Tips With Deaf Students

- **All questions from the instructor to the deaf student should be directed to the deaf student.** Don’t say something like, “Tell him/her …”. Make sure you maintain eye contact with the deaf student. Remember that you are talking with the deaf student, not the interpreter.

- **Use visual aids if possible.** Vision is a deaf student’s primary channel for receiving information. Videos, overhead projectors, PowerPoint presentations, diagrams, and chalkboards can be very helpful to them. Give the students (hearing and deaf) time to read the materials before speaking. The student cannot look at the handout or visual presentation and follow the interpreter at the same time.

- **Use hands-on experience whenever possible in training situations.** Like other people, deaf students learn quickly by doing. What may be difficult to communicate verbally may be explained easily by a hands-on demonstration.

- **Allow a few moments after asking the class to respond to your question.** This extra time will allow the deaf student to receive your question and be ready to volunteer an answer.

- **Encourage turn-taking when conducting group discussions.** Often the deaf student misses who said what, as well as misses the opportunity to participate in the discussion. Requiring that students take turns allows the deaf student more fully to participate.

- **Avoid talking with your back to the class.** Some deaf students rely on lipreading and your facial expressions.
Hints to Help the Interpreting Process

- If you have not been introduced to the interpreter by your student, you might want to introduce yourself. Always be sure to save remarks meant specifically for the interpreter (and not the student) for after class if at all possible. Remember that everything you say is interpreted to the student.

- It is crucial that the deaf student sit in the front row. The deaf student must be able to see both the interpreter and the board and/or screen if showing videos. This mandates that the student sit in the front row facing the board and that the interpreter sit in front of the deaf student with his/her back to the board.

- When showing a video (VHS, DVD, You-Tube, etc.), try to use videos that are closed captioned. Also, if necessary, please remember to request video equipment that can show Closed Captioning. If the video is not captioned, please notify the interpreter in advance when a video will be shown. The interpreter will bring a flashlight to aid the student in seeing the interpreter.

- Please provide breaks for classes meeting for two or more hours. Tendonitis and Carpal Tunnel Syndrome are common for interpreters who work long hours without breaks. If a class is to be routinely conducted without a break, we will try to provide a second interpreter who will “team” the class. Our ability to provide two interpreters in a class can become problematic due to the extra costs involved.

- Interpreters interpret while you are speaking. The information is processed by the interpreter, transmitted, then mentally “dumped” as new incoming information is presented. Please do not ask the interpreter to repeat information to the deaf student that is not repeated by you. Also remember that there is a time delay involved when working through an interpreter.

- Interpreters adhere to rules dictated by the profession. Interpreters are not allowed to discuss the student’s progress or behavior. If a problem or question regarding the deaf student arises, you should discuss it with the student directly; the interpreter will sign what you are saying.
Date:       _____________________
To:        _____________________
From: Stephanie Schlatter
Associate Dean, Special Services
Subject: LECTURE TAPING AGREEMENT

One of our students, _________________________________ is enrolled this semester in your
_______________________ class (section #_________). This student’s disability requires that
he/she tape record his/her instructors’ lectures. It is understandable that you may have some
concerns about this accommodation, which is the reason for the agreement on the reverse side of
this memo. Please sign and have the student sign in the indicated places on the agreement and
return it to me. I will make two copies of the agreement and give one to the student and the other
to you for your records.

If you have any concerns or questions, or wish to see the law that requires this accommodation,
please feel free to contact me at X4228.

Thank you in advance for your cooperation in this matter.
LOS ANGELES PIERCE COLLEGE
LECTURE TAPING AGREEMENT

This is an agreement between Professor ________________________________ and ________________________, a student in _________________________________ (section #_________________) during the ______________ semester of 20_____. The signers agree to the following conditions:

1. The student shall not allow any individual either inside or outside the college to hear the tapes.

2. The student shall not offer the tapes to any individual either inside or outside the college.

3. The student shall not make copies of any of the tapes.

4. The student shall not use the contents of the tapes in any kind of disagreement or grievance with the instructor.

5. The student shall not alter the contents of any part of any tape.

6. The student shall supply his/her own tapes and tape recorder.

7. If a segment of any lecture does not contain information pertinent to the class and/or to the material to be learned, the instructor has the right to ask the student to turn off the tape recorder. The instructor will indicate when the student may resume taping that lecture.

8. The student will bring the tapes into the Special Services Office. The latter will erase the tapes and return them to the student for use in other classes.

I agree to above conditions

___________________________________________  _________________
(print student’s name)    (date)

I agree to above conditions

___________________________________________
(print instructor’s name)

___________________________________________  _________________
(student’s signature)    (date)
TEST PROCTORING CONTRACT

1. **No student is ever given UNLIMITED TIME** to take any test. Students will have either 50% more time or 100% more time depending on the disability.

2. Do **not bring children** to school on test days.

3. **Evening tests** may need to be taken in the Faculty Support Center located in Human Resources.

4. **Notify** the Special Services Office AT LEAST 3 DAYS BEFORE ANY TEST.

5. **Confirm testing appointments** with the Special Services office the day before a test.

6. **Remind each instructor** of any upcoming test during the class meeting immediately before each test (instructors sometimes forget).

7. **Notes, books, calculators, etc. are not permitted** when taking tests except as allowed by instructors.

8. **Cell phones, backpacks, or purses are not permitted** in the test-taking room.

9. **Food or beverages are not allowed**, unless required by nature of the student’s disability.

10. **Bring all the materials** needed including pencils, pens, and Scantron forms. Special Services will **NOT** provide any of these materials.

11. Students must **start and finish each test in the same session**. Students will NOT be able to start a test, leave, and come back to finish the test.

12. Students must **take each test ON OR BEFORE THE DAY AND TIME THE REST OF THE CLASS TAKES THE TEST**. It is each student’s responsibility to be on time for your scheduled appointment. Students who are late, will lose that amount of time from their scheduled test time. Any test not taken on or before the rest of the class will be sent back to the instructor the same day.

13. **Restroom breaks** are permissible, but are limited to three (3) minutes and students must use the Special Services restroom.

14. **Students are NOT allowed to return tests** to the instructor unless previously agreed upon.

15. The **test-taking rooms are monitored** with a video camera which records all activities in each room.

**I HAVE READ AND UNDERSTAND ALL THE ABOVE INFORMATION AND ACCEPT THESE CONDITIONS**

_______________________________________   ______________________
(Print your name)           (Date)

_______________________________________
(Your signature)
CHEATING ON EXAMS

Cheating means one or more of the following:

Using notes or any written information (unless authorized by the instructor)

Using a book (unless authorized by the instructor)

Using a calculator (unless authorized by the instructor)

PROCEDURES:

During the time I am taking my exam, Special Services Staff WILL monitor me via closed circuit cameras and/or come into the test-taking room at random times to verify that I am not cheating.

CONSEQUENCES:

If I am caught cheating:

1. The test will stop immediately,

2. The test will be sent back to the instructor with a note indicating I was caught cheating and listing the unauthorized materials that I was caught using,

3. I understand that my instructor may give me a FAIL on the test.

4. All incidents of cheating or other forms of academic dishonesty will be reported to the Dean of Student Services for appropriate disciplinary action (which may include a warning or suspension from the college).

5. I understand that I may lose my test-taking privileges for that class for the remainder of the semester. I have the right to appeal this decision by contacting the College Compliance Officer at (818) 710-2508.

I HAVE READ AND UNDERSTAND ALL THE INFORMATION ABOVE, AND ACCEPT THESE CONDITIONS

______________________________________                              __________________
Student Signature             Date
**TEST PROCTORING REQUEST**

Special Services (Ext. 6430)

**Student**

<table>
<thead>
<tr>
<th>To: Professor: __________________</th>
<th>Course: __________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Name: __________________</td>
<td>Section: __________________</td>
</tr>
<tr>
<td>Student’s Signature: ______________</td>
<td>Semester/Year: ____________</td>
</tr>
</tbody>
</table>

- [ ] I understand that each test must be taken **ON OR BEFORE** the day the rest of the class takes the test.
- [ ] I have signed the **TEST PROCTORING CONTRACT**

**Instructor Only (see back for more information)**

**ALLOWED MATERIALS** (check all that apply):

- [ ] Open Book
- [ ] Notes
- [ ] Dictionary
- [ ] Calculator
- [ ] Other _________

- [ ] I do NOT allow any of the above

**INSTRUCTOR DELIVERS TEST:**

- [ ] in person to Special Services
- [ ] to Ms. Schlatter’s mailbox
- [ ] Fax (710-4219)
- [ ] Email (special_services@piercecollege.edu)

**RETURN TO INSTRUCTOR:**

- [ ] Put tests in my mailbox
- [ ] I will pick up tests in Special Services
- [ ] Scan & email to Instructor ____________
- [ ] Student can return tests to Instructor

Instructor’s Signature: ____________________________________   EXT. ______

Note: We require this form to be filled out **prior to this student taking a test** in Special Services

- [ ] I would like a copy of this form

**Special Services Staff Only**

- [ ] Student needs a room without any distractions to take tests
- [ ] needs ________ % more time

- [ ] Sent copy as requested

***** Please return to Stephanie Schlatter’s mail box (#34) ASAP *****
Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 require postsecondary institutions to access and provide auxiliary aids to qualified students who have a disability. If a student’s disability warrants extra time and/or a quiet room without distractions, these accommodations must be provided. The key word here is warrants. We only grant this privilege to students whose disability directly impairs their ability to take tests. Examples of disabilities which warrant extra time on tests and/or a quiet room include, but are not limited to: 1) blindness or visual impairment, 2) cerebral palsy, 3) learning disabled (with limitations), 4) amputees, and 5) quadriplegias.

The need for extra time and/or a distraction free room is mandatory, but, it is your option to allow Special Services to provide this accommodation or do it yourself. This latter option is allowed only if the intent of the law is maintained. For example, if a student requires a room by himself/herself, that room must be free of distractions like ringing phones or people walking in and out. In other instances, please remember that some students need extra time and a room without distractions in order to read the test out loud.

It is important for you to know that not all disabled students are entitled to extra time on their tests. For example, deaf students and paraplegic students are generally not offered this service. We hope you can appreciate this situation and not unilaterally grant extra time to any disabled student until you have checked with us. Please keep this in mind if a student comes to you and tells you that he/she has a disability that requires extra time on the exams. If this happens, please send the student to our office so we can verify their disability and determine if he/she is entitled to this accommodation. If we establish that the student is eligible for this accommodation, we will send you a Test Proctoring form for that student. If the student is not eligible for this accommodation, we will send you a memo to that effect.

Until we notify you about the student, you are under no obligation to provide testing or any other accommodations. Do not assume that we will authorize extra time for all students who request it, and do not assume that students who say they have a disability are necessarily telling the truth.

When you bring in a test, please be sure that you attach one of the Instructor Test Information Slips that we will supply to you. Using this slip, you can tell us your name, the student’s name, the subject, when the rest of the class takes the test, how much time the rest of the class gets on the test, and any last minute information regarding the test that the student should know about including the addition or removal of materials that the student can or cannot use on the test. In general, we require students to take each test at the same time or before the rest of the class takes the test. If the student does not take the test on the same day as the rest of the class, we will automatically send the test back to you unless you have indicated otherwise.

We take test security very seriously. We keep all tests in a locked drawer and only the Special Services staff has access to the tests. We have a system for tracking the tests that includes logging each test in and out, and when and how tests are returned.

1. We share your concern regarding student cheating, and to that end, we take all possible precautions to insure that students do not cheat. First, we have each student sign a contract that spells out exactly what cheating is and the consequences for cheating before they take any tests. Second, no one in the Special Services program ever paraphrases, explains, defines, or in general helps any student with any part of any test. Third, when the students arrive to take a test, we review the test materials that you have authorized on the other side of this form, and insure that the students only take those materials with them into the test room. Fourth, if a student is wearing a coat or has a purse or cell phone, we require that those items remain in the front office. Fifth, unless you authorize it, students may not bring books, notes, notebooks, briefcases, or any other non-essential items into the test room. Sixth, if the student can use a graphing calculator, we have them erase its memory before taking the test. Seventh, we monitor students via closed circuit cameras and retain records which are available for review if there is reason to suspect an incident of cheating. Eighth, the students are not allowed to leave during the test. If they need to use the restroom, they must use the one in our office. We feel that all of these precautions minimize student cheating, but we also acknowledge that if a student is determined to cheat, whether here or in your class, it still might actually occur. Given that reality, we want you to know that we have a procedure for handling a student caught in the act of cheating. In this instance, we immediately confiscate the offending material(s) and stop the test. We then send the test back to you along with a note indicating the circumstances of the cheating and the materials that we confiscated. In such instances, we may revoke the student’s proctoring privileges for that semester. Furthermore, all incidents of cheating or other forms of academic dishonesty will be reported to the Dean of Student Services for appropriate disciplinary action (which may include a warning or suspension).

In conclusion, we hope that the information above will not only be useful, but will also allay any misgivings you may have about entrusting us with your tests. We do everything that is humanly possible to insure that your test will receive the security and respect that it deserves. If you have any concerns, please feel free to contact our office.
INSTRUCTOR GUIDELINES TO FACILITATE
FINDING A NOTETAKER

To Professor: __________________________________________________________________________

Re: ______________________________________, a student in your _____________________________

class (section # __________) who needs a notetaker.

Some students with disabilities have great difficulty or are unable to take notes for themselves. In those cases, the students need someone else to take their notes. Most two- and four-year colleges are unable to pay notetakers and choose to use a volunteer notetaking system instead. In this system, a non-disabled student already in the class is asked to give the disabled student a copy of their notes at the end of each class session. At the end of the semester, volunteer note takers are given a $25 gift for their services. The Special Services office encourages our students who need this service to ask someone sitting near them to be their notetaker. Occasionally the student needs your help in finding a notetaker. This memo will give you some ideas about how to choose a voluntary notetaker.

Please remember that this is a critical need which must be completed by the end of the first or second class meeting. Being the instructor puts you in the best position to locate not only a notetaker, but someone who is likely to be competent and serious about the class. **If you are unable to find a notetaker, please notify the Special Services office ASAP.**

Here is a suggested scenario for making the announcement:

1. To help find students who would be more likely to be good candidates, ask students to stay after class who:
   a. are close to transfer to a CSU or UC or
   b. have a GPA of 3.0 or higher or
   c. are majoring in the class subject or
   d. have completed 30 or more units or
   e. any combination of the above

2. Without mentioning the disabled student’s name, tell the students who stay after class that one of their classmates has a disability that makes it difficult to take notes and needs a volunteer notetaker.

3. It is fine if more than one person volunteers. This will allow for a backup in case the primary volunteer is sick or drops the class, but do choose who will be the primary notetaker.

4. Give the volunteer the information sheet attached to this form and send them to the Special Services office to get all the details.

On behalf of the student, thank you very much for your assistance.

Stephanie Schlatter, Associate Dean, Special Services
APPENDIX
### QUESTIONS TO HELP IDENTIFY A LEARNING DISABILITY

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I generally have difficulty following conversations or lectures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I struggle to keep up with the professor's lecture; information goes past me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I often misinterpret what people have asked me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>During conversations I often don't understand the language that I hear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I need assignments written down since I typically never get it straight if I just hear it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I read the chapters in my textbooks over and over again and still don't understand what I read.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I read and understand the material one day and forget it the next.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I skip words or whole lines while I am reading.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I have good ideas but can't put my thoughts down on paper.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I prefer to print than to use cursive because forming the letters is difficult.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I must physically touch and manipulate things in order to learn them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I study and study but cannot pass the exams.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>If I'm writing lecture notes, I can't keep up with the lecture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I can't handle lectures without frequent breaks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>If I read for more than fifteen minutes, I get eyestrain, headaches and/or I get sleepy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I can write good papers out of class, but fail in-class, compositions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**IF YOU ANSWER YES TO ANY OF THESE QUESTIONS, COME TO THE SPECIAL SERVICES OFFICE IN THE STUDENT SERVICES BUILDING, ROOM 48175 OR CALL 818-719-6430**
PIERCCE COLLEGE SPECIAL SERVICES

SERVICE ANIMAL POLICY

Definition

Service Animal means any guide dog, signal dog, or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including but not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items.

Requirements for Faculty, Staff, and Students

1. Service Animals are allowed in all areas of the campus normally used by students, staff, faculty and all other employees of the campus.

2. Do not pet a service animal. Petting a service animal when the animal is working distracts the animal from the task at hand.

3. Do not feed a service animal. The service animal may have specific dietary requirements. Unusual food or food at an unexpected time may cause the animal to become ill.

4. Do not deliberately startle a service animal.

5. Do not separate or attempt to separate a student from his or her service animal.

Requirements of Service Animals and the Student

1. The animal must be currently immunized against diseases common to that type of animal.

2. The animal must have an L.A. city license.

3. The animal must not pose a health risk or danger to others.

4. The student must have the animal under control at all times. There may be some disabled individuals for whom a leash requirement is impossible or impractical because of the nature of their disability or the type of service animal they utilize and the specific tasks the animal performs. In such situations, a reasonable modification to this policy must be requested by the individual from the office of Special Services.

5. Cleanup: The student is required to carry equipment sufficient to clean up the animal’s feces whenever the animal is on the Pierce College campus. There may be some disabled individuals who, because of their disability are physically unable to comply with these requirements. If a student needs help with clean-up, contact Special Services.
6. Registration: A student who is a Pierce College student with a disability who wishes to bring a service animal/trainee onto the campus must register his/her animal with the Office of Special Services.

7. Training and Identification: Federal law does NOT require an animal to be certified that it has been trained. A student is not required to provide an ID or any other documentation as a condition of access. Service animals are not required to wear collars, tags, vests, or other identifying equipment indicating that it is a trained service animal.

Excluding a Service Animal

A service animal may be excluded only when one of the following conditions below exists:

1. The animal is disruptive and the student is not effectively controlling it, for example a dog that barks repeatedly during a lecture (consideration should be made to see if the service animal was distracted or scared by another student or animal or if barking is a required task). If improper behavior happens repeatedly, the student may be told not to bring the animal to campus until the student takes steps to mitigate the behavior. Mitigation can include, but is not limited to; muzzling a dog who constantly barks where barking is not the necessary task for the student, refresher training for both the animal and the partner/handler/student, or providing proof of additional training from a state licensed facility.

2. The conduct of the service animal would fundamentally alter the nature of the job, program, service or activity.

3. The service animal’s conduct or actions pose a direct threat to property or to the health or safety of others. Barking alone does not necessarily pose a direct threat and a direct threat does not exist if the service animal’s owner takes prompt and effective action to control the animal. Also, the College will not exclude a particular service animal based on past experience with other animals. Risk may not be remote or speculative, such as thinking an animal might bite someone or will annoy others. Allergies and fear of animals are generally no valid reasons to exclude a service animal.

For further information on service animals, please see the full version on the Special Services website.
**Emergency Evacuation and People with Disabilities**

It is important that all faculty and staff members become aware of the special procedures and precautions that must be taken to assist disabled students. Reassurance and competence must be demonstrated by faculty and staff members to maintain calm student behavior. It is important that emergency exits and procedures be reviewed with the students at the beginning of each semester before an emergency exists. Students with disabilities generally do not wish their needs to be communicated before the whole class. We suggest that you make an announcement during the class inviting both those who have disabilities and those who are interested in functioning as “buddies” to meet with you after class or during your office hours. You may also refer them to Special Services for clarification and assistance. However, if you are aware of someone in the class who would need this assistance and they do not approach you, please visit with that student individually (possibly after class). You should become familiar with the following basic evacuation procedures since you might be the sole source of assistance for these students in an extreme disaster.

For further information, please see the full version on the Special Services web site.
SAMPLES OF SYLLABUS STATEMENTS REGARDING STUDENTS WITH DISABILITIES

Below are several examples of statements currently in use by faculty from both the community colleges and the four-year universities:

1. “Students with disabilities who need accommodations are encouraged to contact the instructor. Special Services is available to facilitate the reasonable accommodation process. The Special Services office is located in the Student Services Building, Room 48175 and can be reached at (818) 719-6430”.

2. “Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class, are encouraged to contact Special Services as soon as possible to ensure that such accommodations are implemented in a timely fashion. Authorization, based on verification of disability, is required before any accommodation can be made. The phone number for Special Services is (818) 719-6430 and they are located in the Student Services Building, Room 48175”.

3. “If you have a disability, you are encouraged to contact Special Services at (818) 719-6430. Their office is in the Student Services Building, Room 48175. They will help you determine what assistance is available for you”.

4. “If you have a disability which may require classroom or test accommodations, please see me as soon as possible during a scheduled office hour. If you have not already done so, please register with the office of Special Services. Their office is in the Student Services Building, Room 48175”.

5. If you have specific physical, psychiatric or learning disabilities and require accommodations, please let me know early in the semester so that your learning needs may be met in an appropriate and timely manner. You will also need to provide documentation of your disability to the office of Special Services at (818) 719-6430. Their office is in the Student Services Building, Room 48175”.

6. “If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible”.

7. “If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the office of Special Services in the Student Services Building, Room 48175. Their number is (818) 719-6430”.

48
8. “Students with disabilities are encouraged to contact the instructor during office hours to discuss their disability related needs. Use of Special Services’ resources, including testing accommodations, requires prior authorization by Special Services”.

9. “It is Pierce College’s policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructor to discuss their individual needs for accommodations”.

10. “If you need academic accommodations because of a disability, if you have emergency medical information to share with me, or if you need special assistance in the event the building must be evacuated, please make an appointment to discuss your needs or email me at ________.

11. “If you will need any classroom accommodations or services due to a disability, please see me after class, during my office hours or email me at ________. You will need to have verified your disability and accommodation needs. The office of Special Services can help you. Contact them at (818) 719-6430 or visit their office in the Student Services Building, Room 48175”.

"We've decided to support you for the rest of your life. It's cheaper than sending you to college."
Scenarios Utilizing UDL Principles

Q: How do I get students to pay attention?
A: While an instructor can't make a student take notes, he/she can require his attention in other ways like requiring class participation. Ask questions frequently, so the students have to pay attention. Also, grouping students together is a way to ensure that students pay attention because when it comes time to answer a question or solve a problem, he will be under pressure from others to know what has been said. Having interactivity between instructors and students and between students in a class is not just a way to help students with attention problems, but also to help students with different learning styles who don't do as well with the traditional lecture format. Stop the class frequently and check in with students to make sure they understand concepts. Use visual aids, such as multimedia presentations and videos. Require students to complete a "mini" paper at the end of each class to check comprehension.

Q: How do I help students with social problems (Asperger’s syndrome)
A: Some students with Asperger’s syndrome avoid interaction with people because they don't feel socially adept. But this can also be the case with students who suffer from anxiety and other psychiatric disorders. If the class is offered via distance learning, you may want to let the student and others who may prefer learning online know that this is an option. If possible, let the student take the class as an independent study. Another idea is to sit down with the student and jointly develop strategies for him/her to manage being in crowds.

Q: Why do some students have to occasionally get up or leave the room?
A: For example, while pregnancy may not be considered a disability, the pregnancy may create a condition that will meet the ADA/504 definitions of a disability and therefore may require accommodations. Allowing students to leave the classroom and return is a good practice in general. Students with learning disabilities and attention disorders may tune out too easily. Being able to get up, move around and come back to class may allow them to refocus so they can absorb more of the material being presented. In addition, you should allow these students to take a seat as close as possible to the classroom's entrance, so that they can step out when they need to without causing a major disruption.

Q: What can I do if a student continually asks me to repeat things?
A: Ask the student if he/she knows about the existence of the Special Services office. If possible, consider using an amplifier in the classroom. Lecture halls tend to be large rooms, and the sound quality is sometimes poor. Amplifying your voice will help not only this student, but also others who sit toward the back, where sound may not travel as well.
Q: How can I make projected images usable by visually-impaired students?

A: Describe all images orally while displaying them. This won't just help visually-impaired students, but also those who are auditory learners. Additionally, you can make copies of the images available for all students. You can give handouts before each class or post the images online, so that students can print them out before going to class. This way, students can have the information right in front of them during class. For further suggestions, please contact the Special Services Alternate Media Specialist.

Q: What can be done with students who write too slowly to complete in class assignments?

A: Try giving all students the option of completing the assignments online. They can do so during the time following the end of one class and before the start of the next one. Another option is to move the class to an empty computer lab and have students take the quizzes on the computers. This may be beneficial because the teacher won't have to decipher students' messy handwriting.

Q: How can I make online material accessible with multiple format delivery?

A: Class materials should be available in more than one format to accommodate as many learning styles as possible. So, if you post a multimedia presentation, you may want to consider adding audio to it. You should also provide links to Web sites, blogs, podcasts, and additional materials related to the class materials presented. This way, students can take charge of their own learning. In addition, you should consider the readability and projection quality of the materials being presented on the screen. To insure that you have made your materials accessible, you must consult with the college Webmaster, the Distance Education Coordinator, or the Special Services Alternate Media Specialist.
Seizure Management

If a student in your class has a seizure:

1. Stay calm, direct someone to call Campus Sheriff at:
   Campus phone: Ext. 4350
   Phone: 818-710-4350

2. DO NOT RESTRAIN THE PERSON

3. DO NOT INSERT ANYTHING IN THE MOUTH (ESPECIALLY YOUR FINGERS)

4. DO NOT GIVE THE STUDENT FOOD OR DRINK

5. Protect the student from further injury
   Ease student to the floor
   Move any hard objects out of the way
   Protect the student’s head from injury, cushion head
   Loosen any tight neckwear

6. Roll the student on their side after the seizure subsides

7. If possible, note length of seizure and description of seizure

**NOTE:**
Students with seizure disorders are encouraged by Special Services to disclose their disability to instructors and explain how they prefer to be helped in the event they have a seizure. We also encourage the student to disclose to the college Health Center. If the student chooses not to disclose this disorder, the Special Services office is bound by law to comply with the student’s decision and to keep this information confidential.
American Manual Alphabet

AS SEEN FROM THE FRONT OF THE HAND

A B C D E F

G H I J K L

M N O P Q R

S T U V W X Y Z
The word meanings of these signs are on the next page.
<table>
<thead>
<tr>
<th>Again-Again Repeat</th>
<th>Appointment Engagement</th>
<th>Bad Naughty</th>
<th>Book Album Textbook</th>
<th>Chapter</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleges</td>
<td>Fingerspelling (noun) Spelling</td>
<td>Fingerspellings (verb) Good Benevolent Well</td>
<td>Help Aid</td>
<td>Home</td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td>I Me</td>
<td>Interpreter</td>
<td>Late Tardy Not yet yet</td>
<td>Learn</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>Meeting Convention Session</td>
<td>Mine (adjective) Name</td>
<td>Not</td>
<td>Paper</td>
<td></td>
</tr>
<tr>
<td>Person</td>
<td>Read</td>
<td>Restroom</td>
<td>Right Correct</td>
<td>Right (direction) Sick Disease Ill Illness Sickness</td>
<td></td>
</tr>
<tr>
<td>Sorry Apologize Apology Pardon Regret</td>
<td>Student (informal)</td>
<td>Student (formal) Pupil</td>
<td>Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teach Educate Instruct</td>
<td>Test Exam Examination Quiz</td>
<td>Time</td>
<td>What?</td>
<td>When?</td>
<td></td>
</tr>
<tr>
<td>Work Job Labor Task</td>
<td>Write Handwrite Report Wrong You (plural) Yours</td>
<td>You</td>
<td>You</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**PERSONAL SERVICE ATTENDANT**

What is a Personal Service Attendant?

A Personal Service Attendant assists students with non-academic personal needs. Pierce College and Special Services (according to section 504 of the Rehabilitation Act, AB 803, and Title V regulations) is NOT required to provide Personal Attendant care. Each student needing a personal attendant is responsible for hiring and paying for that service.

**Personal Service Attendants Should:**

- perform personal care duties such as turning pages, retrieving books, taking off and putting on coats, etc.
- avoid non-related classroom conversations with the student during class.
- direct any problems or concerns about the student’s performance or attendance to the student, not to the Special Services Office.
- follow the College’s Student Code of Conduct (see next section).
- encourage their clients to actively participate in the class or in conversations between the student and faculty, staff and/or other students and remain neutral and silent throughout any of these exchanges.

**Personal Service Attendants Should Not:**

- be responsible for the student’s progress or behavior.
- be responsible for providing classroom accommodations such as notetaking, test proctoring or in-class writing (all of which are provided by the Special Services Office staff).
- do not discuss any confidential information about the student with faculty, staff and/or other students.
Evacuation Procedures for the Disabled Student
Faculty/Staff Responsibilities

When a student with disabilities is enrolled in your class, it is vital that you be aware of emergency procedures. Some (but not all) students with disabilities may need assistance during an emergency. It is important to ensure the safe evacuation of any such students from the classroom. Reassurance and competence must be demonstrated by faculty and staff members to maintain calm student behavior. It is important that emergency exits and procedures be reviewed with the students at the beginning of each semester before an emergency exists. Students with disabilities generally do not wish their needs to be communicated before the whole class. We suggest that you make an announcement during the class inviting both those who have disabilities and those who are interested in functioning as “buddies” to meet with you after class or during your office hours. You may also refer them to Special Services for clarification and assistance. However, if you are aware of someone in the class that would need this assistance and they do not approach you, please visit with that student individually (possibly after class). You should become familiar with the following basic evacuation procedures since you might be the sole source of assistance for these students in an extreme disaster.

General Procedures:

1. Before you move a student, ask the student the following questions:
   a. What is the best way to move you?
   b. Should your extremities be extended or bent if lifting is necessary?
   c. Do you need to be carried and if so, forward or backward?
   d. Are there any special considerations or items that the student will need?
2. Identify exactly who needs assistance by asking who needs help.
3. Notify the campus authorities or rescue personnel immediately about persons remaining in the building and their locations.
4. Remember, in an emergency, some students with a disability may need to be treated as if they were injured.
5. Help clear the exit route of debris so the floor is clear to insure the safest possible evacuation.
6. Evacuation may not be necessary or advisable in some situations. If there is a safe place for a wheelchair user to stay, a non-disabled volunteer should stay with them while a second student notifies emergency personnel or paramedics of the exact location of the student.

Evacuating students who are non-Ambulatory:

1. Not all students can be removed from their wheelchairs and carried safely.
2. The student may have a physical condition (e.g., heart conditions or back problems) that prohibits the student from lifting.
3. Non-ambulatory students frequently have respiratory complications or rely on electric artificial respirators. They should be given priority assistance especially if there is smoke or fumes as their ability to breathe is seriously in danger.
4. Students with catheter leg bags, fragility or braces may not be able to extend or move their extremities.
5. Make sure the student has his/her wheelchair or other mobility aids such as canes, crutches or walkers these things with them as they evacuate.
6. If needed, note the location of the wheelchair and upon exiting the building immediately inform the Sheriff/emergency personnel of the location of the wheelchair so they can retrieve it. The wheelchair is essential to the student’s mobility and safety.

7. Ask the student whether a seat cushion or pad should be brought along if the wheelchair is being left behind.

8. If needed, use a two-student chair carry where the two assistants link arms to form a backrest and grip wrists to form a seat.

9. Semi-ambulatory students may lean against the assistant’s back while the assistant holds both the student’s arms over the assistant’s shoulders. The assistant leans forward slightly to take most of the student’s weight.

10. If possible, have two assistants carry a student by extremities. One assistant stands behind and wraps arms around student’s chest under student’s arms. Second assistant stands facing away from the student between their legs and lifts student’s legs under their knees.

11. If at all possible, wheelchairs should not be used to descend stairwells.

12. If possible, use an Evacuation Chair (EVAC+CHAIR). These are fold up chairs which will be stored near emergency exits of multi-story buildings that allow for people to be moved up and down stairs easily and safely.

13. If the student is to be moved in their wheelchair it is desirable to have a minimum of two assisting persons, with four assisting persons preferred for adults with heavy wheelchairs.

14. Make sure the wheelchair seatbelt is securely fastened.

15. Wheelchairs have movable parts; some are not designed to withstand stress or lifting.

16. You may need to remove the chair batteries; caution: life-support equipment may be attached!

17. The strongest person(s) should be placed at the back of the chair and will grip the chair handles.

18. The other assisting person(s) will note what parts of the chair are removable such as wheels, arm rests, footplates so they do NOT lift the chair by those parts. They will grip the front seat frame or non-removable leg rests.

19. ROLL the wheelchair up or down the stairs. Do NOT carry as this may cause back trouble for the assistant. Let the wheelchair carry the weight.

20. Keep the wheelchair tilted slightly back to keep the wheelchair user secure. However, do not tilt too far as this could cause the assistant to lose balance and pitch forward.

### Evacuating a student who is blind:

1. A student with visual impairments can become lost or disoriented, especially when he/she is new to campus or building.

2. Tell the student the nature of the emergency and ask them if assistance is needed. If so, offer your left/right elbow (this is the preferred and standard method when acting as a sighted guide). Do not grab a visually impaired student’s arm.

3. Be sure the student brings with them all mobility aides such as white canes.

4. The individual may have a guide dog that may be disoriented. Ask the advice of the student who is blind regarding your level of assistance.

5. Give verbal directions as you walk. Use compass directions, estimated distances and directional terms to orientate the person. As you walk describe where you are and advise of any obstacles such as overhanging objects, uneven pavements, curbs, or narrow passageways.
6. When you have reached a safe location, orient the student to where she/he is and ask if any further assistance is needed.

**Evacuating a student who is deaf:**

1. Write a note stating what the emergency is and what the evacuation route is e.g. Fire: go out the rear door to parking lot.
2. Turn the room lights on and off to alert the student, or touch them on the shoulder or by stepping in front of them, then clearly indicate through hand gestures (if no interpreter is available) or writing on the blackboard what is happening and where to go.
3. Offer visual instructions to advise of safest route or direction by pointing towards exits.
4. If necessary, assign someone to escort the student to safety.

**Evacuating chronic illnesses and medical disabilities:**

It is possible that the shock and fear of an emergency may trigger a **seizure**. If so, protect the student from injury, but do NOT restrain or put anything into his/her mouth, including your fingers!!! Once the seizure is over, turn the head to one side, if possible, and place something under the head. Stay with them until he/she has recovered, then escort out of the building/classroom, seeing that the exits are cleared. Ask them if they can walk unassisted, if not, assign one or two strong people to help them out.

If you would be interested in establishing a Buddy System in your class(es) to facilitate evacuation, please contact Miriam Gottlieb from Special Services for some guidelines. The office is located in the Student Services Building, Room 48175, and 818 719-6430.

Remember; do not be afraid to ask for help or additional assistance from others as others will be willing and eager to help. Having a task to do may even help all who are assisting to manage their own anxiety or panic. Keep calm and relaxed but be busy on the task at hand. That task, in the last analysis, is everyone’s safe evacuation from danger.
GLOSSARY OF TERMS

Academic Accommodation - under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, Pierce College will take all necessary steps to ensure that no student with a verified disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination because of the absence of auxiliary aids (e.g., tutors, interpreters, notetakers) or academic accommodations. The decision to authorize such aids or accommodations is the responsibility of the Special Services Program Director, Disability Specialist, or Special Services Counselor after a review of documentation verifying the disability and any resulting educational limitations.

Definition of Disability - Under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, a disability is a physical or mental impairment that substantially limits one or more major life activity; has a record of such impairment; or is regarded as having such impairment.

Educational Limitations - limits and prevents students from equally benefiting from course curriculum, programs, or activities offered at Pierce College.

Student Educational Contract (SEC) - includes information about the student’s academic and career goals and objectives, a description of the courses, programs, or activities decided upon by the student and their Special Services Counselor, accommodations for the use of appropriate instructional materials and equipment.

Special Remedial Courses - under Section 56004 of Title V, the college can offer special instruction that supplements regular mainstream instruction. These classes give disabled students with a major learning deficiency an opportunity to prepare for mainstream courses.

Verification of Disability - verification of a primary disability is necessary to establish eligibility for participation in Special Services. The disability will be verified by certificated Special Services personnel based upon observation or documents provided by appropriate credentialed, certificated, or licensed professionals. The verification will need to identify the disability and the educational limitations that result.
ACKNOWLEDGEMENTS

The Pierce College Special Services Program wishes to thank the following for their contributions in completing this handbook:

Doreen Clay, Pierce College Public Relations Manager

American River College

California Polytechnic State University, Pomona

California Polytechnic State University, San Luis Obispo

College of the Desert

Cuesta College

El Camino College

Riverside College

San Francisco City College

Santa Barbara City College

Santa Monica College

University of Washington

University of Wisconsin

“Kindness is the language that the deaf can hear and the blind can see.”
– Mark Twain

“Education is simply the soul of a society as it passes from one generation to another.”
– G.K. Chesterton
SPECIAL SERVICES HOURS

Monday  8:00 am- 6:00 pm
Tuesday  8:00 am- 6:00 pm
Wednesday  8:00 am- 6:00 pm
Thursday  8:00 am- 6:00 pm
Friday  8:00 am- 4:00 pm

CONTACT INFORMATION

Office (818) 719-6430   Fax:  (818)-710-4219
Email:  Special_Services@piercecollege.edu

SPECIAL SERVICES STAFF

Stephanie Schlatter, Associate Dean
Miriam Gottlieb, Disabilities Specialist
David Phoenix, Learning Disabilities Specialist
Louise Sulka, Interpreter Coordinator
Margaret Figueroa, Office Assistant
Suleman Ishaque, Instructional Assistant, Assistive Technology

Pierce College is committed to providing reasonable accommodations to students, faculty and staff with disabilities in compliance with the Americans with Disabilities Act of 1990 (ADA) and California state law. Under the ADA, anyone who has a physical or mental impairment limiting one or more major life activities, has a record of such impairment, or is regarded as having such impairment, is considered a student with a disability.

All college printed materials and web information are available in alternate formats upon request. Contact the Disabled Student Services Program at (818) 719-6430 for more information.
http://www.piercecollege.edu/offices/special_services/