

DISABLED STUDENTS PROGRAM & SERVICES

Supporting Student Success

GUIDEBOOK



Santa Ana College DSPS office

1530 West 17th Street - JSC-108

Santa Ana, CA 92706

Email: DSPS@sac.edu

(714) 564 - 6295

Service Hours

Monday - Thursday, 8:00am - 5:30pm
Wednesday available for appointments:

5:30pm - 6:30pm

Friday, 8:00am - 12:00pm

Centennial Education Center

2900 W. Edinger Avenue - B100

Santa Ana, CA 92704

(714) 241 - 5720

Service Hours

Monday - Thursday, 8:00am - 9:00pm

Please contact office for

Friday and Saturday availability

Nondiscrimination Policy

The Rancho Santiago Community College District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The Chancellor shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he or she is perceived to have one or more of the foregoing characteristics, or because of his or her association with a person or group with one or more of these actual or perceived characteristics. Inquiries regarding compliance and/or grievance procedures may be directed to District's Title IX Officer and/or Section 504/ADA Coordinator. RSCCD Title IX Officer and Section 504/ADA Coordinator: Vice Chancellor of Human Resources, 2323 N. Broadway, Santa Ana, CA 92706, 714-480-7490.

Dear Student,

Welcome to Santa Ana College's Disabled Students Program and Services (DSPS).

DSPS ensures that students with disabilities have equitable access to all programs and activities on campus. Our goal is to encourage and promote independence in students so they may achieve their full potential. DSPS strives to provide quality support services to our students with disabilities.

Please take time to review this guidebook, and familiarize yourself with the services that are available to you. DSPS is comprised of dedicated employees available to support your academic goals.

Sincerely,

The DSPS Team

| DSPS Team Contact Information | | |
|--------------------------------------|--|----------------|
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| Robert Norris | DSPS Specialist | (714) 564-6271 |
| Angela Tran | Alternate Media Specialist | (714) 564-6819 |
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| Mark Turner | Learning Disability Specialist/Advisor | (714) 564-6269 |
| Louise Janus | Learning Disability Specialist/Advisor | (714) 564-6299 |
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Introduction

The mission of Disabled Students Program and Services (DSPS) is to provide equal access and educational accommodations to students with a verifiable disability. DSPS employees encourage students to foster independence, and assist them in attaining their educational, personal, and vocational goals. DSPS provides guidance and services to students with disabilities that are designed to increase access to college instructional programs.

This guidebook is published for informational purposes and every effort is made to ensure its accuracy. However, the provisions of this guidebook are not to be regarded as a contract between the student and the college. Approved accommodations are determined on a case by case basis. Students with similar disabilities may not need similar accommodations. When students meet with the DSPS Learning Disability Specialist/Advisor, the accommodation letter is made based on the students' disability and to support current course enrollment. The plan will vary each term per review by a DSPS Learning Disability Specialist/Advisor.

Eligibility Requirements

Students receiving services through DSPS must be enrolled in courses at Santa Ana College or Centennial Education Center and complete the DSPS Application. To qualify for DSPS services, a student must:

- Be enrolled in at least one or more credit or non-credit class;
- Have a verifiable disability (see the Disability Verification section of this guidebook);
- Be unable to fully benefit from the general programs and services offered by the college due to the educational limitation of a disability; and
- Need specialized services or instruction in order to mitigate these disability-related educational limitations.

Confidentiality

The Family Education Rights and Privacy Act (FERPA) protects the privacy of student educational records and information. All student records maintained by the DSPS office shall remain confidential. Students have the right to appeal an accommodation with the ADA/504 Compliance Officer at the RSCCD Vice Chancellor's office, (714) 480-7489.

Disability Verification

Students wishing to receive services must provide documentation from appropriate agencies or certified/licensed professionals outside of DSPS, per Title 5 of the California Code of Regulations. In order to provide services, we must first receive written verification of your disability. Forms are available in the DSPS office. Acceptable forms of disability verification may include:

- IEP/Multidisciplinary Assessment Report/504 Plan Paperwork
- Learning Disability Assessment Records
- Audiogram, Visual Acuity Report, or Medical Records
- The Disability Verification form
(provided by DSPS and completed by a certifying professional)

How to Apply to DSPS

Once students have successfully completed a Santa Ana College Application and have received a student ID number, they are eligible to apply to DSPS. Students will need to follow the steps below:

- 1. Complete a DSPS application for services.**
- 2. Obtain written verification of the students' disability.**
 - The documentation may include verification from a physician, psychiatrist, therapist, or other certifying professional.
- 3. Schedule an initial qualifying appointment.**
 - During this initial appointment, students will take part in an interactive process with a Learning Disability Specialist/Advisor and complete an Academic Accommodation Plan (AAP). Students will also receive an Accommodation Letter for the current academic year.
 - An initial appointment will only be scheduled if disability verification has been submitted.

In order to streamline interpreting services through DSPS, students who are Deaf or Hard of Hearing and utilize American Sign Language can follow the steps below:

1. Meet with the Senior Interpreter to ensure ASL interpreter accommodations will be scheduled.
2. Meet with a Learning Disability Specialist/Advisor for a qualification appointment to complete the Academic Accommodation Plan.

This process ensures that students can meet with the Senior Interpreter directly and have their timely accommodation needs met while awaiting their initial qualification appointment with a Learning Disability Specialist/Advisor. Students are still required to submit a DSPS Application and documentation (audiogram).

Types of Disabilities

Acquired Brain Injury (ABI)

Acquired brain injury is defined as an acquired brain impairment caused by external or internal trauma, resulting in total or partial functional limitations that adversely affects or limits a student's educational performance by impairing:

- Cognition, attention, memory, information processing, reasoning, abstract thinking, judgment, self-regulation, and/or problem solving
- Language and/or speech
- Sensory, perceptual, and/or motor abilities
- Psycho social behavior
- Physical functions
- Social skills (pragmatics) and/or Behavioral issues

Attention Deficit Hyperactivity Disorder (ADHD)

Attention Deficit Hyperactivity Disorder is a neurodevelopmental condition affecting both children and adults. It is described as a "persistent" or on-going pattern of inattention and/or hyperactivity-impulsivity that gets in the way of daily life or typical development. Individuals with ADHD may also have difficulties with maintaining attention, executive function (or the brain's ability to begin an activity, organize itself and manage tasks), and working memory.

In the most current American Psychiatric Association Diagnostic and Statistical Manual, Attention Deficit Hyperactivity Disability is described as having 3 major presentations:

- Inattentive
- Hyperactive-impulsive
- Combined inattentive & hyperactive-impulsive

Autism Spectrum

Autism Spectrum disorders are characterized by significant limitations and may include, but are not limited to, any of the following:

- Limitations in social-emotional reciprocity (e.g. abnormal social approach; failure of normal back-and-forth conversation; reduced sharing of interests, emotions, or affect; failure to initiate or respond to social interactions)
- Limitations in nonverbal communicative behaviors used for social interactions (e.g. poorly integrated verbal and nonverbal communication; abnormalities in eye contact and body language; deficits in understanding and use of gestures; total lack of facial expressions and nonverbal communication)
- Limitations in developing, maintaining, and understanding relationships (e.g. difficulties adjusting behavior to suit various social contexts; difficulties in making friends; absence of interest in peers)
- Stereotyped or repetitive motor movements, use of objects, or speech (e.g. self-stimulation behavior such as arm flapping, flipping objects, echolalia, idiosyncratic phrases)
- Insistence on sameness, inflexible adherence to routines, ritualized patterns, or verbal nonverbal behavior (e.g. extreme distress at small changes, difficulties with transitions,

rigid thinking patterns, greeting rituals, need to take same route every day, need to eat the same food every day)

- Highly restricted, fixated interests that are abnormal in intensity or focus (e.g. strong attachment to or preoccupation with unusual objects, excessively circumscribed or perseverative interest)
- Hyper or hypo-reactivity to sensory input or unusual interests in sensory aspects of the environment (e.g., apparent indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement)

Blind and Low Vision

Blindness and low vision results from a level of visual disability so significant that, without accommodation other than regular corrective lenses, vision no longer serves as a major channel for information processing. Blindness or low vision may be caused by a congenital condition, disease, or traumatic event including accident, combat, physical altercation, or other events.

Deaf/Hard of Hearing (DHH)

Deaf/hard of hearing means a total or partial loss of hearing function, which impedes the communication process essential to language, educational, social, and/or cultural interactions. DHH is defined as:

- Deaf means a total or partial loss of hearing function so severe that it no longer serves as a major channel for information processing and that requires the use of communication in a mode other than oral language including sign language, telephone devices for the deaf, etc.; or
- Hard of Hearing means a functional loss in hearing which is still capable of serving as a major channel for information processing.

Intellectual Disability (ID)

Intellectual disability is characterized by significant limitations both in intellectual functioning and in adaptive behavior that affect many everyday social and practical skills. Adaptive skill areas refer to basic skills needed for everyday life such as communication, self-care, home living, social skills, leisure, health and safety, self-direction, functional academics (reading, writing, basic math), and work.

Learning Disabilities (LD)

Learning disability is defined as a persistent condition of presumed neurological dysfunction which may exist with other disabling conditions. The dysfunction is not explained by lack of educational opportunity, lack of proficiency in the language of instruction, or other non-neurological factors, and this dysfunction limits the student's ability to access the educational process. To be categorized as a student with a learning disability, he/she must meet the following criteria through psycho-educational assessment verified by a qualified specialist certified to assess learning disabilities:

- Average to above-average intellectual ability; and
- Statistically significant processing deficit(s); and/or
- Statistically significant aptitude-achievement discrepancies.
- Measured achievement in an instructional or employment setting.

Mental Health Disability

A mental health disability is defined as a persistent psychological or psychiatric disorder or an emotional or mental illness that adversely affects educational performance. A mental health disability is a condition which:

- Is listed in the most current American Psychiatric Association Diagnostic and Statistical Manual (DSM) and is coded on Axis I or II as moderate to severe
- Reflects a psychiatric or psychological condition that interferes with a major life activity
- Poses a functional limitation in the educational setting

Examples of mental health conditions covered in the section include, but are not limited to: Post Traumatic Stress Disorders (PTSD), Obsessive Compulsive Disorders (OCD), bi-polar disorder, schizophrenia, anxiety disorders, and depressive disorders. Recovering substance abusers are considered as having a mental health disability as long as they are in or have completed a substance abuse treatment program.

Other Health Conditions and Disabilities

Students with health conditions or other verifiable disabilities covered in this category may have impacts that result in educational limitations, which may be nonspecific and vary widely from individual to individual. These disabilities do not fall into any of the other disability categories and there is indication of a need for support services or instruction pursuant to Sections 56026 and 56028 of Title V Regulations.

Physical Disabilities

A physical disability encompasses a wide range of conditions and results in a limitation in one or more of the following areas:

- Walking in terms of distance, length of time, or terrain
- Range of motion and/or reach standing or sitting
- Cardio-pulmonary factors that affect breathing
- Other physical functions of the body

There may be various causes for a physical disability including congenital impairments, effects of disease, as well as, traumatic incidents including accidents, combat, physical altercations, and other factors.

Description of Services and Accommodations

Disabled Students Program & Services provides services above and beyond services that may be available elsewhere on campus. The services may be in-classroom (e.g. a note-taker) and/or outside of the classroom (e.g. distraction-reduced setting). Services may be directly related to an approved educational accommodation (e.g. note-taker, distraction-reduced setting, sign language interpreting, etc.). Others may be a specialized version of a traditional student service. (e.g. counseling, advising, community liaison with outside agencies). Services and accommodations must be requested and approved by a Learning Disability Specialist/Advisor each academic year.

What is an Accommodation?

An educational accommodation is an adjustment to the way a student receives, retains, or demonstrates knowledge to allow him or her equal access to an education. Accommodations are provided based on the educational limitations or barriers that are directly caused by the disability, diagnosis, or medical condition. Accommodations cannot fundamentally change academic requirements for degrees, certificates, programs, courses, or assignments. Accommodations and other services vary term to term depending on the educational requirements of the class (es) and must be requested each and every term. Accommodations must be approved by a Learning Disability Specialist/Advisor or the DSPP Associate Dean. Early requests for accommodations are encouraged. Late requests for accommodations may result in delays due to availability.

Any professionally documented diagnosis and/or medical condition which substantially interferes with a person's ability to succeed in an academic setting may be eligible for accommodations and/or services. Accommodations approved at Santa Ana College are considered reasonable for specific classes or educational settings at this college and may not apply to other institutions. If an agreement between the faculty member, Learning Disability Specialist/Advisor, and the student cannot be reached, the student or faculty member may file an appeal.

Some services and accommodations students may receive are:

Adapted Furniture

Adapted furniture is used to provide greater access to classroom facilities or ease of use because of a physical limitation. Furniture adapted for use in the classroom may be provided for a student after written request and Learning Disability Specialist/Advisor approval. Some common items requested are an adjustable desk, a padded chair, and or a foot/leg rest.

Adaptive Kinesiology Courses

If a student has a documented disability and has difficulty participating in the college's standard kinesiology classes, adaptive kinesiology is an option. These courses permit better self-awareness of students' physical needs and of methods used in addressing these physical development and strength limitations.

Advising and Counseling

DSPS partners with the Counseling Center to offer specialized, disability specific, advisement and counseling services for all registered students with disabilities. Services include:

- Academic advisement - advice on course selection and procedures for enrollment.
- Academic counseling - counselor led solutions to academic issues and difficulties. Includes accommodations and probation/dismissal status guidance.
- Career counseling - exploration/discovery of possible career/educational options.
- Course planning - development of an Educational Plan detailing term by term coursework to reach educational goal (i.e. certificate, associate degree, or transfer)
- Referrals - information about campus and community resources that provide additional support in educational services or career/job placement. Examples include California Department of Rehabilitation, Regional Center, Financial Aid, EOPS, etc.

Alternate Media

Alternate Media is defined as instructional materials, textbooks, college publications, and/or library materials in formats accessible and usable by individuals with disabilities. It is the process by which printed material is converted into an accessible form for a student with a reading or print limitation. Examples of accessible formats are: digital talking books (DAISY), audio format, large print, Braille, tactile graphics, captioning, and e-text. Alternate Media Services will only be provided to students who have a verified disability and whose disability-related functional limitations prevent them from reading regular print. Eligibility for this service will be determined on the Academic Accommodation Plan (AAP). A completed alternate media contract and request form must be submitted in order receive alternate media services.

Assistive Technology

To accommodate the educational limitations of students served by Disabled Student Program & Services, Santa Ana College offers adaptive technology. Some examples include:

- Alternate Keyboard
- Dragon NaturallySpeaking
- JAWS
- Kurzweil 3000
- Visio ®
- ZoomText Magnifier/Reader

Classroom and Testing Accommodations

Some common classroom accommodations may include:

- Audio recording of lecture (digital recorder)
- Breaks as needed
- Preferential seating
- Adaptive furniture
- NCR(Non-Carbon Required) notetaking paper

Most testing accommodations take place at the college's Assessment Center. Some common testing accommodations may include:

- Time extension
- Distraction reduced environment
- Alternate test formats

It is strongly recommended that you attend a fifteen minute orientation at the Assessment Center at least two weeks prior to your first exam. The orientation will familiarize you with the center and provide information on how to use testing accommodation and schedule appointments. Please contact the Assessment Center to schedule an orientation as soon as possible.

The Assessment Center
Location: L-223
Phone: 714-564-6148

Educational Plans

A guided plan will list the classes needed to complete the students' educational goal. Students need to make an appointment with an Academic Counselor in the DSPS office or The Counseling Center (S-112) to complete and Educational Plan.

Equipment Loans

The DSPS office has selected equipment available for loan. Equipment loans are upon Learning Disabilities Specialist/Advisor approval and will only be made if the student is enrolled in classes. Equipment is loaned for school-sponsored activities only. The student will be held responsible for lost, stolen, or damaged equipment. Commonly checked out equipment may include: VISIO magnification device.

Learning Disability Assessments

Diagnostic Screening and Assessment for possible learning disabilities may be provided to enrolled Santa Ana College students by a DSPS Learning Disability Specialist/ Advisor. Students can contact the DSPS office to schedule an individual consultation with a Learning Disability Specialist/Advisor.

Differences between High School and College

| High School Level Special Education Services | College Level Disability Support Services |
|---|---|
| The school district is responsible for evaluation and documentation of the disability | The student is responsible for providing current documentation (including educational limitations) of his/her disability |
| An IEP meeting is held to determine placement and appropriate services | An Academic Accommodation Plan is created during an interactive process between the student and a DSPS Learning Disability Specialist/Advisor |
| Specific classes or placements must be available for students | Colleges are required to provide appropriate accommodations based on documentation of disability. Colleges are not required to provide special classes or programs. |
| Parents are notified and must give permission for any decisions regarding their child | Parents are not notified of the services their child requests. Every DSPS student (18 years of older) is treated as an independent adult |
| Parents, administrators, and teachers advocate for students | Students are expected to advocate for themselves |
| High School Teachers | College Professors |
| Teachers may approach students if they think you need assistance | Most professors will expect you to initiate contact with them if you need help |
| Teachers may be available at lunch, before, or after school for assistance | Professors expect you to attend their office hours if you need individual assistance |
| Teachers may remind students of test dates and deadlines for assignments and projects | Professors expect you to utilize the course syllabus to be aware and responsible for test dates and deadlines for assignments and projects |
| Tests in High School | Tests in College |
| Tests may be frequent with small amounts of information covered | Tests may be infrequent and cover a large amount of information (cumulative) |
| Teachers arrange for test accommodations | Students need to request accommodations from DSPS in a timely manner and communicate with their professors about arranging their exams. |
| High School Classes | College Classes |
| Most work is done in class | Most work is done outside of class |
| Textbooks are provided for free | Students need to purchase textbooks and the cost can be up to \$300 or more each semester |
| Most reading assignments are discussed in class to increase understanding of material | Most reading assignments are not discussed in class and students may be responsible to know the material for an exam. |

Preparation for Disability Services in College

- Students need to understand and be able to articulate what their disability is and how it affects their learning
- Learn to balance time between study, work, and relaxation
- Get organized! Use a planner to manage time and plan ahead
- Discuss educational and career options with your counselor
- Practice effective learning strategies:
 - Keep up with reading assignments
 - Take understandable lecture notes
 - Review course materials regularly

Student Rights and Responsibilities

Student Rights

Participation in DSPS is voluntary. Receiving DSPS services does not prevent students from also participating in any other course, program, or activity offered by the college. All records pertaining to students' work in the program are confidential and will only be released with written authorization from the student. There are two exceptions to the confidentiality of records:

- The State of California requires SAC employees to report situations in which there is a clear risk to a person's safety including, but not limited to, the following:
 - A student appears to be a threat to themselves or others
 - A student reports an incident of child abuse, elder abuse, or abuse of a dependent adult
- Portions of students' information may be included in mandatory reporting to the California Community College Chancellor's Office and the State of California. Disclosure to these parties is done in strict accordance with current laws (the *Information Practices Act of 1977* and the *Federal Privacy Act*).

Student Responsibilities

As noted in the Santa Ana College Catalog, "Students with disabilities seeking admission to Santa Ana College meet the following levels of independence:

- The ability to navigate campus facilities independently or with the assistance of a personal attendant (to be provided by the student);
- The ability to take care of his/her personal needs independently or with assistance of a personal attendant (to be provided by the student); and
- Stable level of health/wellness in order to benefit from, and fully participate in, a full semester's work

Additionally, students receiving support services, equipment, or advisement shall:

- Comply with the college's *Student Code of Conduct*, in the College Catalog
- Meet the college's requirements for satisfactory academic standing (minimum 2.0 GPA), and understand that failure to do so may result in one or more of the following consequences:
 - Academic or progress probation
 - Loss of priority registration and financial aid
 - Dismissal from the college
- Follow DSPS policies and procedures
- Request accommodations from DSPS soon after registering for course(s)
- Give accommodation letter to instructor
- Communicate with instructor the specific terms of the accommodation letter.
 - Request advocacy support from DSPS faculty if problems arise with instructors after providing the authorized accommodation letter
- Meet with a Learning Disability Specialist/Advisor annually to update the students' Academic Accommodation Plan (AAP)

Laws and Policies

Rehabilitation Act of 1973

Section 504 is also known as the "Access Law." It provides program and physical access for students with disabilities. The law states that: "No otherwise qualified individual in the United States...shall, solely by reason of disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." When providing aid, benefit or service, public entities must provide opportunities for individuals with disabilities to participate that are as effective as the opportunities provided to others. The Office for Civil Rights of the Department of Education defines "effective communications" as "timeliness of delivery, accuracy of the translation, and provision in a manner and medium appropriate to the significance of the message and the abilities of the individual with the disability." The mechanism for enforcement of this law is the withholding of federal funds.

Section 508, Part of Rehabilitation Act of 1973, as amended in 1998; standards added in 2001

- As written, it applies only to the federal government
- Copyright Law

The Copyright Act, Fair Use, and the Chafee amendment; federal law preserves the following rights for the copyright holder:

- reproduction
- preparation of derivative works
- distribution
- performance
- display
- creation of sound recordings

Chafee Restrictions

(A) not be reproduced or distributed in a format other than a specialized format exclusively for use by blind or other persons with disabilities;

(B) bear a notice that any further reproduction or distribution in a format other than a specialized format is an infringement; and

(C) include a copyright notice identifying the copyright owner and the date of the original publication.

1976 amendments to the U.S. Copyright Act

General Rule

- “For works created on or after January 1, 1978, copyright protection endures for the period of the life of the author plus 70 years. See generally 17 U.S.C. §§ 301-305.”
AIM Commission Report

California SB 105 Education laws, Title V applied standards of Section 508 to California. Passed September 29, 2002; Effective January 1, 2003 now part of Government. Code 7405 (was 11135)

California Community Colleges accepted this as applying to them
SB 302 applied standards to CSUs

- Education laws
- Title V
- E-text and transcripts
- AB 422 & 386
- California state law
- CA Ed Code 67302 & 67302.5
- Applies to publishers selling within the state
- Does not matter where the company is located
- Text available on HTCTU Web site
<http://www.htctu.net/divisions/altmedia/ab422/AB422Requirements.html>

Cal. Gov. Code §7405(a)

"In order to improve accessibility of existing technology, ...state governmental entities, in developing, procuring, maintaining, or using electronic or information technology,...shall comply with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. Sec. 794d), and regulations implementing that act...."

Americans with Disabilities Act (ADA) 1990

Extends the framework of civil rights laws and of Section 504. Mandates reasonable access for people with disabilities with all public and private entities. Provides essentially the same protection as Section 504, except it is broader in context and coverage, and redress is more specifically defined. There are five sections:

- **Title I – Employment:** Prohibits employers of 15 or more to discriminate against a qualified applicant or employee with a disability and also prohibits retaliation against any individual who has opposed any act or practice made unlawful by the ADA.
- **Title II – Public Services and Transportation:** Prohibits state and local governments from discriminating against people with disabilities in their programs and activities.

Includes entities receiving state or federal funding such as community colleges in anti-discrimination clauses. New public buses, new train cars in commuter, subway, intercity, and light rail systems as well as new stations and facilities must be accessible.

- **Title III – Public Accommodations:** Prohibits privately operated public accommodations from denying goods, programs and services to people based on their disabilities. Businesses must accommodate patrons with disabilities by making reasonable modifications to policies and practices, providing auxiliary aids and improving physical accessibility.
- **Title IV – Telecommunications:** Telephone companies need to provide continuous voice transmission relay services that allow people with speech and hearing disabilities to communicate over the phone through teletypewriters (TTYs). Also requires that federally funded television public service messages be closed captioned for viewers who are deaf/hard of hearing.
- **Title V – Miscellaneous Provisions:** Specifics for enforcement of the act and provisions for attorney's fees.

Office for Civil Rights (OCR) Interpretations of Rehabilitation Act of 1973 and ADA

Ensure that no handicapped student is denied the benefits or excluded from participation in, or otherwise subjected to discrimination under the education program or activity operated by the recipient because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills.

- Accommodation model (i.e., if it doesn't work for a student, fix it for that student)
- Auxiliary aids and services are provided to allow full participation by students with disabilities
- Both laws are very similar in this area

Suspension of DSPS Support Services

DSPS may suspend support services for failure to:

- Make measurable progress towards the goals established in the student's Academic Accommodation Plan (AAP), or
- Adhere to DSPS written policies and procedures, or
- Adhere to the District's Standards of Student Conduct (Board Policy 5500) or
- Adhere to student responsibilities according to Title 5 of the California Code of Regulations (CCR), Section 56010, notifying office

Prior to services being suspended, the student will be notified in writing the reasons the services are being suspended for the current term. The letter will inform the student that he/she must meet with the DSPS Associate Dean within five school days from the date of the letter if they want to continue services.

- If the Associate Dean determines that services should be continued,
- The student will meet with a DSPS Learning Disability Specialist/Advisor to sign a "Contract for Continuation of Support" to reinstate services.
- If the student does not schedule the meeting, services will be suspended for the current active term.
- The student shall have the opportunity to appeal the decision to suspend his/her services by contacting the Vice President of Student Services.
- The student will be provided with either a written notice of the resolution arrived at during the appeal process to continue services or a final notice for the suspension of services.

Grievance Procedures

DSPS staff is always here for each student and ready to listen to all questions, issues, or concerns. Our priority is to ensure that any issues that arise may be resolved promptly. Students are encouraged to contact a DSPS Learning Disability Specialist/Advisor for assistance. If the DSPS Learning Disability Specialist/Advisor cannot resolve the situation, students may schedule an appointment to meet with the Associate Dean of DSPS to discuss their concerns.

Concerns that are not resolved through meeting with the DSPS Associate Dean will be further addressed through the Santa Ana College grievance procedures.

For incidents such as alleged discrimination, harassment, or deprivation of student rights, you can initiate an affirmative action grievance. If you want to exercise your right to grieve such an incident, you should contact the Office of Human Resources located in the Rancho Community College District Offices (2323 Broadway, Santa Ana, CA 92706) to discuss the situation.

Directory of Additional Student Programs and Services

| Office | Location | Phone Number |
|---|----------|----------------|
| Academic Computing Center | A-106 | (714)-564-6731 |
| Admissions & Records | S-101 | (714) 564-6005 |
| Assessment Center | L-225 | (714) 564-6147 |
| Associated Student Government (ASG) | JSC-103 | (714) 564-6208 |
| Bookstore | JSC-117 | (714) 564-6434 |
| Career Development/ CTE Student Success Center | L-222 | (714) 564-6254 |
| Cashier/Student Business Office | JSC-202 | (714) 564-6965 |
| Counseling Center | S-112 | (714) 564-6100 |
| EOPS/CARE/CalWORKs | JSC-212 | (714) 564-6232 |
| Financial Aid | JSC-201 | (714) 564-6242 |
| Graduation | S-104 | (714) 564-6052 |
| Health and Wellness Center | JSC-110 | (714) 564-6216 |
| International Students | JSC-208 | (714) 564-6047 |
| Learning Center | D-307 | (714) 564-6569 |
| Library | L-103 | (714) 564-6700 |
| Math Study Center | L-204 | (714) 564-6678 |
| Safety and Security | X-101 | (714) 564-6330 |
| Scholarships | S-201 | (714) 564-6478 |
| Service Learning Center | L-222 | (714) 564-6362 |
| SSSP(TRIO) Upward Bound | JSC-209 | (714) 564-6843 |
| Student Life | JSC-102 | (714) 564-6211 |
| Student Placement | JSC-203 | (714) 564-6204 |
| Transfer Center | S-110 | (714) 564-6165 |
| Veterans Resource Center | M-120 | (714) 564-6050 |

Frequently Asked Questions

Q: What are the Best Tips for Student Success?

- **Self-advocate:** DSPS will assist students as necessary but it is ultimately the student's responsibility to understand and complete their program. Students must request necessary accommodations and services, as they are not automatically provided.
- **Be proactive:** Students need to notify DSPS of any changes, such as, a change of address or changes in classes. Likewise, it is vital to let a DSPS Learning Disability Specialist/Advisor and instructors know about any concerns or problems students are experiencing. Waiting until the end of the term to discuss problems is a mistake, since at that point there are often fewer options for addressing the problems.
- **Be responsible:** Students with disabilities may work with a variety of individuals who provide accommodations and services. Treat all of the service providers with respect and courtesy. It is important for our service providers, that any schedule changes or cancellations are communicated as soon as possible to them and the DSPS office. Service providers are extremely busy and have many other responsibilities so it is important to notify them, as well as, DSPS of any schedule changes as soon as possible.
- **Communicate:** Communicate needs with instructors and other campus staff. Even if students have an observable disability, others will not know what a students' specific needs are unless they are informed. Students never have to disclose the nature of their disability. Students need to concisely express their strengths and needs in a knowledgeable and confident manner.
- **Socialize with peers:** Interacting with other students is another opportunity for students with disabilities to help educate others about disabilities and the rights of individuals with disabilities. Let others know to appreciate the potential of students with disabilities. Through speeches, writing assignments, or discussions, students with disabilities have a unique chance to help the rest of the student population, as well as the instructors, become more informed.

Q: Who is eligible to receive DSPS services?

Enrolled Santa Ana College or Centennial Education Center students with verifiable disabilities.

Q: How can I get a verification of my disability?

Disability verifications can be obtained by a licensed or qualified professional. However, because each person's situation is unique, we recommend that any interested student meet with a DSPS Learning Disability Specialist/Advisor. The Learning Disability Specialist/Advisor will discuss with the student appropriate documentation during the initial meeting. Documentation requirements vary by situation. No student should delay meeting with us out of concern for not having appropriate paperwork.

Q. Can a 504 Plan or IEP be used for documentation of a disability?

Yes. Additional support services and accommodations can be provided with more specific documentations. For students with learning disabilities, they will need to bring a copy of the most recent psycho-educational assessment report from high school. For medical, psychological, and other health-related disabilities (including ADHD), disability documentation from a certified or licensed professional must be provided.

Q: How do I request and receive services?

Students are required to complete a DSPS application. Return the completed DSPS application to the DSPS office and provide documentation of a verified disability and share their course schedule of classes, and students will receive a qualification appointment with a Learning Disability Specialist/Advisor.

Q: What to expect at a qualification appointment?

During the DSPS appointment, students will discuss their disability with a Learning Disability Specialist/Advisor and:

- Complete and sign the Academic Accommodation Plan (AAP) and,
- Finalize their appointment by checking out with a DSPS Specialist.
- Depending on the students' determined accommodations, if referred, students will use walk in hours and/or schedule an appointment for interpreting services with the Senior Interpreter and/or alternate text format with an Alternate Media Specialist.

Q. Will the same services that a student received in high school be offered in college?

Maybe. High School Special Education programs are legally required to provide whatever service, accommodation, or modification that is needed for the student to be successful. Colleges are required by law to provide "equal access" to education. Access is provided through reasonable accommodations. Furthermore, college course curriculum cannot be modified to alter the fundamental nature of the course.

Q. Will the DSPS office provide services such as helping a student eat meals or pushing a wheelchair?

No. Services needed to assist a person with activities of daily living are the responsibility of the individual, not the college.

Q. Are faculty and staff in higher education required to provide accommodations to a student with a disability, even if the student does not request it?

No. The student has the responsibility to self-identify to the compliance officer or the disability service office, provide documentation of a disability, and ask for accommodation before the institution is required to provide that accommodation.

Q. Can a college refuse to grant a student's request for an accommodation if it is not specifically recommended in the student's documentation?

Yes. All accommodations granted must be related to the student's disability related limitations and based on the student's documentation of disabilities and a discussion with the DSPP Learning Disability Specialist/Advisor.

Q. Does a student with a disability have to pay for services provided by DSPP for disability-related limitations while in college?

No. It is the college's responsibility to provide reasonable accommodations at no cost to registered and eligible students with disabilities.

Q. How does a student get extra time for taking tests?

A student must meet with a Learning Disability Specialist/Advisor to determine appropriate accommodations. As with all accommodations, they will be individually determined for appropriateness in relationship to disability-related limitations and course requirements.

Q. Is tape recording allowed as an accommodation in higher education?

Yes. Section 504, Subpart E of the Rehabilitation Act (1973), states specifically that a post-secondary institution may not impose rules that prohibit the use of tape recorders in the classroom for students with disabilities except where the lecture includes sensitive content and when other students do not want their personal contribution recorded.

Q. Can instructors decide that a student with a documented disability does not need extended time on a test and choose not to give this accommodation?

No. Extended time is a reasonable accommodation for a student with a disability whose documentation specifically calls for that accommodation. The institution is required to ensure that the student is provided additional time to complete tests in order to provide an equal opportunity for that student.

Q. Can an individual faculty member who fails to provide an accommodation to a student with a documented disability be held personally liable?

Yes. A professor at the University of California, Berkeley was sued by a student with a documented learning disability who had been denied extended time on a math test. The court accepted the case, which was settled out of court for an unspecified amount.

Q. Does a student request for an accommodation have to be provided even when the accommodations would result in a fundamental alteration of the program?

No. Academic requirements that the institution can show are essential to the student's course of study do not have to be modified or accommodated. In other words, the institution would not have to change a requirement if it could demonstrate that such a change would fundamentally alter the nature of the course.

Q. Can a student receive a failing grade for a college class in which they are receiving accommodations?

Yes. Accommodations ensure “access,” not necessarily “success.”

Q. Does your college provide disability assessments?

Yes, DSPS provides assessments for Learning Disabilities but not for diagnosis or assessment for ADHD, Autism, or mental health conditions, such as, depression or anxiety. These types of assessments and/or diagnoses may be obtained by a licensed Psychiatrist, Psychologist, or other health care practitioner. Students can meet with our Learning Disabilities Specialist/Advisor for referrals.

Q. Do students with disabilities receive priority registration?

Yes. They may be eligible for priority registration if their disability-related limitations warrant it and they are in need of accommodations and/or services in the educational setting.

Q. How does a student get notetaking services?

Upon approval of this accommodation by a DSPS Learning Disability Specialist/Advisor, the student should find a classmate who is willing to share his or her notes. The student may check out paper from DSPS that will provide a carbonless copy of the notes.

Q. Is this guidebook available in alternate formats?

To request a copy of this guidebook in alternate format, please call (714) 564-6295 or email the office at DSPS@sac.edu

