

DISABLED STUDENT PROGRAMS & SERVICES GUIDE TO SERVICES



DSP&S Driver, Don Beaton assists student Sharmaine Johnson onto the DSP&S Tram.

MISSION: **VISION:**

Our mission is to offer quality programs and services empowering students with disabilities to access and engage in educational activities at the College.

Disabled Student Programs & Services strives to provide comprehensive programs and services of excellent quality to assist students with disabilities to succeed in an academic environment.

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This guide is available in alternate formats upon request.

Contact DSP&S at (909) 594-5611, ext. 4290
<http://dsps.mtsac.edu>

DIRECTOR'S WELCOME

On behalf of the staff, students, faculty, and administration at Mt. San Antonio College, welcome! Whether you decide to attend Mt. SAC or are just "shopping" for colleges, we are glad that you are researching ours. We know you have a choice of many fine colleges in this area. We ask you to choose very carefully. You should compare schools, programs, and services before you make your final decision. Mt. SAC is considered one of the top community colleges in the nation and is indeed a "College of Champions!"

The mission of Mt. SAC's Disabled Student Programs & Services (DSP&S) is equal access. We expect that you will enjoy full and equal access to any facility, class, program, service or activity on our campus. We encourage you to advise us if you find that this is not the case. Your primary mission in attending College should be to receive a good education. With that in mind, our goal is to assist you to pursue your education at Mt. San Antonio College. As an adult college student, you enjoy certain rights and privileges, such as the right to confidentiality. Along with those rights and privileges also come responsibilities. One such responsibility is to request assistance as soon as you need it. You also are responsible for maintaining satisfactory progress and DSP&S is here to assist you.

We are happy to report students find our services helpful. In a survey conducted in 2009, students overwhelmingly found that DSP&S counseling services contributed to their academic success!

Our vision is to assist our students to be successful. Success means different things to different people. Success for some is completing a course. For others, it means completing a program, a degree or obtaining a job. What does it mean for you? We can help you figure it out.

Whatever your vision of success may be, we are here to assist you. Mt. SAC has a large selection of programs and services designed to meet your needs. Please take the time to carefully review all the information in this handbook. Ask us questions; we are here to help.

Feel free to contact me or any of our helpful DSP&S staff any time to discuss concerns, issues or suggestions. Thank you for considering Mt. SAC. We look forward to working with you.

Truly Yours,



Grace T. Hanson, Director



DSP&S Director, Grace T. Hanson
(1996-Present)



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Audrey Yamagata-Noji, Vice President of Student Services

**GET
READY**



Barbara Quinn, Tim Engle, Counselors



EVALUATING YOUR READINESS FOR COLLEGE

College involves many new responsibilities, so you should begin now to develop skills for success. How prepared are you? Check your readiness with this quiz:

Score Card	
Yes answers	
14 - 12	Fantastic. Ready to Go!
11 - 10	Looks Good!
9 - 8	Challenges ahead
7 or less	Ask more questions of your DSP&S counselor

- | | YES | NO | |
|-----|--------------------------|--------------------------|---|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | I am self-motivated to study. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | I complete assignments on time. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | I do not hesitate to ask questions in class. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | My class notes are organized and complete. |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | I pay attention even if a class is not interesting. |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | I study all my subjects, whether I like them or not. |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | I practice good time management. |
| 8. | <input type="checkbox"/> | <input type="checkbox"/> | I recognize that success or failure is up to me. |
| 9. | <input type="checkbox"/> | <input type="checkbox"/> | I have good computer/word processing skills. |
| 10. | <input type="checkbox"/> | <input type="checkbox"/> | I accept that my disability poses challenges, but I seek opportunities to overcome them. |
| 11. | <input type="checkbox"/> | <input type="checkbox"/> | I am considered the person responsible for my college education. |
| 12. | <input type="checkbox"/> | <input type="checkbox"/> | I can describe the types of classroom services (accommodations) I need in the classroom. |
| 13. | <input type="checkbox"/> | <input type="checkbox"/> | I am aware that colleges do not have "resource rooms," special tutors, or classroom assignments adapted for me. |
| 14. | <input type="checkbox"/> | <input type="checkbox"/> | I plan to request services at DSP&S every term in a timely manner. |



The prospective Mt. San Antonio College student should independently be able to:

- Learn from instruction in a group setting
- Follow directions
- Pay attention to classroom activities for a minimum of 1 1/2 hours
- Understand and complete homework assignments on time
- Demonstrate appropriate behavior and emotional control
- Function independently on campus or have a Personal Care Attendant to perform necessary activities of daily living
- Comprehend and respond to questions at the college level

Students are referred to DSP&S in a variety of ways:

Self-Referral:

A student may self-identify a disability and apply for services by submitting a DSP&S application for services.

High School Staff:

Teachers, counselors and other high school staff may encourage students with disabilities to apply for services with DSP&S through the application process.

*see footnote

Faculty & Staff:

College faculty or staff may notice a student's limitation(s) in the classroom or during interactions with the student and suggest the student seek assistance from the DSP&S office.

Community Agencies:

Agencies, such as rehabilitation hospitals and the Department of Rehabilitation (DR) are additional sources of referrals.

***Special Admits are those students still enrolled in K-12 while taking college classes. A separate procedure for admission is required. Contact Admissions and Records for complete instructions. Special Admits are not eligible for priority registration.**

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 documenting the disability.

Students are responsible for providing to the college current documentation of their disability, including educational limitations.

An IEP meeting is held to determine placement and appropriate services.

DSP&S professionals, working with registered DSP&S students, will determine which services are appropriate.

Once a disability is documented, services are incorporated into the student's daily schedule.

Once documentation has been provided and appropriate accommodations have been identified, students must request accommodation(s) prior to each term.

Goals and objectives are determined for each student receiving services.

Students set their own academic goals with advice from their counselor.

Specific classes or placements must be available for students.

Colleges are not required to provide special classes or programs, but are required to provide appropriate accommodations based on documentation of disability.

Parents are notified and must give permission for any decisions regarding their son or daughter.

Parents are not notified of services their son or daughter requests. All college students, including those with disabilities, are treated as independent adults.

Teachers, administrators, and parents advocate for students.

Students are expected to advocate for themselves.

Re-evaluation of students is conducted by the school on a regular basis (generally every three years).

Re-evaluation of a disability is generally not required, unless significant changes in disability impacts educational limitations.



HIGH SCHOOL TEACHERS

COLLEGE PROFESSORS

Teachers may approach you if they think you need assistance.

Professors are usually helpful, but most will expect you to initiate contact with them if you need help.

Teachers often check your completed homework or coursework.

Professors may not check homework, but will assume you know the information and can perform the same tasks on exams.

Teachers usually provide you with information you missed when you are absent.

Professors aren't responsible to give you missed information when you are absent. They will expect that you get missed notes from your classmates.

Teachers may be available at lunch, before or after school if you need to talk with them.

Professors will expect you to attend their office hours if you need individual assistance. They may also offer other ways to communicate such as e-mail or by phone.

Teachers may write important information on the board for you to copy into your own notes.

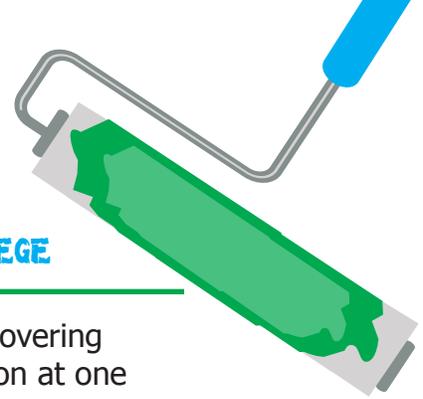
Professors may only lecture and expect you to identify what needs to be included in your notes.

Teachers may frequently remind you of important dates for tests and deadlines for assignments or projects.

Professors expect you to be responsible for turning in assignments on-time and being prepared for class and exams by using their course outlines (syllabus).



Students from the American Sign Language Club held a very successful barbeque to celebrate Disability Awareness Month (2008).



TESTS IN HIGH SCHOOL

Testing may be frequent with small amounts of information covered at one time.

Make-up tests may be available if you are absent.

Teachers may rearrange test dates to avoid conflicts with school events.

Accommodations for tests are arranged by your teachers.

TESTS IN COLLEGE

Testing may be infrequent covering larger amounts of information at one time (cumulative).

Professors seldom allow make-up exams; if they do allow them, you will need to request them.

Professors schedule tests without regard for demands of other courses or campus events.

You need to request approved testing accommodations each term from DSP&S and communicate with your professor about arranging your exams.

HIGH SCHOOL CLASSES

Most of your work is done in class with some homework to be completed outside of class.

Your textbooks are provided for free.

You are expected to read assignments that are then discussed and re-explained in class to increase understanding and knowledge of concepts or material.

COLLEGE CLASSES

Most of your studying is done outside of class. Plan for at least 2 to 3 hours of studying time outside of class for each hour in class.

You need to purchase textbooks. They must be bought promptly before the bookstore returns un-purchased books. You will need to budget for text books as they may cost more than \$300 each term.

You may be assigned a large amount of reading which may not be addressed in class. You may, however, be expected to know this information for an exam or demonstrate your understanding of the reading in an assigned task.



DSP&S student David Chang

PREPARATION FOR DISABILITY SERVICES IN COLLEGE

- Make sure disability documentation is up to date; that it addresses the accommodations you will need, and then submit it to the college disability office prior to start of first term.
- Understand and be able to articulate what your disability is and how it affects your learning.
- Learn how to responsibly balance your time between study, work, and relaxation.
- Learn to advocate for yourself while in high school.
- Practice effective learning strategies: e.g. keep up with reading assignments, take understandable lecture notes for later use, review course materials regularly (not just before tests).
- Get organized and start using a calendar/planner to manage time and assignments.
- Find out what accommodations are available in college and start using them now.
- Discuss with your high school or Department of Rehabilitation counselor all educational/career options.



**GET
STARTED**

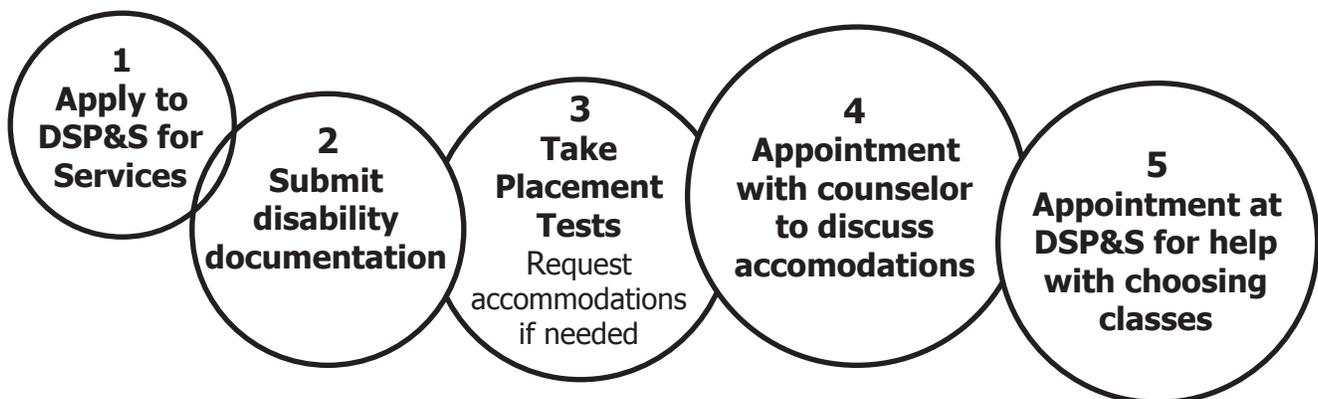


Margaret Palumbo will greet you with a smile.

DOCUMENTATION OF A DISABILITY

Professional documentation of a disability is essential for determining barriers in education and providing accommodations or services. The documentation should be current and include enough information to assist the DSP&S professional to determine the accommodations a student needs to permit equal access to educational activities. Colleges and universities require disability documentation that shows the student has a disability as defined by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Because these laws are different than the Individuals with Disabilities Education Act (IDEA), which only applies to students with disabilities in K-12, new or additional documentation may be required. For specific disability documentation guidelines, please contact DSP&S.

Students who have applied to the College should complete the following steps to receive DSP&S services.



Continue to see DSP&S staff or counselor for additional services

STEPS FOR A NEW STUDENT

As a “new student”, Mt. San Antonio College Disabled Student Programs & Services (DSP&S) welcomes you! This section describes the various steps and appointments necessary to enroll at Mt. SAC and to begin receiving DSP&S services.

- **Complete an Application for Admission to Mt. San Antonio College on line at www.cccapply.org**
- **Fill out an application for DSP&S services and return it to the DSP&S office.** At this time, written verification of your disability should be brought in and a Release of Information form should be signed and submitted.
- **Schedule an appointment for English and/or Math placement test(s)** at the Assessment Center, or request accommodations if needed at DSP&S office.
- **Complete the College Orientation**
Students should complete assessment and have test results prior to participating in orientation. To schedule an orientation, please contact the Counseling Center by calling (909) 594-5611, ext. 5913 or in person at the Student Services Center. Completion of orientation is required before registering for classes.
- **Make an appointment with a DSP&S Educational Advisor or Counselor** for interpretation of placement test scores and appropriate placement into classes.
- **Register for your classes**
See the class schedule for appropriate course offerings.
- **Apply for Financial Aid online at <http://www.fafsa.ed.gov>** for possible assistance with covering costs of your college education.
- **Pay fees**
Even if Financial Aid or Department of Rehabilitation is paying, you must complete the registration process at the Bursar’s office. Fees are due at time of class registration.
- **Schedule an appointment with a DSP&S Counselor** once verification of disability is approved by DSP&S to discuss educational barriers and possible accommodations.

REMINDERS:

Complete a written request for accommodations each term immediately after registration. Also, check in with your DSP&S Counselor at least 3 times each term.

FREQUENTLY ASKED QUESTIONS

1. If a student plans to attend Mt. SAC, what should he/she do first?

Submit the standard application to Mt. San Antonio College, and submit an application for services at Disabled Student Programs & Services (Appendix C). Further steps are listed in the handout, Steps For A New Student. Handouts are available at DSP&S.

2. Will a student be able to take any classes he/she wants?

That depends on a couple of factors: scores on placement tests, and prerequisites the class may have (i.e., other classes that must be taken before the desired class). Placement scores and prerequisites help the student avoid taking classes for which he/she may not be ready. The goal is for the student's experience in class to be a challenging and learning one, not a frustrating or failing one.

3. What if a student has low reading and writing abilities?

Mt. SAC has several levels of pre-collegiate reading and writing classes. Placement test results will tell you which classes are best to take.

4. Will a student be able to play on an athletic team?

Yes, if the student meets the same requirements as other students. Usually there is some form of "try-out" or the coach sees the student in a regular P.E. class of that sport. Students on teams must be attending Mt. SAC full time (12 units) and maintain a C average.

5. What kind of accommodations can a student expect?

Each student is interviewed individually to determine the accommodations needed. Professional verification of each disability claimed must be on file in the DSP&S office before accommodations can be authorized. Accommodations vary according to the needs of the student and the type of class/activity.

6. Are students required to inform the college that they have a disability?

No. However, if the student requires accommodations, then they must inform the College. Whether or not the student requires immediate accommodations, it is highly recommended that students with disabilities register for services with the

DSP&S department. This may reduce the wait time when they do find that they need accommodations for a certain class.

7. How long will it take for a student to get a degree or certificate?

Length of time to earn a degree or certificate depends on many factors: if pre-collegiate classes are needed first, whether or not the student passes attempted classes, how many courses are required for the certificate, major or degree, whether the student attends part-time or full-time, transfer major requirements, and others. The counselor attempts to work with the student so he/she is neither over-loaded (making success difficult) nor taking too few classes (extending the time to finish unnecessarily). Only a few students entering from high school complete a degree or are transfer-ready in four semesters. Many require three or more years.

8. Does Mt. SAC have a special education program?

No, Mt. SAC does not have a special education program. However, the college offers credit, remedial classes through the Learning Assistance Center. These classes do not count toward graduation. There is also help in the Basic Skills Lab (through Mt. SAC's Continuing Education Program) to assist students who are low in basic reading, writing and math skills.

9. What if a student is not doing well in a class?

It is the student's responsibility to try to ascertain why he/she is not doing well, usually by analyzing his/her own work or talking with the professor. It is hoped students who receive D's or F's early in the term will immediately attempt to

figure out why, and if necessary see their counselor for further help. Tutors may be available, different accommodations may be appropriate, or the material may be too advanced for the student, in which case the class may need to be dropped, and a more basic class attempted the next semester.

10. Can a student use a 504 Plan or IEP for documentation of a disability?

No. If a student has a learning disability then he/she needs to bring a copy of his/her most recent psycho-educational assessment report that includes testing scores from high school. For medical, psychological, and other health-related disabilities (including ADHD), the student must bring disability documentation from a licensed mental health professional, or medical doctor (Appendix E).

11. Who is responsible for obtaining documentation of a disability?

The student. Colleges are not required to conduct or pay for an evaluation to document a student's disability and need for accommodation. However, some colleges do conduct limited assessments for certain services. If a student is eligible for Department of Rehabilitation services, they may qualify for an evaluation at no cost.

12. Will a student receive the same services that he/she received in high school?

Not necessarily, there are many differences. High School Special Education programs are legally required to provide whatever service, accommodation, or modification that is needed to be successful. Colleges, on the other hand, 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.

13. How do I refer a student to DSP&S?

If you are not sure whether the student has a disability, the best way to refer them is objectively point out what the student is doing that leads you to believe he/she needs assistance. For example, "I see that you are having trouble completing this assignment," or "I see that you struggle during tests. There are many on-campus resources that can help." Then list for the student all the resources you are aware of such as the Learning Assistance Center (LAC), EOPS, DSP&S, Health Center, the Math Assistance Resource Center (MARC), and the Writing Center. Offer to walk them over to the selected area. This will show the student you care about his/her success and you are willing to help them make the first move.

14. Can a student receive a failing grade for a college class in which he/she is receiving accommodations?

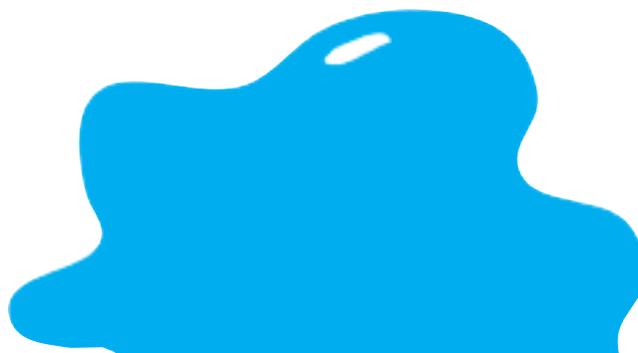
Yes. Accommodations ensure "access," not necessarily "success."

15. What if the college accommodations are not working?

If the accommodations (services) provided are not meeting the student's needs, it is the student's responsibility to contact the assigned DSP&S counselor as soon as possible. Do not wait until the course is over, as it will be too late to intervene at that point. The DSP&S counselor and the student will work together to discuss options.

16. Will the Disabled Student Programs & Services office provide services like helping students eat meals or push their wheelchair?

No. Services needed to assist a person with activities of daily living are the responsibility of the individual, not the college. The college can assist you in identifying possible resources to obtain Personal Care Attendants.

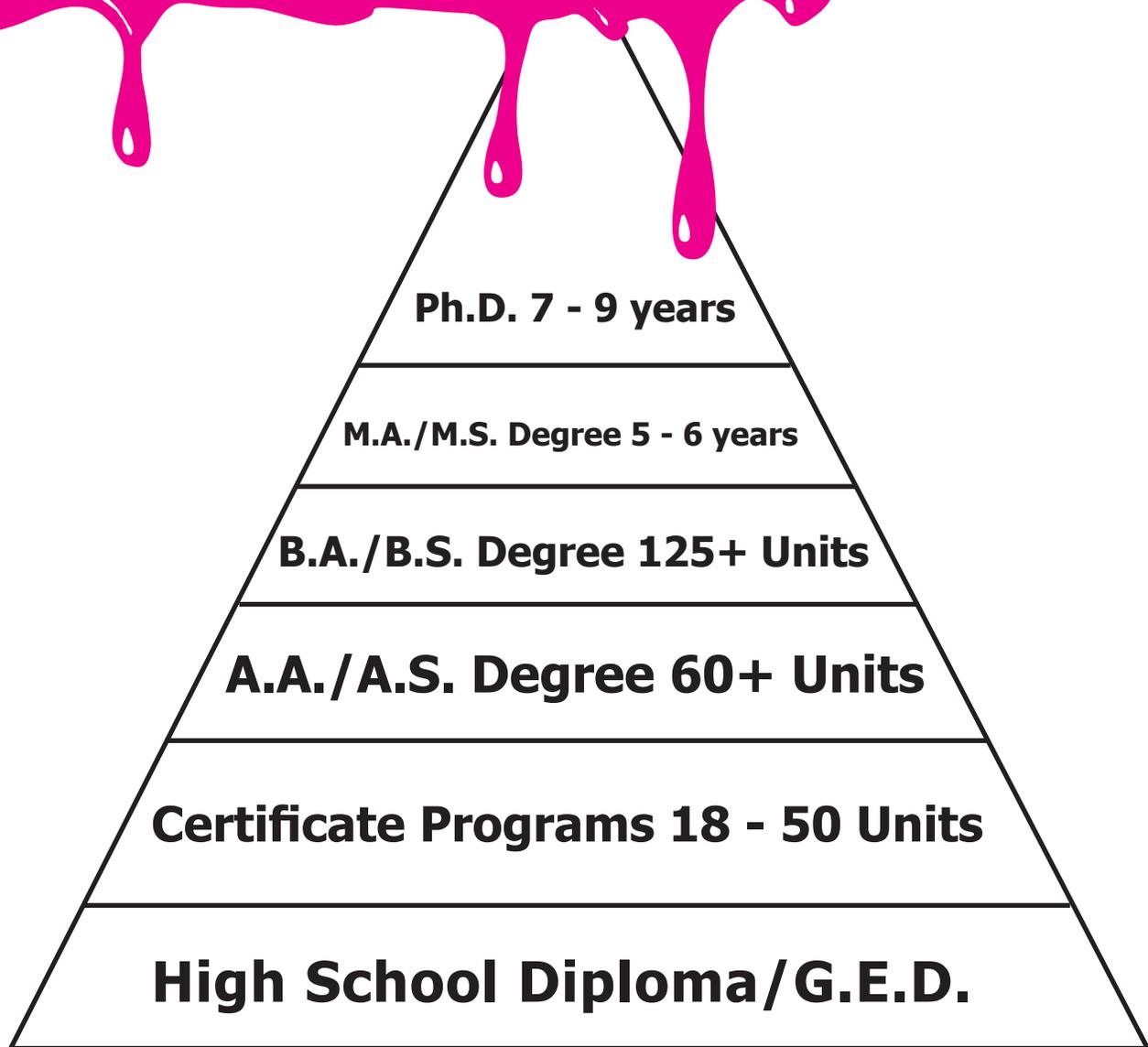


**NOW YOU
THAT YOU
ARE HERE**



DSP&S students enjoy lunch together during a DSP&S Sponsored Silent Auction.

EDUCATIONAL OPTIONS



Students, after leaving high school, have many educational options available to them. Here at Mt. SAC a student may pursue a certificate, A.A./A.S. degree or prepare for transfer to a four year college/university. The average time to complete these options ranges from one to four years. Bachelor or more advanced degrees may be earned after transfer.

SELF ADVOCACY SKILLS

- Understand my disability and learn ways to compensate
- Learn how to explain my disability and needs to others
- Learn how to ask for appropriate accommodations
- Learn that it is OK to use appropriate accommodations
- Identify my strengths and weaknesses
- Learn that it is OK to ask for help
- Express my needs clearly to all college employees, especially the DSP&S staff and my instructors, early in the term
- Take responsibility and develop independence in coordinating your services
- Meet with instructors when needed

COLLEGE SURVIVAL SKILLS

- Keep a calendar of all exam/assignment due dates and appointments
- Plan on spending two to three hours of studying for every hour of class
- Be on time to class, ask questions when needed, and participate!
- Take notes in class and review them – often!
- Complete all assignments on time – plan ahead!
- Take advantage of services on campus to help you succeed such as tutoring or special classes
- Arrange for needed accommodations early in the term
- Visit the DSP&S office for assistance, questions, counseling, and class selection – we are here to help!
- Plan time to eat, sleep and have some fun!
- If trouble arises, seek assistance as soon as possible

DESCRIPTION OF SERVICES AND ACCOMMODATIONS

Disabled Student Programs & Services provides services above and beyond services that may be available elsewhere on campus. The services may be in-classroom (e.g. a notetaker) and/or outside of the classroom (e.g. tram service). Services may be directly related to an approved educational accommodation (e.g. notetaker, tram service, 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 DSP&S Counselor every term (Appendix B).

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 prescribed 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 DSP&S Counselor, Instructional Specialist, or DSP&S Director. Early requests for accommodations are encouraged. Late requests for accommodations may result in delays due to availability.

Accommodations approved at Mt. San Antonio 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, DSP&S professional, and the student cannot be reached, the student or faculty member may file an appeal through the procedures set forth in Administrative Procedure 5140—Individuals with Disabilities (Appendix G). 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.

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 (Appendix B) and counselor approval. Some common items requested are: table instead of regular classroom desk, computer on adjustable cart for wheelchair accessibility, padded chair, and foot/leg rest.

Adaptive Physical Education

If a student has a documented disability and has difficulty participating in the College's standard P.E. classes, adaptive physical education 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

DSP&S offers specialized, disability specific, advisement and counseling services for all registered disabled students. Among these services you will find:

- **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.
- **Disability management** – strategies to minimize disability-related challenges and to increase likelihood of positive life and educational outcomes.
- **Course planning** – specific plan detailing term by term coursework to

reach educational goal (i.e. certificate, associate degree or transfer).

- **Personal counseling** – assistance with personal difficulties that may be impacting academic performance.
- **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), MP3 audio, 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. A Request for Alternate Media form (Appendix A) must be completed.

Assistive Technology

To accommodate the educational limitations of students served by Disabled Student Programs & Services, Mt. San Antonio College offers adaptive technology. Some examples include:

- Scan & Read Technology
- Screen Reader Software
- Voice Recognition Software
- CCTV
- Screen Magnification Software
- Large Monitors
- Alternative Keyboards
- Talking Dictionaries
- Visual Idea-Mapping Software
- Math/Science Assistive Technology

Department of Rehabilitation/ Community Agency Liaison

Representatives from the State Department of Rehabilitation meet regularly on campus with Mt. SAC students who have disabilities to discuss their services. This agency may

be able to assist students in reaching their employment-related educational goals.

Diagnostic Screening and Assessment of Learning Disabilities

Screening and assessment for possible learning disabilities may be provided to current Mt. SAC students when determined appropriate by a learning disability specialist in Disabled Student Programs & Services. Currently enrolled students can contact the Disabled Student Programs & Services office for additional information and to schedule an individual consultation with a learning disability specialist.

Diagnostic Screening and Assessment for Speech- Language Disorders

Individual and group sessions are offered to accommodate needs for students with speech and/or language disorders. For diagnostic assessment, students are required to make an appointment with the Speech-Language Pathologist.

Equipment Loan

Disabled Student Programs & Services office has selected equipment available for loan. Equipment loans are upon counselor 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 includes: tape recorders, electronic spellers, talking calculators, and laptop computers.

HIGH TECH CENTER

The High Tech Center at Mt. San Antonio College is a computer lab where students who are enrolled in credit classes and have disabilities learn to use adaptive hardware and software in order to improve their access for learning and for communicating learned information. The High Tech Center is also where course required materials are converted into alternate media formats so that these students can more effectively access the information.

Adaptive Computer Technology

- Adaptive keyboards, keyboard controls, adaptive mice, track balls, and other specialized computer access equipment
- Screen enlargers, screen readers, text scanners, and text converters
- Speech recognition and handwriting recognition

Computerized Assistance in academic areas (reading, writing, arithmetic)

- Word prediction, text readers, spell-checkers, and concept organizers
- Mathematical writing tools
- Interactive educational software

Computerized Training in cognitive skills (focusing attention, memory, organization, planning)

- Software for improving attention, concentration, and speed of processing
- Software for developing and applying strategies for memory, sequencing, reasoning, and planning

Alternate Media Conversion

- Textbooks and course-required material into:
 - Braille
 - E-text for screen reader, CD-Read or MP3 use
 - Embossing (raised, tactile material)

IN-CLASS WRITING

Notetaker

In-class notetaking service is for students whose disabilities limit them from taking effective notes, and is determined a reasonable accommodation by a DSP&S counselor. A volunteer notetaker is a student registered in the same class as notetaking services are being requested. They are individuals identified by the DSP&S student who agree to perform the duties of a notetaker. DSP&S can provide a stipend payment for students who volunteer to be in-class notetakers.

Scribe

DSP&S can provide an in-class scribe service for students whose disabilities prevent them from writing in-class assignments or performing in-class hands-on activities. The duties of the scribe are to write (by hand or computer) verbatim what the student with the disability dictates. Scribes should be familiar with the necessary formats, but they are not responsible for proof-reading papers. The student with the disability is expected to direct the scribe what to write and where to place the information, for example in a formula or works cited list. Scribes are not allowed to tutor, prompt or correct the student with the disability.

DIFFERENCES BETWEEN A SCRIBE AND A NOTETAKER

Scribe	Notetaker
The accommodation is usually determined by a physical condition limiting the ability to write for oneself.	The accommodation is prescribed if disability(ies) prevents a student from taking effective notes. The condition may be physical (e.g. hearing loss) or cognitive (e.g. learning disability, brain injury, ADHD) in nature.
DSP&S assigns a scribe after the student makes a request and a counselor approves it.	The student recruits or asks the professor to make an announcement for a volunteer.
The scribe writes exactly what the student dictates. A DSP&S scribe will write on paper provided by the student.	A fellow classmate provides a copy of their notes. DSP&S will provide carbonless paper (NCR) or student may photocopy the notes through the DSP&S office.
A scribe is paid an hourly rate by the DSP&S office.	The classmate is paid a stipend at the end of the term. The paperwork to be hired must be completed in the first two weeks of volunteering.

Interpreting Services for Students Who Are Deaf or Hard of Hearing

Qualified sign language interpreters will be provided to students who qualify through Disabled Student Programs & Services.

This may include classroom lectures and labs, meetings with instructors, club meetings, field trip or any Mt. SAC educational activity.

Students are required to make requests for interpreting services in advance.

Medical Parking – Temporary

Temporary medical parking is available for short-term conditions. This permit is issued by the Mt. SAC Student Health Services office located in Building 67B. Parking with this permit is only for

specially designated stalls on the Mt. SAC campus. An application for a temporary or permanent DMV placard is available at the DSP&S office, the Student Health Center or www.dmv.ca.gov/form/formsmost.htm.

Mobility Orientation

Students with visual disabilities may request an orientation to the campus prior to the start of classes. A student must schedule an appointment in advance for this service. Beyond this appointment further mobility training is offered by the Department of Rehabilitation.

Reader (for exams/quizzes)

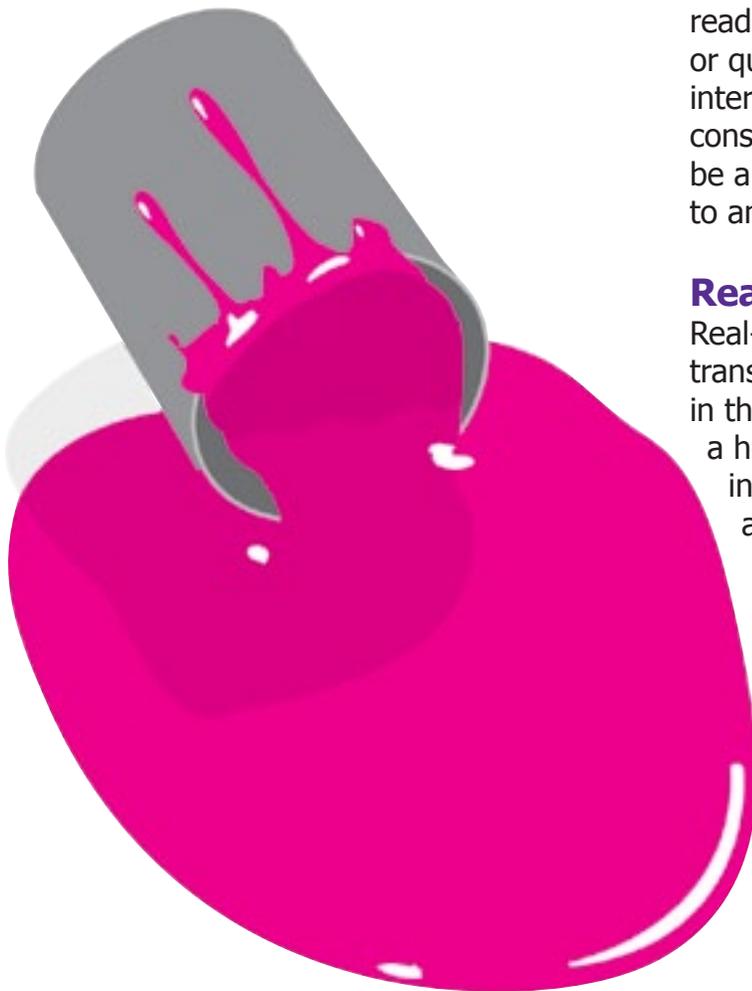
A reader is someone who reads the questions for exams or quizzes to a disabled student who is unable to read the material on their own. The reader reads only what is printed on the exam or quiz, and does not offer explanation or interpretation of the material. A reader is considered an accommodation and must be approved by DSP&S professional prior to any exam/quiz.

Real-Time Captioning

Real-Time Captioning involves a transcribing of all of the communication in the classroom so that the student with a hearing loss can read along, fill in information they were unable to hear, and otherwise follow and participate in the learning environment.

Testing Accommodations for Placement and/or Classroom Exams

Alternative testing arrangements may be provided as determined by the student's disability-related limitations (Appendix B, H and I). For Mt. San Antonio College



professor's convenience, DSP&S offers alternative testing locations for students with disabilities who require accommodations. This is to assist the professor with the legally mandated responsibility to provide alternative testing locations and accommodations for students with disabilities. However, if preferred, the professor may give the exam to the student under his or her personal supervision as long as the accommodations the student needs are provided. These accommodations may include, but are not limited to, time and a half, distraction-reduced environment, reader or scribe, as necessary. If the

professor prefers to have the student take the exam in the DSP&S office, the student should make arrangements for all testing accommodations directly with DSP&S at least 48 hours in advance.

Tram Service (on campus)

On-campus tram service is available to the student if her/his disability warrants a need for mobility assistance to classes and other designated areas on campus. Forms to request this service are available at the DSP&S office (Appendix D).



DSP&S Driver Don Beaton takes a moment to catch up with a DSP&S student.

DSP&S COURSES

DSP&S' courses are designed to prepare students for college level courses and to support mainstream college courses. These courses are pre-collegiate and do not count towards certificates, degrees, or transfer credit. Not all classes are offered every term.

Credit Classes

DSPS 10-College Orientation for Students with Disabilities

3 Units

May be taken one time for credit.

Introduces students with disabilities to college, including campus resources and college success factors. Explores strategies for successful transition to college. Topics include self-advocacy, college resources, self-management, educational accommodations, effective learning methods, and goal setting.

DSPS 15-Personalized Career Exploration for Students with Disabilities

1 Unit

May be taken four times for credit.

Self-evaluation including interests, experiences, personality, values, and disability-related limitations as they relate to educational and career decisions. Identification of skills and resources, including those that relate to disability factors. Students who repeat this course will improve skills through further instruction and practice.

DSPS 16-Educational and Career Options for Students with Disabilities

1 Unit

May be taken four times for credit.

Students will identify educational and career options. Emphasis on strategies that facilitate disability-sensitive career and educational planning. Barriers to employment and other disability issues are addressed. Students who repeat this course will improve skills through further instruction and practice.

DSPS 20-Improving Spelling and Reading of Words

3 Units

May be taken four times for credit.

Improve reading and spelling skills for multi-syllabic words. Includes sounding letters, oral movements, and common "rules" for reading and spelling words. Students who repeat this course will improve skills through further instruction and practice.

DSPS 30-Academic Success Strategies for Students with Disabilities

1 Unit

May be taken four times for credit.

Strategies for academic success relative to disabilities. Topics include use of learning style, general study strategies relative to disabilities, subject-specific strategies, and within subject, topic-specific strategies. Repeating this course will improve students' skills through further instruction and practice.

DSPS 31-Memory Strategies for Students with Disabilities

3 Units

May be taken four times for credit.

Principles of the memory process as it applies to academic coursework. Focus on understanding the memory process, improving specific memory components, identifying key concepts to memorize, and the independent application of memory strategies to students' other academic courses. Students who repeat this course will improve skills through further instruction and practice.

DSPS 32-Technology for Students with Learning Disabilities

3 Units

May be taken four times for credit.

Students with Learning Disabilities can improve their reading comprehension and written expression as applied to assignments in academic classes through the use of technology. A variety of strategies using technology will be introduced to students that will aid them in understanding and learning reading assignments and in expressing their ideas in written assignments. They will select several strategies for more in-depth use and will apply them functionally in academic classes.



Professor Christine Tunstall working with a DSP&S student in the High Tech Center.

Continuing Education Classes

DSPS LERND1-Clinical Speech Instruction

Individual evaluation/instruction for students with speech problems as a result of TBI, CVA, or hearing loss. Includes stuttering.

DSPS LERND2-High Tech Center Tutorial/Assistance Class

Students with verified disabilities and at least three credit units at Mt. SAC learn strategies to succeed in their classes.

DSPS LERND3-Adaptive Academic Preparation

Must see Brain Injury Specialist to determine appropriateness for this program.

Improve cognitive skills and learn strategies needed to achieve academic and/or vocational goals.

COMMON DISABILITIES AND ACCOMMODATIONS



Students celebrating Disability Awareness Month with DSP&S Silva Arzunan.



Acquired Brain Injury

A brain injury involves medical and/or traumatic damage to the brain. An acquired brain injury results in loss of some previously learned skills or knowledge, and creates difficulties with new learning. There can be physical, sensory, cognitive, language, behavioral and/or emotional changes as a result of the injury. Car accidents, falls, strokes, brain tumors, or lack of oxygen are some of the many situations that can injure the brain.

Educational Limitations:

Injuries to the brain can result in a wide variety of types and severities of limitations including, but not limited to the following:

- Reduced attention skills, including increased distractibility, which may interfere with learning and producing evidence of learning
- Reduced memory skills, especially for new material
- Slower in retrieval of learned information
- Slowed or reduced ability to form abstract concepts, or to express those concepts in words
- Cognitive deficits may cause more rapid fatigue than expected in tests
- Sensory difficulties may interfere with hearing and/or visual perception
- Physical difficulties may interfere with writing or other class activities
- Physical difficulties may interfere with ability to move about campus or to use campus facilities
- Student may have difficulties accepting and/or adjusting to loss of skills

Other educational limitations may be noted unique to the type/extent of injury, and/or the individual's medical history.

Accommodations are determined by an individual's educational limitations and may vary depending on the educational requirements of the class and measurable course objectives as documented in the curriculum.

Potential Accommodations:

- Notetaker or audio taping of lectures
- Front row seat
- Alternate media or reader
- Extended time for exams
- Distraction-reduced exam area
- Breaks during exams
- Registration/scheduling assistance
- Scribe for in-class assignments and exams
- Adaptive computer equipment
- Tram service on campus
- Adaptive furniture in the classroom
- Career counseling/job development

Other accommodations based upon the student's individual educational limitations



Asperger's Syndrome

The syndrome is one of the pervasive developmental disorders, which are a spectrum of disorders characterized by early onset of socialization and communication impairments and restricted patterns of behavior, interests, and activities.

Educational Limitations:

Limitations may include, but are not limited to the following:

- Difficulty understanding complex language, directions, or multiple meanings
- Difficulty with written language tasks, including composition and handwriting skills
- Difficulty understanding abstract concepts and abstract language
- Problems with conversational skills
- Lacks reciprocal social interaction skills
- Difficulty with making transitions and with deviations from routines
- Poor concentration, frequently off-task and easily distracted
- Difficulty generalizing learned information and skills
- Poor organizational skills

Accommodations are determined by an individual's educational limitations and may vary depending on the educational requirements of the class and measurable course objectives as documented in the curriculum.

Potential Accommodations:

- Extended time on exams
- Distraction-reduced exam area
- Notetaker or audio taping of lectures
- Directions/instructions provided in writing using exact language
- Graphic organizers for abstract material
- Word processing software for written assignments
- Assistive technology
- Preferential classroom seating to reduce distractions and/or based on individual needs
- Priority registration for class scheduling assistance
- Other accommodations based upon the student's individual educational limitations



Attention Deficit Hyperactivity Disorder

(ADHD or ADD)

ADHD is a disorder involving deficits in behavioral inhibition, sustained attention and resistance to distraction, and hyperactivity or restlessness. Individuals with the disorder may have difficulties with organization, planning, remembering to do things, concentrating, completing tasks, and regulating emotions.

Educational Limitations:

Students who have ADHD often exhibit educational limitations manifesting from attention and executive function deficits. Limitations may include, but are not limited to the following:

- Slower to process new information, especially information containing multiple parts
- Difficulty with retrieval of information on demand
- Difficulty memorizing basic facts and sequential information
- Difficulty in processing and comprehending complex, uninteresting, or extended reading assignments
- Difficulty putting ideas together in an organized and coherent explanation of their thoughts when writing or speaking
- Less flexibility in problem-solving approaches
- Problems with time management, difficulty sensing and using time adequately
- Problems initiating work and maintaining work pace
- High variability in quality, quantity, and speed of task completion

Accommodations are determined by an individual's educational limitations and may vary depending on the educational requirements of the class and measurable course objectives as documented in the curriculum.

Potential Accommodations:

- Extended time for exams
- Distraction-reduced exam area
- Priority registration to assist with appropriate class scheduling
- Notetaker or audio taping of lectures
- Preferential seating
- Books on tape/CD
- Use of assistive technology (e.g., reading technology, mind-mapping software, word processing programs)
- Electronic spell-check devices
- Other accommodations based upon the student's individual educational limitations



Blind or Low Vision

A visual limitation is a total or partial loss of sight that affects a student's educational performance by preventing or interfering with the student's ability to see visual material.

Educational Limitations:

Students who have visual disabilities may have educational limitations including, but not limited to the following:

- Difficulty seeing visually presented information or reading classroom materials
- Difficulty taking notes in the classroom or completing in-class assignments
- Problems reading textbooks or handouts
- Difficulty reading exams and quizzes
- Problems writing responses or recording answers on exams
- May be unable to perform laboratory or practicum-related tasks that require vision

Accommodations are determined by an individual's educational limitations and may vary depending on the educational requirements of the class and measurable course objectives as documented in the curriculum. Some courses may not be accessible to students with vision limitations due to the nature of the courses. It is advised that students discuss course options with a counselor prior to enrollment.

Potential Accommodations:

- Materials in an alternate format (e.g., books on e-text or CD, Braille, audiotape, enlarged print, etc...)
- Reader and/or scribe for exams or in-class assignments
- Audio taping of lectures
- Preferential seating
- Assistive technology
- Priority registration
- Extended time for exams
- Reduced course load
- Other accommodations based upon the student's individual educational limitations



Deaf and Hard of Hearing

Hearing loss may range from complete deafness to a slight loss in a few frequencies. The earlier the occurrence in life, the greater effect it may have in the development of speech as well as reading and writing skills.

Educational Limitations:

Students who have hearing loss may have educational limitations including but not limited to the following:

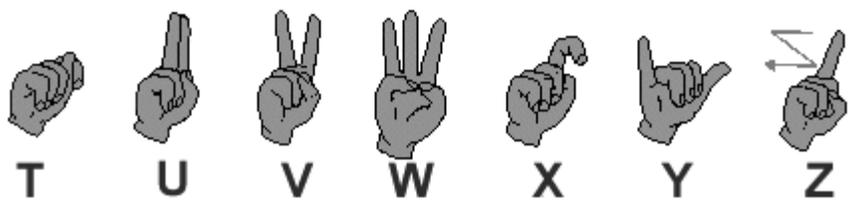
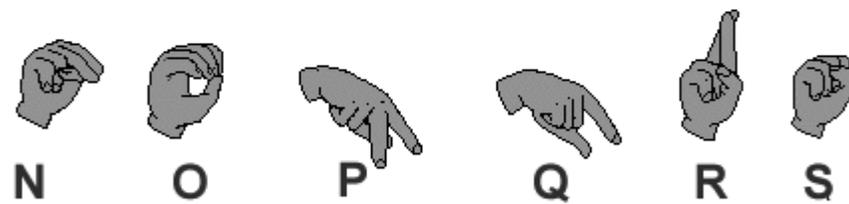
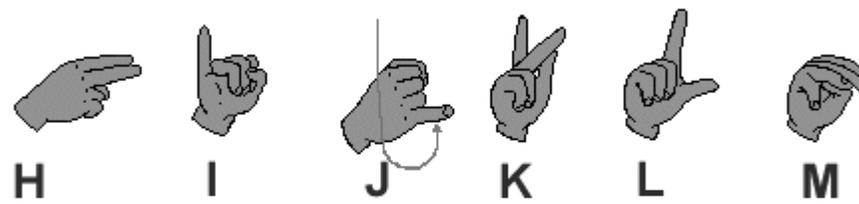
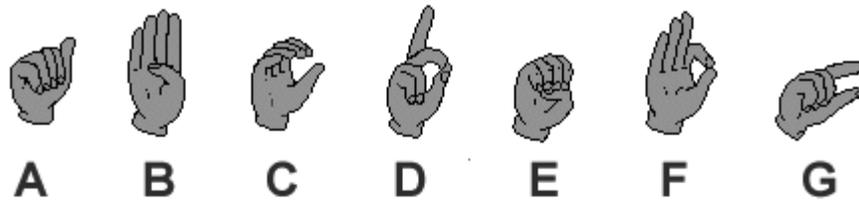
- Difficulty hearing lectures, group discussions, or student questions in a classroom setting
- Difficulty taking notes while trying to listen, lipread, and/or watch an interpreter
- Difficulty hearing media presentations that involve sound
- Problems communicating in one-on-one situations with instructors or other students
- May struggle with English grammar due to not hearing proper English usage regularly
- May misunderstand auditory information without realizing the error
- May not speak clearly or at all

Accommodations are determined by an individual's educational limitations and may vary depending on the educational requirements of the class and measurable course objectives as documented in the curriculum.

Potential Accommodations:

- Preferential seating
- Notetaker for class lectures
- Sign language or oral interpreter
- Assistive listening device (e.g., P.F.M.)
- Priority registration
- CART services (e.g., computerized notetaking, Real-Time Captioning)
- Other accommodations based upon the student's educational limitations

American Sign Language Alphabet and Numbers





Epilepsy

Epilepsy is a neurological disorder involving bursts of uncontrolled brain activity (seizure) affecting the entire brain or specific regions. During a seizure, there may be loss of consciousness and/or physical, behavioral or cognitive changes. Generally, these symptoms resolve after the seizure, but there is often fatigue and/or cognitive difficulties for a short duration afterwards. Occasionally deficits are long-lasting.

Functional Limitations:

- Under control with medications or not, seizures can occur at any time, so there may be medical emergencies or appointments on short notice
- Fatigue and/or cognitive deficits may be of short or long duration
- Cognitive deficits may involve attention (including increased distractibility), speed of thinking, and memory skills
- Seizures may be evident or not. When not evident, there still may be sudden changes in energy or cognition

Educational Limitations:

- Absences from class may be more frequent than other students
- Reduced memory skills, especially for new material
- Slower to retrieve information
- Reduced attention skills, including increased distractibility, which may interfere with learning and producing evidence of learning
- Cognitive deficits may cause more rapid fatigue than expected during tests

Other educational limitations may be noted unique to the type of seizure and the individual's medical history.

Accommodations are determined by an individual's educational limitations and may vary depending on the educational requirements of the class and measurable course objectives as documented in the curriculum.

Potential Accommodations:

- Establish contract between student, instructor and counselor regarding attendance and related issues
- Notetaker or audio taping of lectures
- Extended time for exams
- Distraction-reduced environment for exams
- Breaks during exams
- Registration/scheduling assistance
- Other accommodations based upon the student's individual educational limitations

It is recommended that instructors be aware of emergency procedures relating to epilepsy, and contact Health Services (x4400) when needed.

Intellectual Disability



Intellectual disability is characterized by significant limitations both in intellectual functioning and adaptive behavior as expressed in conceptual, social, and practical skills. This disability originates before age 18.

Students with intellectual disabilities may be eligible for DSPS services under the disability category “Developmentally Delayed Learner,” which is defined by the following criteria:

- a. Below average intellectual functioning
- b. Potential for measurable achievement in instructional and employment settings

Educational Limitations:

- Difficulty maintaining pace with lecture material
- Limited analytical reasoning and critical thinking skills
- Below average ability to understand complex reading material
- Tend to have difficulty using campus resources effectively
- Difficulty understanding disability-related limitations
- Difficulty initiating communication with professors about learning needs
- May exhibit immature social behaviors and judgment

Accommodations are determined by an individual’s educational limitations and may vary depending on the educational requirements of the class and measurable course objectives as documented in the curriculum.

Potential Accommodations:

- Extended time on exams/quizzes
- Copy of peer’s notes
- Front row seating

The purpose of accommodations is to make college fully accessible to provide equal opportunity; accommodations cannot fundamentally alter the requirements of a course.

Accommodations do not make college “easier.”

Educational Implications:

College students, regardless of disability, must independently demonstrate mastery of course learning objectives to earn passing grades. Students with disabilities are expected to perform up to the same exact standards as their peers. Because college curriculum cannot be modified, a student who has an intellectual disability tends to encounter significant academic difficulties in college credit classes. In many cases, non-credit instruction that is more individualized and self-paced, can meet the needs of these students through Adult Basic Education Center on campus.



Learning Disability

The student with a learning disability has average to above average intelligence, and demonstrates a discrepancy between innate ability and academic performance due to a processing deficit.

Educational Limitations:

Students who are learning disabled may exhibit educational limitations. These limitations may include, but not limited to the following:

- Difficulty in reading, reversal of letters, numbers, skipping of words and transposing of alphabets and problems with reading comprehension
- Difficulty in spelling words and expressing thoughts with written language
- Slow in processing written information
- Difficulty expressing ideas orally which the student seems to understand
- Slow or reduced ability to understand new concepts
- Difficulty in understanding mathematical concepts
- Difficulty memorizing basic facts and sequence for solving equations
- Difficulty with long and short term memory
- Reduced memory of recently learned information
- Slow or reduced ability to understand abstract concepts and written language

Accommodations are determined by an individual's educational limitations and may vary depending on the educational requirements of the class and measurable course objectives as documented in the curriculum.

Potential Accommodations:

- Priority registration
- Notetaker or audio taping of lectures
- Books on tape/CD
- Assistive technology
- Spell checking devices
- Calculator
- Extended time for exams
- Distraction reduced exam area
- Audio taped exams
- Other accommodations based upon the student's individual educational limitations



Mobility Disabilities

Any orthopedic or physical condition that causes a serious limitation in walking, standing, sitting, as well as other motor functions.

Educational Limitations:

Students who have mobility disabilities may have educational limitations including, but not limited to the following:

- Difficulty or inability to walk distances, on uneven surfaces, or on inclines/declines
- Inability to stand for reasonable periods of time
- Difficulty or inability to sit for extended periods of time
- Difficulty using or accessing standard classroom furniture
- Difficulty writing or typing in standard formats
- Slowness or increased pain when writing or typing
- Difficulty manipulating educational equipment or materials
- Problems completing exams in standard format

Accommodations are determined by an individual's educational limitations and may vary depending on the educational requirements of the class and measurable course objectives as documented in the curriculum.

Potential Accommodations:

- Priority registration
- Preferential seating
- Adaptive furniture
- Assistive technology (e.g., keyboard modifications, voice activated word processing, specialized computer software, etc...)
- Notetaker
- Extended time for exams
- Scribe for exams or in-class assignments
- On campus tram service
- Front of line pass
- Other accommodations based upon the student's individual educational limitations



Psychological Disabilities

A persistent psychiatric disorder, emotional or mental illness that affects the student's educational performance.

Educational Limitations:

Students who have psychological disabilities may have educational limitations including, but not limited to the following:

- Difficulty processing lectures and taking notes simultaneously in the classroom
- Difficulty taking tests in standard conditions
- Difficulty concentrating and staying focused
- Difficulty comprehending and retaining new information
- Problems initiating work and completing assignments
- Impaired organization
- Difficulty expressing thoughts orally and/or in written format
- Low tolerance for stressful situations
- Difficulty managing emotions in anxiety-producing or novel situations
- Reduced ability to advocate for one's needs in an educational setting

Accommodations are determined by an individual's educational limitations and may vary depending on the educational requirements of the class and measurable course objectives as documented in the curriculum.

Potential Accommodations:

- Priority registration
- Extended time for exams
- Distraction reduced exam area
- Notetaker or audio taping of lectures
- Disability management counseling
- Reduced course load
- Other accommodations based upon the student's individual educational limitations



Speech and Language Disorders

A speech and language disorder may affect voice, articulation, rhythm, and/or the receptive and expressive processes of language. It may limit the quality, accuracy, intelligibility or fluency of sounds and words comprising spoken language.

Educational Limitations:

Students who have speech and language disorders may exhibit educational limitations. These limitations may include but are not limited to the following:

- Slow or reduced ability to process information
- Difficulty expressing ideas verbally or in writing which the student seems to understand
- Reduced ability to produce speech which is understandable to others
- Reduced ability to interact with others in a socially or pragmatically acceptable manner

Educational Accommodations:

Accommodations are determined by an individual's educational limitations and may vary depending on the educational requirements of the class and measurable course objectives as documented in the curriculum. Potential accommodations may include but are not limited to the following:

- Priority registration
- Modifications of oral assignments, such as one-to-one presentations or use of computers with voice synthesizers
- Shared notes
- Notetaker or audio taping of lectures
- Books on CD or screen readers
- Spell checking devices
- Extended time for exams
- Other accommodations based upon the student's individual educational limitations



Tourette's Syndrome

Tourette's is a neurological disorder characterized by involuntary body movements and vocal outbursts. These "tics" can be simple brief movements or sounds, or complex patterns of movements, words or phrases. This person does not choose or have control over these tics, and the tics can increase with stress. Educating other students about the disorder may help ease the individual's stress. Some individuals who have Tourette's may also show signs of Attention Deficit Disorder, learning disabilities and/or psychological disabilities.

Common Signs:

- Involuntary movements or sounds
- Increased symptoms under stress, anxiety, or fatigue
- Tics "wax and wane" over time and new tics can develop

Signs that may be seen:

- Difficulty focusing attention
- Reduced impulse control
- Compulsive and/or obsessive behaviors (e.g. repeated erasures)
- Learning disabilities
- Coprolalia (vocal tic is obscenity)
- Echolalia (repeats others' words)
- Depression, frustration, or mood swings

Educational Limitations:

- Difficulty writing due to involuntary movements
- Easily distracted (and distracting) which can interfere with learning
- Difficulty participating in groups or responding under pressure
- Decreased memory for new information due to distractions
- May have physical difficulty reading if tics interfere
- May have difficulty remaining in the classroom if tics are problematic

Accommodations are determined by an individual's educational limitations and may vary depending on the educational requirements of the class and measurable course objectives as documented in the curriculum.

Potential Accommodations:

- Notetaker or audiotaping of lectures
- Use of computer for in-class assignments or on exams (or scribe if needed)
- Special seating location, usually near door in case tics become problematic
- Extended time for exams, without other students in the room
- May need a break from classroom/exam room if tics become problematic
- May need alternate media (e.g. books on tape) if reading is physically difficult



DSP&S Services for Veterans

Student Veterans can experience a variety of educational limitations related to disability, from learning disabilities to visual impairments just like the general population, but Veterans returning from combat tours may have received injuries that cause problems in college including: **Hearing Loss, Acquired Brain Injury (ABI) and Post-Traumatic Stress Disorder (PTSD).**

Acquired Brain Injury (ABI):

A brain injury involves medical and/or traumatic damage to the brain. An acquired brain injury results in loss of some previously learned skills or knowledge, and creates difficulties with new learning. There can be physical, sensory, cognitive, language, behavioral and/or emotional changes as a result of the injury.

Educational Limitations:

Injuries to the brain can result in a wide variety of types and severities of limitations including, but not limited to the following:

- Reduced attention skills, including increased distractibility, which may interfere with learning and performance on tests
- Reduced memory skills, especially for new material
- Slower retrieval of learned information
- Slowed or reduced ability to form abstract concepts, or to express those concepts in words
- Cognitive deficits may cause more rapid fatigue than expected in tests
- Sensory difficulties may interfere with hearing and/or visual perception

Potential Accommodations:

- Notetaker or audio taping of lectures
- Front row seat
- Alternate media or reader
- Extended time for exams
- Distraction-reduced exam area
- Breaks during exams

Hearing Loss:

Hearing loss may range from complete deafness to a slight loss in a few frequencies.

Educational Limitations:

- Difficulty hearing lectures, group discussions, or student questions in a classroom setting
- Difficulty taking notes while trying to listen
- Difficulty hearing audio in media presentations
- May misunderstand auditory information without realizing the error

Potential Accommodations:

- Preferential seating
- Notetaker for class lectures
- Assistive listening device (e.g., P.F.M.)

Post-Traumatic Stress Disorder (PTSD):

Post-Traumatic Stress Disorder (PTSD) is an anxiety disorder that can develop after exposure to a terrifying event in which grave physical harm occurred or was threatened. Symptoms may include: frightening thoughts/memories, sleep problems, feeling detached and be easily startled.

Educational Limitations:

- Difficulty processing lectures and taking notes simultaneously in the classroom
- Difficulty taking tests in standard conditions
- Difficulty concentrating and staying focused
- Low tolerance for stressful situations
- Difficulty managing emotions in anxiety-producing or novel situations

Potential Accommodations:

- Extended time for exams
- Distraction reduced exam area
- Preferential seating



Other Health Conditions

This category includes all other verifiable disabilities and health-related limitations that affect the student's educational performance but do not fall into any of the other defined categories. Examples of these include: Multiple Sclerosis, Diabetes, Muscular Dystrophy, Carpal Tunnel Syndrome, kidney disease, advanced stages of cancer, HIV and AIDS, Chronic Fatigue Syndrome, Rheumatoid Arthritis, among many others.

Educational Limitations:

Depending on the condition and its severity:

- Fatigue
- Difficulty writing
- Attendance struggles
- Difficulty walking
- Reduced attention and focus
- Classroom accessibility
- Cognitive limitations
- Limited stress and frustration tolerance

Potential Accommodations:

- Extended time for exams
- Enlarged print materials
- Reader for exams or exam materials tape recorded
- Assistive technology
- On campus tram service
- Scribe
- Shared class notes
- Adaptive furniture
- Frequent breaks
- Priority registration
- Distraction reduced test area
- Front of the line pass

Accommodations are determined by an individual's educational limitations and may vary depending on the educational requirements of the class and measurable course objectives as documented in the curriculum.

THINGS YOU MIGHT WANT TO KNOW



DSP&S staff members from left to right:
Sarah Avina, Silva Arzunyan and Lori Mahan.

FACULTY AND STAFF DIRECTORY

Alternate Media Technician **Brian Heflin** bheflin@mtsac.edu **4206**

altmedia@mtsac.edu

Tim Zaal, A.S.

tzaal@mtsac.edu

6370

Specialties: Produce materials in alternate formats (e-text, braille, enlargements), caption videos.

Computer Technician **Harold Richardson, M.B.A.** hrichardson@mtsac.edu **5650**

Specialties: Adaptive software & hardware, High Tech Center instruction.

Counselor (Adjunct) **Eloise Mejia, M.S.** emejia@mtsac.edu **6395**

Specialties: New students, authorizing accommodations, counsels all disability groups (except DHH).

**Counselor
(Deaf & Hard of Hearing)** **Julie Bradley, M.S.** jkbradley@mtsac.edu **5645**
Video Ph.: (866) 954-4765

Specialties: Deaf and hard of hearing students (DHH), authorizing accommodations, sign language interpreting instruction and evaluation.

Counselor/LD Specialist **Tim Engle, Psy.D.** tengle@mtsac.edu **5641**

Specialties: Learning disabilities testing, psychological disabilities, ADHD, authorizing accommodations, transfer to 4-year universities, counsels all disability groups (except DHH).

Counselor/LD Specialist **Vicki Greco, M.A.** vgreco@mtsac.edu **5646**

Specialties: Learning disabilities testing, ADHD, other Neurodevelopmental disabilities (i.e., Autism Spectrum Disorders), psychological disabilities, at-risk students, transition students from high school, authorizing accommodations, counsels all disability groups (except DHH).

Counselor/LD Specialist **Barbara Quinn, MSW, LCSW** bquinn@mtsac.edu **5642**

Specialties: Learning disabilities testing, acquired brain injury, psychological disabilities, former foster youth, new students, authorizing accommodations, counsels all disability groups (except DHH).

Director, DSP&S **Grace Hanson, M.A.** ghanson@mtsac.edu **5640**

Specialties: Legal aspects, physical accessibility, career counseling/job development, disability awareness, universal design, budget, policies.

Driver, DSP&S **Don Beaton** dbeaton@mtsac.edu **4290**

Ralph Barragan

rbarragan@mtsac.edu

4290

Specialties: Driving and maintenance of the trams, scheduling rides.

Educational Advisor **Robert Coder, A.A.** rcoder@mtsac.edu **5644**

Specialties: Educational plans, academic advising, website, transfer to 4-year universities.

**Front Counter/
Clerical Specialist** **Cyndi Van Meter-Smith** cvanmeter@mtsac.edu **5653**

Specialties: Customer service, tram operations, front desk supervisor, files/student records, special events.

FACULTY AND STAFF DIRECTORY CONTINUED

Front Counter–Receptionist/Clerical Asst. Margaret Palumbo, A.S. 5633
mpalumbo@mtsac.edu & mclarrett@mtsac.edu
Mercedes Clarrett
Specialties: Customer service, front desk

Instructional Specialist (Adjunct) Heather Ponce, M.S. 5679
hponce@mtsac.edu Specialties: High Tech Center, acquired brain injury, speech and communicative disorders

Manager, Deaf & Hard of Hearing Services Don Potter, B.A. 5647
TTY: (909) 594-3447; Video Phone: (866) 954-6753
dpotter@mtsac.edu Specialties: Coordination and supervision of interpreters, hiring, training and evaluating interpreters, special events

Professor/Instructional Specialist: Christine Tunstall, M.S. 5649
Acquired Brain Injury/Speech Pathology
ctunstall@mtsac.edu Specialties: Acquired brain injury & seizure disorder, curriculum and instruction, speech and communicative disorders, High Tech Center, authorizing accommodations, math support

Professor/Instructional Specialist: Christopher Walker, Ph.D. 5652
Speech Pathology
cwalker@mtsac.edu Specialties: Assessment of speech and language disorders, acquired brain injury, stuttering, voice disorders, authorizing accommodations

Professor/Instructional Specialist: Jill Wilkerson, M.S. 5687
Adaptive Technology
jwilkerson@mtsac.edu Specialties: Acquired brain injury, distance learning, speech & communicative disorders, High Tech Center, alternate media, assistive technology, authorizing accommodations, curriculum and instruction, English support

Secretary Carole Ludwig 5637
cludwig@mtsac.edu Specialties: Budget, class scheduling, faculty & administrative support, personnel-related issues, special events

Senior Interpreter Vanessa Ordaz, A.A. 4290
vordaz@mtsac.edu & bnwilliams@mtsac.edu
Brandi Williams, A.A., A.S.
Specialties: Sign language interpreting, mentoring, evaluating interpreters

Student Services Program Specialist Silva Arzunyan, B.A. 5648
sarzunyan@mtsac.edu Specialties: Classroom accommodations, MIS, student records, verification of disabilities

Student Services Program Specialist Lori Mahan 6393
interpreters@mtsac.edu Specialties: Program support for Deaf and hard of hearing students

Other staff include: Interpreters, Real-Time Captioners and Student Assistants

MT. SAN ANTONIO COLLEGE

CAMPUS SERVICES

A range of services exists at Mt. San Antonio College to assist a student with anything from health care to buying books. Many of the services are listed below.

Admissions and Records, Extension 4415

Responsible for applications, registration, maintenance of academic records, grades, and evaluation of transcripts.

Assessment Center, Extension 4265

Assesses academic achievement through college placement tests.

Bookstore (SAC BOOK RAC), Extension 4475

Sells college textbooks and other supplies.

Bridge Program, Extension 5392

The Bridge Program is a learning community designed to increase students' academic and personal success through the structuring of the learning environment.

CalWORKs, Extension 4500

The CalWORKs program provides intensive instruction, counseling, and support services as well as work experience/work study opportunities for students currently receiving TANF or cash aid benefits.

Campus Security, Extension 4555

Provides security for the campus community. Escorts are available.

CARE, Extension 4500

CARE is an educational support/assistance program, with EOPS, for single head-of-household parents on the California Work Opportunities and Responsibility to Kids Program (CalWORKs) (formerly known as AFDC).

Counseling, Extension 4380

Academic, personal, and career counseling is available through the Counseling Office and the DSP&S Office.

Disabled Student Programs & Services (DSP&S), Extension 4290

Offers eligible students a variety of disability-related services, such as priority registration, counseling, notetakers, sign language interpreters, enlargement of materials, and other reasonable accommodations based on the student's educational limitations and needs.

Extended Opportunity Program Services (EOPS), Extension 4500

Offers special financial assistance and education support system for individuals from educational, culturally, and financially disadvantaged backgrounds.

Financial Aid, Extension 4450

Offers a variety of federal and state programs designed to provide students financial access to an education.

Health Services, Extension 4400

Provides student health support in a variety of ways. Nurses are on duty. Doctor appointments and lab work are available.

Job Search Services, Extension 4510

Assist students in locating employment, writing resumes, interviewing techniques, and job search strategies through the Career Placement Office.

Learning Assistance Center, Extension 4300

Offers free peer tutoring to all enrolled students. Tutors receive special training. An open computer lab is available. Self-paced basic skills courses are offered.

Re-entry Center, Extension 4392

Help men and women who are searching for ways to change careers to find new direction in their lives. Advisement, support groups and referral to community resources.

Student Life Center, Extension 4525

Includes focal points for activities, events, organizations, clubs and information on campus.

Transfer Center, Extension 5660

Offers information on all transfer institutions, admission requirements and college resources including catalogs, college web pages and more.

GLOSSARY

Accommodations: Adjustments made in learning. Alternative ways to access information and show what a student has learned. Accommodations requested must be based on the student's functional limitations.

ADA: Americans with Disabilities Act of 1990: A Civil Rights Law for adults that extends the protections of Section 504 of the Rehabilitation Act to private schools and businesses.

BOGFW: Board of Governor's Fee Waiver for community colleges only. If eligible, some enrollment fees may be waived.

College Entrance Examinations: Examinations taken in the high school years to determine college eligibility.

SAT: Scholastic Aptitude Test

ACT: American College Test

CSU: California State University: Public universities in California.

Disability: A sensory, physical, cognitive, or psychological difference resulting in functional limitations that cause significant problems with learning or work.

Disability Support Office: Offices or departments on each campus providing services and accommodations for students with disabilities. In California many offices go by the following names:

DSP&S: Disabled Student Programs & Services

DSS: Disabled Student Services or Disability Support Services

OSD: Office for Students with Disabilities

DR, DOR, or DVR: Department of Rehabilitation: State agency that provides support to adults with disabilities in seeking education/training toward employment. Adult must apply and meet employment-related eligibility requirements.

Due Process: Legal procedures that determine if a law is being followed. Every college has a procedure for Due Process. When it is believed that a legal right has been denied to a student, the student has the right to request a review using Due Process.

FAPE: Free and Appropriate Public Education: PL 94-142 is the civil rights law passed in 1974 that provides free and appropriate public education for all, including students with disabilities. Applies to K-12 ONLY. (The term K-12 refers to the years in school from kindergarten through the end of high school). This law has been updated and is currently known as IDEA '97.

Financial Aid: Financial assistance to students who might otherwise be unable to continue their education due to financial need.

FAFSA: Free Application for Federal Student Aid. This is the required application to receive federal grants, loans, and work-study assistance.

Functional Limitation: Identified area(s) of weakness caused by a disability. Functional limitations are used to identify reasonable accommodations in school/work.

IDEA '97: Individuals with Disabilities Education Act of 1997: Federal legislation that states the civil rights of students with disabilities in K-12. Latest version was passed in 1997.

IEP: Individual Educational Plan: IDEA 1997 requires an annual IEP meeting to review and plan goals and objectives (Applies to K-12 ONLY).

K-12: The term K-12 refers to the years in school from kindergarten through the end of high school.

GLOSSARY CONTINUED

Learning Disability: A persistent condition of neurological dysfunction. The general characteristics include: Average to above average ability, a significant processing problem, and significant difference between ability and achievement in school.

Psycho-Educational Report: Reports of psycho-educational assessment results, including names of ability and achievement tests used, scaled and standard scores earned, and a statement of findings with recommendations.

ROP: Regional Occupational Program (see Community Resources).

SEC: Student Education Contract: A required community college plan outlining student's academic goals, accommodations, and criteria by which to evaluate measurable progress. This plan is developed jointly between a student with a disability and the disability support service office.

Self-advocacy: The ability to identify and explain your needs. Students with disabilities should understand the laws that protect them and help them achieve their academic goals.

Section 504: Part of the Federal Rehabilitation Act passed in 1973 to protect the civil rights of children and adults with disabilities in schools or workplaces that receive Federal financial support.

504 Plan: 504 plan is used to outline accommodations and services for students with disabilities in K-12.

Student Code of Conduct: Defines expected behavior of a college student and the consequences of misbehavior. Colleges have both policy and procedures about expected behavior. This information is usually found in the college catalog. Serious misconduct may result in suspension/expulsion. Students with disabilities are held to the same standards as all students.

TAG: Transfer Agreement Guarantee: An agreement between the community college student and the receiving four-year school.

Title VI-Civil Rights Act of 1964: Prohibits discrimination based on race, color, or national origin in all employment situations involving programs or activities aided by federal funding.

Title VII-Civil Rights Act of 1964: Prohibits job discrimination based on race, color, religion, sex or national origin in all employment practices: hiring, firing, promotions, compensation, and in all other terms, conditions and benefits of employment, including vacations, pensions, and seniority.

Transition: Here refers to passage from K-12 to postsecondary education.

Verification: The written proof that a disability exists. It must be signed by a doctor or professional in the field. It names the disability and identifies functional limitations.

UC: University of California: Public universities in California.

APPENDICES



**Lori Mahan, DHH Program Specialist and
Robert Coder, Educational Advisor.**





Appendix A

Term:	Summer <input type="checkbox"/>	Fall <input type="checkbox"/>	Winter <input type="checkbox"/>	Spring <input type="checkbox"/>	Year:
--------------	---------------------------------	-------------------------------	---------------------------------	---------------------------------	--------------

Student Info	Name: _____	Student ID#: _____
Phone Number: _____	Date of request: _____	Date needed: _____
*1. Received alternate media before? Yes <input type="checkbox"/> No <input type="checkbox"/>	E-mail address: _____	
**2. Has textbook(s) been purchased? Yes <input type="checkbox"/> No <input type="checkbox"/>	3. Is material required for class? Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/>	

*If you have **not** received alternate media at Mt. SAC before we recommend you make an appointment for an overview.
 **You will need to purchase your book and the book must be required for the class before submitting an alternate media request.
 If you have special circumstances please contact us. Email: altmedia@mtsac.edu Phone: 909-594-5611, ext. 6370 or 4206

Alternate Media Format		<i>Mark desired format. Only one alternate media format will be produced per material.</i>			
Audio		E-Text		Other	
MP3 <i>Paul / Kate</i> <input type="checkbox"/>	Kurzweil <input type="checkbox"/>	Braille <input type="checkbox"/>		Enlargement <input type="checkbox"/>	Zoom % <input type="text"/>
RFB&D (Books on CD) <input type="checkbox"/>	RTF / Text / WORD <input type="checkbox"/>	Grade 1 <input type="radio"/>	Grade 2 <input type="radio"/>	Font Size: <input type="text"/>	Paper Size: <input type="text"/>
DAISY <input type="checkbox"/>	PDF <input type="checkbox"/>	Nemeth <input type="radio"/>	BRF <input type="radio"/>	Tactile / PIAF <input type="checkbox"/>	
Voice: <i>Male/Female</i> <input type="text"/>	Comments:				
(WPM) <input type="text"/>					
Draft Quality <i>book</i> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/>				Student needs instruction on using this media: <input type="checkbox"/>	

Textbook/ Document Information		Class: _____	Instructor: _____		
Title: _____					Draft Quality (Kurzweil) <input type="radio"/>
Author: _____				Copyright Year: _____	
Publisher: _____				Edition: _____	
ISBN # 10 Digit: _____				Book drop off Date: _____	
ISBN # 13 Digit: _____					
Delivery Preference:	Full Document <input type="radio"/>	As completed: (attach syllabus) <input type="radio"/>	Main Text Only <input type="radio"/>	Partial (list chapters): _____	

Room for additional books on back...

AMT Use	Order #:	AMX No <input type="checkbox"/> Yes <input type="checkbox"/>	Archive No <input type="checkbox"/> Yes <input type="checkbox"/>	Bookshare No <input type="checkbox"/> Yes <input type="checkbox"/>
		ATPC No <input type="checkbox"/> Yes <input type="checkbox"/>	RFB&D No <input type="checkbox"/> Yes <input type="checkbox"/>	Publisher No <input type="checkbox"/> Yes <input type="checkbox"/>

DSP&S Office Use Only		Book verified or shown Receipt? <input type="checkbox"/>	Disability: _____	Initial: _____
Approved for alternate media on Educational Accommodation form?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
If No, refer request to student's counselor:		<input type="checkbox"/> Approved	<input type="checkbox"/> Not Approved	
DSP&S Counselor's Signature: _____				Date: _____

Student Request for Alternate Media Disabled Student Programs & Services

1100 N. Grand Ave., Walnut, CA 91789 · Office: Student Services Center 9B
(909) 594-5611, ext. 4290 · TTY: (909) 594-3447 · Fax: (909) 468-3943

Use additional forms as needed.

Be sure to read and sign the *Alternate Media Services Contract* and submit it along with your *Alternate Media Request Form*

Textbook/ Document Information		Class:		Instructor:	
Title:					Draft Quality (Kurzweil) <input type="radio"/>
Author:				Copyright Year:	
Publisher:				Edition:	
ISBN # 10 Digit:				Book drop off Date:	
ISBN # 13 Digit:					
Delivery Preference:	Full Document <input type="radio"/>	As completed: (attach syllabus) <input type="radio"/>	Main Text Only <input type="radio"/>	Partial (list chapters):	

AMT Use	Order #:	AMX No <input type="checkbox"/> Yes <input type="checkbox"/>	Archive No <input type="checkbox"/> Yes <input type="checkbox"/>	Bookshare No <input type="checkbox"/> Yes <input type="checkbox"/>
		ATPC No <input type="checkbox"/> Yes <input type="checkbox"/>	RFB&D No <input type="checkbox"/> Yes <input type="checkbox"/>	Publisher No <input type="checkbox"/> Yes <input type="checkbox"/>

Textbook/ Document Information		Class:		Instructor:	
Title:					Draft Quality (Kurzweil) <input type="radio"/>
Author:				Copyright Year:	
Publisher:				Edition:	
ISBN # 10 Digit:				Book drop off Date:	
ISBN # 13 Digit:					
Delivery Preference:	Full Document <input type="radio"/>	As completed: (attach syllabus) <input type="radio"/>	Main Text Only <input type="radio"/>	Partial (list chapters):	

AMT Use	Order #:	AMX No <input type="checkbox"/> Yes <input type="checkbox"/>	Archive No <input type="checkbox"/> Yes <input type="checkbox"/>	Bookshare No <input type="checkbox"/> Yes <input type="checkbox"/>
		ATPC No <input type="checkbox"/> Yes <input type="checkbox"/>	RFB&D No <input type="checkbox"/> Yes <input type="checkbox"/>	Publisher No <input type="checkbox"/> Yes <input type="checkbox"/>

Textbook/ Document Information		Class:		Instructor:	
Title:					Draft Quality (Kurzweil) <input type="radio"/>
Author:				Copyright Year:	
Publisher:				Edition:	
ISBN # 10 Digit:				Book drop off Date:	
ISBN # 13 Digit:					
Delivery Preference:	Full Document <input type="radio"/>	As completed: (attach syllabus) <input type="radio"/>	Main Text Only <input type="radio"/>	Partial (list chapters):	

AMT Use	Order #:	AMX No <input type="checkbox"/> Yes <input type="checkbox"/>	Archive No <input type="checkbox"/> Yes <input type="checkbox"/>	Bookshare No <input type="checkbox"/> Yes <input type="checkbox"/>
		ATPC No <input type="checkbox"/> Yes <input type="checkbox"/>	RFB&D No <input type="checkbox"/> Yes <input type="checkbox"/>	Publisher No <input type="checkbox"/> Yes <input type="checkbox"/>



Disabled Student Programs & Services

Appendix B Student Request for Classroom Accommodations

Student's Name: _____ Mt. SAC ID #: _____

Summer Fall Winter Spring Year: _____

I will allow my disability information released to the individuals below: yes no

Examples of accommodations requested

- *Test taking:* **additional time, distraction-reduced area, reader**
- *Lecture:* **adaptive furniture, notetaker, audio-taping**

Instructor	Class	Accommodation Requested
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

✓ _____
Student Signature (Required) *Date*

EARLY REQUESTS FOR SERVICES ARE ENCOURAGED.
LATE REQUESTS MAY BE SUBJECT TO DELAYS IN SUPPORT.

Do you want a copy of your completed accommodations? Yes No

If Yes, please provide mailing address: _____

PLEASE ATTACH COPY OF YOUR CURRENT CLASS SCHEDULE AND COURSE SYLLABUS



Appendix C

Disabled Student Programs & Services

APPLICATION FOR SERVICE

Initial Date of Application for DSP&S Services: _____

Phone #: () _____

Name: _____

*Mt. SAC ID#: _____ DOB: _____

Address: _____

Email Address: _____

City/State/Zip: _____

What is or what do you think your Disability/Diagnosis is? _____

State Department of Rehabilitation: No Yes

Office: _____ Counselor: _____ Phone #: () _____

DSP&S Program Overview:

Mt. San Antonio College provides educational services and access for eligible students with documented disabilities who intend to pursue coursework at the College. A variety of programs and services are available which afford eligible students with disabilities the opportunity to participate fully in all aspects of college programs and activities through appropriate and reasonable accommodations. Completion of this form constitutes an agreement to apply for Disabled Student Programs & Services (DSP&S).

Student Responsibilities:

1. I will provide Disabled Student Programs & Services with the information, documentation and/or forms (medical, educational, etc.) deemed necessary by DSP&S to verify my disability(ies).
2. I will meet with a Disabled Student Programs & Services professional to complete a Student Educational Contract, and I agree to meet with the professional at least annually to update the Student Educational Contract.
3. I will utilize Disabled Student Programs & Services in a responsible manner. I understand that Disabled Student Programs & Services uses written service provision policies and procedures that must be adhered to for continuation of services.
4. If I use interpreters, readers, tutors and/or other Disabled Student Programs & Services assistants, I am responsible for notifying my DSP&S Counselor prior to any planned absences from class or appointments. Two unnotified and unexcused absences may result in the suspension of services from Disabled Student Programs & Services.
5. At the completion of each semester, I am responsible for the return of any equipment borrowed from Disabled Student Programs & Services. If I do not return the equipment or return it damaged, I am responsible for the replacement costs. I understand that outstanding debts to the college may prevent me from registering for the subsequent semester.
6. I will maintain appropriate behavior conducive to an educational setting and am subject to the Student Discipline Policy (Section 609, Administrative Regulations and Procedures).
7. I understand that I must demonstrate measurable progress in my educational program of study as evidenced by my Student Education Contract.
8. I permit Disabled Student Programs & Services to monitor my academic progress.

I understand that I must fulfill the above requirements for participation in the DSP&S Program. I have received a copy of the policy on suspension of DSP&S services. I understand the consequences of failing to comply with the rules for responsible use of DSP&S services. I understand that I will be notified in writing before any action is taken to suspend services. By signing this application I affirm that I understand and agree with the DSP&S Program responsibilities of students and I will abide by them.

Student Signature

Date

*Mt. San Antonio College District uses the information requested on this form for the purpose of determining a student's eligibility to receive authorized special services provided by the Disabled Student Programs & Services (DSP&S) program. Personal information recorded on this form will be kept confidential in order to protect against unauthorized disclosure. Portions of this information may be shared with the Chancellor's Office of the California Community Colleges or other state or federal agencies; however, disclosure to these parties is made in strict accordance with applicable statutes regarding confidentiality, including the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g). Pursuant to Section 7 of the Federal Privacy Act (Public Law 93-579; 5 U.S.C. § 552a, note), providing your social security number is voluntary. The information on this form is being collected pursuant to California Education Code Sections 67310-67312, and 84850; and California Code of Regulations, Title 5, Section 56000 et seq.

Appendix D -



Disabled Student Programs & Services

Student Services Building, 9B Lower Level
 Voice: (909) 594-5611, ext. 4290, Fax: (909) 468-3943, TTY: (909) 594-3447

Tram Service Verification

Student's Full Name	Mt. SAC ID Number	Date of Birth

This student is requesting services from Disabled Student Programs & Services (DSP&S). Our campus is large and hilly, and can be a challenge to students with mobility impairments. In order to better serve this student's specific needs, we need some additional information from you to verify their disability. Students can qualify for tram service with a verified physical disability, resulting in a functional limitation in mobility.

To be completed by physician. Please circle any limitations this student has in the following areas:

Walking					
Is the student limited in walking distances?	Yes	No			
How far can he/she walk before resting?	<300 ft	<500 ft	<1000 ft	<1/2 mile	<1 mile
Does the student walk at a significantly slow pace?	Yes	No			

Surfaces					
Can the student walk on a gradual incline ?	Yes	No	Decline?	Yes	No
Can the student walk up a moderate grade?	Yes	No	Steep Grade?	Yes	No
Can the student walk down a moderate grade?	Yes	No	Steep Grade?	Yes	No
Can the student walk on uneven surfaces, such as grass?	Yes	No			

Stairs					
Can the student climb stairs?	Unable	<6	<12	>1 flight	
Can the student descend stairs?	Unable	<6	<12	>1 flight	

Student's Medical Diagnosis: _____

Is the student affected by any of the following?

- | | |
|---|---|
| <input type="checkbox"/> Seizures | <input type="checkbox"/> Exacerbations of their condition |
| <input type="checkbox"/> Imbalance | <input type="checkbox"/> Extremes of temperature |
| <input type="checkbox"/> Poor Endurance | <input type="checkbox"/> Respiratory difficulties |

Are there any other medical limitations or concerns we should be aware of?

This student will require tram service for: <3 months 3-6 months 6-12 months Permanently

Verifying Physician (typed or printed)	Verifying Physician Signature	License #	Date
		()	()
Address	City, ST Zip	Phone Number	Fax Number

Do not go below this line – DSP&S Staff Only

Tram Service: Approved Denied _____

DSP&S Counselor's Signature Date Approved



Appendix E

Verification of Medical and Psychological Conditions

Disabled Student Programs & Services

To be completed by a qualified licensed professional

Mt. San Antonio College requests the following information to document medical and psychological conditions for purposes of establishing eligibility for disability-related services and accommodations within the college context.

Student's Name: _____ Date of Birth: _____ Date of Last Visit: _____

1. Primary Medical Condition:

Is the medical condition considered permanent? Yes No
If NO, expected duration of disability: _____

2. Primary Psychological Condition (Please include DSM-IV code and Axis):

3. Secondary Medical or Psychological Condition(s):

4. What are the symptoms that currently affect this individual's major life activities?

5. How severe would you rate the impact of the condition(s) upon the student's overall functioning?

Mild Moderate Severe Fluctuating

6. What treatments or interventions (e.g. medication, counseling, etc.) do you consider appropriate at this time?

PLEASE COMPLETE REVERSE SIDE ALSO

7. How successful has the student been in responding to current or past treatments or interventions?

8. What recommendations do you have for this student in a college setting?

9. When do you recommend a re-evaluation of the student's condition(s)?

Other comments: (For visual limitations, please include corrected visual acuity. For hearing loss, please attach most recent audiogram. If taking prescribed medication, please indicate any side effects.)

Signature of Diagnosing Professional

Printed Name of Diagnosing Professional

Area of Specialty

Supervisor's Name (if unlicensed)

License # of Diagnosing Professional Or Supervisor

Practice Address:

Telephone #: _____

Fax #: _____

Date: _____

Return to:

Mt. San Antonio College, DSP&S Verifications

Student Services Center - Bldg. 9B, 1100 N. Grand Avenue, Walnut, CA 91789

Voice: (909) 594-5611, Ext. 4290; Fax: (909) 468-3943; Video Phone: (866) 954-4765

Appendix F

Board Policy 5140--Individuals With Disabilities

References: -

Education Code Sections 67302, 67310, 84850; Title 5, Sections 56000 et seq., 42 U.S. - C. Section 12101, 34 CFR Sections 104.3 and 104.44; 36CFR Section 11135

Under federal and State laws, the College is required to ensure that academic requirements and practices, facilities, electronic information technology, printed materials, and college services and activities are reasonably accessible to individuals with disabilities. The College will make modifications as necessary in order to provide equal access.

The Disabled Student Programs and Services (DSPS) Office shall be the primary provider for support programs and services that facilitate equal educational opportunities for students with disabilities who can benefit from instruction as required by federal and State laws.

DSPS services shall be available to students with professionally verified disabilities. The services to be provided are based on educational need and include, but are not limited to, priority registration, reasonable classroom and testing accommodations, sign language interpreters, printed college material in alternate formats, transportation from class to class, adaptive equipment, specialized classes and support programs, disability and academic counseling.

The College President/CEO in consultation with the Chief Student Services Officer shall assure that the DSPS Program conforms to all requirements established by the relevant law and regulations.

Students with disabilities have the right to receive reasonable academic adjustments in order to create an educational environment where they have equal access to instruction without fundamentally altering any course, educational program, or degree. Students with disabilities are not required to register with DSPS. The College's assigned 504 Coordinator is the contact point for students with professionally verified disabilities not participating in DSPS who need reasonable accommodations in order to equally participate in the regular educational programs at the College.

Adopted 6/23/04

Appendix G

AP 5140 Individuals with Disabilities

References:

Education Code Sections 67302, 67310, and 84850; Title 5 Sections 56000 et seq.; 42 U.S.C. Section 12101; 34CFR Sections 104.3 and 104.44; 36CFR Section 11135

Under federal and State laws, Mt. San Antonio College is required to ensure that academic requirements and practices, facilities, electronic information technology, printed materials, and College services and activities are reasonably accessible to individuals with disabilities. The College will make modifications as necessary in order to provide equal access.

The Disabled Student Programs and Services (DSPS) Office is the primary provider for support programs and services that facilitate equal educational opportunities for students with disabilities who can benefit from instruction as required by federal and State laws.

Students with disabilities and/or community members with disabilities are not required to register with DSPS. The point of contact regarding accommodations for those groups is the 504 Coordinator.

The College maintains a plan for the provision of programs and services to students with disabilities designed to assure that they have equal access to College classes and programs. The yearly DSPS Plan, as required by the Chancellor's Office, describes processes, procedures and requirements as well as a full description of the program. Other information regarding the goals and objectives of DSPS can be found in the DSPS Program Review document.

Providing Academic Adjustments for Individuals with Disabilities

Individuals with disabilities are assured equal access to educational institutions and all systems of communication under federal and State laws. Equal access for an individual with a disability is defined as the opportunity to obtain the same result, gain the same benefit or to reach the same level of achievement, in the most integrated setting appropriate to the person's needs.

1. - Verification The individual with a disability must provide medical documentation of the disability for verification of the need for academic adjustments or accommodations and is responsible for requesting adjustments or accommodations in a timely fashion. Students submit their documentation to DSPS or directly to the professor if not using DSPS services. It is strongly recommended that the professor receiving documentation directly from students, contact DSPS for assistance in determining and providing appropriate accommodations. Non-students submit their documentation to the Office of Human Resources.
2. - If the student does not have appropriate verification of disability, DSPS will initiate an assessment to determine and document a disability if within the scope of assessment services provided by DSPS and deemed necessary by a DSPS professional.
3. - The DSPS professional who meets the standards established by State regulations, will assess and document the extent and the effects of the current disability. Depending on the severity and educationally-related functional limitations of the assessed disability, the DSPS professional shall recommend accommodations immediately upon request of the student. The student will submit to his/her instructors, the accommodations authorization forms completed by the DSPS professional.
4. - Requests Once the disability is verified, the individual completes the form to request accommodations, providing the necessary information regarding their needs and preferences for which type of accommodation when there are several to choose from (i.e. in the case of alternate formats, there is Braille, e-text, audio tape, etc.).
5. - Student Enrollment and Requirements Students must be enrolled in a credit or noncredit adult education course in order to request academic adjustments.

6. - Equal Access to Printed Materials Widely distributed College-produced printed material, such as marketing brochures, the credit and non-credit schedule of classes and the College Catalog, shall include the statement in a prominent location "Available in alternate formats upon request. Please contact Disabled Student Programs & Services at extension 4290."
7. - Conversion of Material into Alternate Formats In the classroom setting, only materials that are deemed "required" by the instructor will be converted to alternate formats with only one format per student. Students will purchase all required textbooks and materials for the course and provide a copy for conversion. There is no charge to requesting individuals for conversion of material into alternate format.
8. - Confidentiality and Security of Material All material submitted to DSPTS for conversion into alternate formats will be guarded and locked when not in use. When the conversion process is complete, the material will be returned to its owner. All material will be kept confidential and its security is guaranteed. Requesting individuals must sign an agreement stating that they will not copy or reproduce the material, nor will they allow anyone else to do so.
9. - The following statement is recommended for inclusion on course syllabi and should be read at the first class meeting: "If you have special needs, please let me know as soon as possible so that I may assist you to be successful in this class. Students with disabilities are highly encouraged to register with Disabled Student Programs & Services (DSPTS) located in the Student Services Building, lower level, (909) 594-5611, extension 4290, or TTY for the deaf (909) 594-3447."

Equal Access to Electronics and Information Technology

Federal and State laws require that all electronic and information technology purchased or used by federal agencies must be accessible for use by persons with disabilities. This regulation applies to the development, procurement, maintenance and/or use of all electronic and information technologies. The Section 504 Coordinator will be responsible for Section 508 compliance. The following procedures have been approved to comply with this law.

1. - The Information Technology Department will ensure that College employees who purchase or request recommendations about information technology products are informed of the accessibility requirements of Section 508.
2. - The Grants Office will ensure that grant recipients are informed of their obligations under Section 508 requirements.
3. - The Purchasing Department will ensure that vendors and other contract recipients are informed of their obligations under Section 508 requirements.
4. - The College's Webmaster will ensure that the College's Home Web Pages and related links are accessible to individuals with disabilities as defined by World Wide Web Consortium (W3C).
5. - Media Services in concert with Disabled Student Programs and Services (DSPTS) and the Television Production and Broadcasting Department will ensure that video and multimedia products developed by the College and/or housed by Media Services are equally accessible to individuals with disabilities and comply with Section 508.
6. - The Instruction Office together with the Learning Resources Division and Professional and Organizational Development will ensure that faculty who develop web pages, online learning and other distance learning options for students are informed of their obligations under Section 508.
7. - The Community Education Division will ensure that all faculty and staff are informed of their obligations under Section 508 requirements.
8. - The Student Services Division will ensure that all faculty and staff are informed of their obligations under Section 508 requirements as they pertain to enrolled and prospective students.
9. - The Marketing and Communication Office will ensure that all staff members are informed of their obligations under Section 508 requirements as they pertain to visitors on campus.
10. - The Event Services Office will ensure that all staff members are informed of their obligations under Section 508 requirements as they pertain to visitors and events on campus.
11. - The Dean of Library and Learning Resources will ensure that all library staff members are informed of their obligations under Section 508 as they pertain to library patrons.

Course Substitutions

If the student and the academic department mutually agree upon a course substitution, and the proposed course substitution meets the requirement of comparable concept mastery, the course substitution will be granted by the Chief Instructional Officer. If the academic department has denied a student's request for course substitution and the student remains unable to complete a course, the following steps must be completed.

1. - The student must file a written, formal request for course substitution with DSPTS. This request must be received by DSPTS prior to enrolling in the student's final semester to avoid last-semester negotiations.

2. - A preliminary review of the student's disability-related need for a course substitution will be made taking into account the unique needs of each student. This review must be conducted by a team of appropriate professionals within DSPS, including the Director of DSPS. Sufficient written documentation that the student meets all standardized criteria established by Title 5 and the Chancellor's Office relevant to the student's disability must be demonstrated to the DSPS office in order to proceed with a formal request (Sections 56032-56044 of Subchapter 1 of Chapter 7 of Division 6 of Title 5).
3. - If the DSPS team determines that the above requirements are met, it will develop an educational plan for the student that addresses the student's particular disability, immediate and future educational and career goals, and how this particular course substitution will affect any prerequisite, graduation or transfer requirements detailed by this educational plan. Within five instruction days of receiving the formal request, DSPS will present this plan in writing to an ad hoc committee consisting of the following: one representative from the Instruction Team, the Director of DSPS, the DSPS professional recommending the adjustment, the Dean, the Chair or faculty representative from the department of the course in question, and a designee from the Academic Senate. Additional representatives may be added, if members of this committee deem it necessary. Within ten instruction days of the referral from DSPS, this committee will determine if the requested substitution constitutes a fundamental alteration of the educational program. The committee will also develop and submit to the student, a written individualized plan for accommodations or adjustments that address the appropriate educational needs as they relate to the educational goals of the student. The plan developed by the ad hoc committee becomes effective immediately and will be coordinated and implemented by DSPS. The Director of DSPS or his/her designee will ensure that the provisions of the plan are followed. If the ad hoc committee cannot reach consensus, then the matter will be referred to the 504 Coordinator to review and begin the Academic Adjustment Hearing Process within five instructional days.
4. - Any course substitution provided for students determined to require such an academic adjustment should guarantee that any grade assigned to these students is based on their ability to demonstrate comparable concept mastery to that of other students enrolled in the course being replaced. For this reason, special project courses or others designated by the department may be assigned as the appropriate substitution courses and should incorporate those essential concepts as identified in the course outline of record for the course being replaced.
5. - If the substituted course is required for transfer, and the student plans to transfer, the student is responsible for contacting the transferring institution regarding the acceptability of the substitution. Mt. SAC students will be informed in writing that a substitution granted by Mt. SAC may not be recognized by a subsequent educational institution.

COMPLAINT/GRIEVANCE PROCESS FOR PROVIDING EQUAL ACCESS

Individuals with disabilities or professors who are not satisfied with the reasonable accommodation, purchase, use or agreement for accessing College-related information can appeal the decision following the procedure outlined below.

1. - Discuss their concerns and offer suggestions for an alternate plan to their Counselor and/or the DSPS Instructional Specialist, Adaptive Technology. Employees and members of the public with disabilities should bring concerns to the 504 Coordinator located in the Office of Human Resources.
2. - If not satisfied with the outcome of Step 1 above, the requesting individual may call for the Director of DSPS (for students) or the 504 Coordinator (for employees or members of the public) to review the complaint, and determine whether changes in the accommodations plan are warranted.
3. - If not in agreement with the decision made by the DSPS Director or the 504 Coordinator, the requesting individual may notify the 504 Coordinator that they wish to appeal the decision by filing a statement of Grievance. Students are required to use AP 5530 Complaint/Grievance Process.
4. - The 504 Coordinator is responsible for informing the complainant of his/her rights, responsibilities and procedures and will convene an Equal Access Hearing Committee (see #9 below).
5. - If an instructor has questions about an accommodation authorized by DSPS or requested by a student with a verified disability, the instructor should *promptly* contact the DSPS professional who authorized the accommodation(s). Informal meetings and discussion among the instructor, Department Chair or designee, the student, the appropriate members of DSPS and/or other appropriate members of the College community are essential at the outset, and will be completed within five instructional days following the request for the accommodation.
6. - If no informal resolution can be found within five instruction days and the accommodation is not allowed, the DSPS professional, student or the instructor will refer the matter to the 504 Coordinator as soon as possible for review. The 504 Coordinator will make a decision regarding the accommodation within five instruction days of having received the matter.

7. - If either the instructor or the student disagrees with the decision, they will notify the 504 Coordinator in writing within five instruction days. The 504 Coordinator will then proceed with the Equal Access Hearing process (see # 9 below).
8. - The accommodation originally authorized by DSPS will be allowed for a maximum of three instructional weeks during which time a resolution will be achieved. If the decision of the Committee is that the accommodation is not reasonable, the accommodation will either be modified or rescinded depending upon the Equal Access Hearing Committee's recommendations.
9. - An Equal Access Hearing Committee will be convened by the 504 Coordinator to review the complaint/grievance. The committee will be comprised of the following voting members:
 - A. The Dean Student Services or designee
 - B. The Vice President in charge of the affected area
 - C. The appropriate **Manager or Chairperson of the Division or Department**
 - D. Academic Senate President or his/her designee
 - E. Student representative appointed by the Associated Students
10. -The 504 Coordinator shall serve as Chairperson and will be responsible for providing a tape recording and written minutes of the hearing. All five (5) voting members, including the chair, shall constitute a quorum by which the hearing may proceed.
11. -Both parties have the right to present witnesses, testimony, and evidence, but only as related to the case.
12. -Both parties have the right to be accompanied by an advocate in the formal appeal hearing. Attorneys are not permitted unless the Committee finds that complex legal issues are raised by the case.
13. -The hearing shall be closed to the public.
14. -The Committee shall judge the evidence presented and shall render a written decision within five (5) instruction days following the beginning of the hearing; copies of the findings shall be forwarded to the College President/CEO, who will review the decision of the Committee and will either accept or modify it.
15. -The College President/CEO shall inform the complainant and the Committee of his/her final action by certified mail within ten (10) instruction days of the receipt of the Committee's recommendations.
16. -Written minutes and a tape recording of the proceedings shall be kept in a confidential file by the College President/CEO and shall be available to both parties. All documents will be filed separately from personnel files of the participants.
17. -The College President's/CEO's decision shall be the final decision rendered and shall be implemented within ten (10) instruction days.

GENERAL PROVISIONS

1. - A complaint can be withdrawn at any step of the process; however the same complaint shall not be re-filed.
2. - The 504 Coordinator can be consulted by any party regarding these procedures at any time.

OTHER COMPLAINTS

Students, employees or members of the public wishing to file complaints or grievances based upon discrimination on the basis of physical or mental disability should contact the College's 504 Coordinator located on campus, in the Administration Building, Room 230, (909) 594-5611, extension 4225. The College's general grievance process is outlined in the Administrative Procedures.

If these processes yield an unsatisfactory result, the Office for Civil Rights may be contacted regarding their complaint resolution processes:

United States Department of Education
 Office for Civil Rights
 Region IX
 Old Federal Building
 50 United Nations Plaza, Room 239
 San Francisco, CA 94102

The Mt. San Antonio College Catalog contains the most recent information regarding services available for individuals with disabilities. This document is updated annually for currency and correctness.

Appendix H

Procedures for Authorizing Classroom Accommodations

In order to provide guidance and assist Mt. San Antonio College professors in arranging for classroom accommodations for qualified students with disabilities, Disabled Student Programs & Services (DSP&S) completes and distributes a form entitled "Accommodations Authorization" for most courses and "Math Testing Information/ Accommodations Authorization" for mathematics courses. (For ease in reading this document, both forms will be described as "Accommodations Authorization.") Classroom accommodations are adjustments or modifications in the way a student with a disability receives information, keeps track of information or relates information in the classroom. The goal in providing a classroom accommodation for a student with a disability is to "even the playing field" by ensuring that his/her disability does not create an undue hardship or prevent the student from participating in the requirements and activities of the class. The following represents the steps in which the Accommodations Authorization form will be completed by DSP&S and distributed to professors for a particular student with a disability:

1. - The student makes a written request for classroom accommodations every term. The appropriate DSP&S certificated staff member verifies the student's eligibility to receive requested accommodations. Certificated staff are also known as DSP&S professionals and includes DSP&S Counselors, Instructional Specialists, DSP&S Instructors, and the Director of DSP&S. "Appropriate DSP&S certificated staff" refers to the DSP&S professional who is assigned to work with the disability group with which the student is affiliated.
2. - The DSP&S professional ensures that appropriate, current, updated verification of disability is on file in the DSP&S office, which describes functional/educational limitations.
3. - If the verification is on file, describes functional/educational limitations and is current, the DSP&S professional will complete the "Accommodations Authorization" form, checking the appropriate boxes for verification of disability. Test accommodations and lecture accommodations boxes are checked according to the functional/educational limitations described on the verification of disability. One form is completed for each of the student's courses where accommodations are requested.
4. - If the verification of disability is absent, expired or incomplete and the DSP&S professional is qualified under Title 5 Regulations to determine eligibility for DSP&S services and describe functional/educational limitations, the DSP&S professional can complete the "Verification of Disability" form describing the limitations on the form. After completing the Verification of Disability form and describing limitations, the

DSP&S professional may then complete the Accommodations Authorization form as described in Step 3 above.

5. - If the verification of disability is absent from the file, expired or incomplete, and the DSP&S professional is not qualified under Title 5 to determine eligibility for DSP&S services, the DSP&S professional will refer the student to another professional who is qualified to make those determinations. If one is not available in the DSP&S office, then the DSP&S professional will request the student obtain appropriate verification of disability describing the functional/educational limitations from a "qualifying professional" as described in Title 5 prior to completing the Accommodations Authorization form(s). Once the appropriate verification of disability is received, then the DSP&S professional can complete the Accommodation Authorization form(s) as described in Step 3 above.
6. - The Accommodations Authorization forms are valid only for the course and term indicated on the top of the form. Students who qualify for classroom accommodations must request them for each course in writing by completing the "Student Request for Classroom Accommodations" form every term.
7. - Professors who have questions, comments, concerns or suggestions on classroom accommodations authorized by DSP&S are encouraged to contact the DSP&S professional who wrote the Accommodations Authorization form. The DSP&S Office extension is 4290.
8. - Occasionally, a specific Accommodations Authorization form for a particular student is revised according to new information obtained on the student's disability, a different type of test or class presentation administered by the professor, or a negotiated change in the type of accommodations between the professor and the DSP&S professional. A new form will be completed with "revised" written on the form. In some cases, a memo from the appropriate DSP&S professional will accompany the form describing the reason for the revision.
9. - The "Accommodations Authorization" forms are on NCR paper. The professor receives the top or white copy in a sealed envelope delivered by campus mail. DSP&S keeps the yellow copy in DSP&S' file of accommodations and the pink copy is kept in the student's file. The student can request a copy for their records if desired.
10. - If one of the classroom accommodations is for the student to take tests in an alternative location, and it is agreed that the alternative location is the DSP&S Office, then the "Classroom Testing Procedures" will be followed.

Questions regarding these and any other DSP&S procedures can be directed to the DSP&S office at extension 4290.

Appendix I

Mt. San Antonio College - Disabled Student Programs & Services -

Guidelines for Requesting Classroom Accommodations

What are classroom accommodations? Accommodations are adjustments or changes in the way an individual receives, retains or demonstrates knowledge. Usually accommodations are prescribed for students whose disabilities cause educational barriers in being able to receive, retain, or demonstrate knowledge. Accommodations are authorized for students to allow them to compete fairly with their non-disabled classmates. Some common examples of accommodations include: tape recording lectures, notetakers, alternate format of classroom material (braille, e-text, enlargements), front row seating, extra time to complete exams, adapted furniture, and sign language interpreters.

How are accommodations determined? Accommodations are based on a person's disability, the limitations or barriers caused by that disability and the classes that he or she is taking.

How do I apply for accommodations? Every semester you complete and turn in a Student Request for Classroom Accommodations form (on reverse side). If you need assistance in completing this form, your DSP&S counselor or staff member can help.

Why do I have to apply for accommodations every semester? Every semester you need to apply for accommodations because the type of accommodations change depending on the class(es) you are taking.

When can I apply for accommodations? We recommend you apply (turn in the form) 2 weeks before the semester begins. However, you can apply for accommodations any time during the semester.

What happens after I apply for accommodations? Your DSP&S counselor will receive the form you fill out, review it and either approve the accommodations you requested or call you if there are questions or concerns. Then your instructors are notified of your accommodation needs.

How are my instructors notified of my accommodation needs? Once your DSP&S counselor approves your request for accommodations, he or she will complete an Accommodations Authorization form. DSP&S will deliver the completed Accommodations Authorization form to the instructor(s) on your behalf and a copy of that form will be available for you in the DSP&S office. We recommend that you discuss your accommodation needs with your instructor.

What do I do if my instructors don't allow the accommodations? Notify your counselor or DSP&S staff member immediately. We will work out the specifics with your instructor.

Questions or comments? Call the Student Services Program Specialist at DSP&S at (909) 594-5611, extension 4290.

Appendix J - Classroom Testing Procedures -

For Mt. San Antonio College professors' convenience, Disabled Student Programs & Services (DSP&S) offers an alternative testing location for students with disabilities who require accommodations. This is to assist the professor with the legally mandated responsibility to provide alternative testing locations and accommodations for students with disabilities. However, if preferred, the professor may give the exam to the student under his or her personal supervision as long as the student's authorized accommodations are provided. These accommodations may include, but are not limited to, extended time, distraction-reduced environment, reader and/or scribe, as necessary. If the professor prefers to have students take their exams in the DSP&S Office, the following conditions apply:

1. - Students are required to make appointments at least 48 hours in advance to take their classroom exams in DSP&S to allow DSP&S to locate appropriate personnel to proctor, scribe and/or read the exam. **Note: Students will no longer be allowed to take their exams at the DSP&S Office without scheduling an appointment for their exam(s) at least 48 hours in advance.**
2. - Exams may be dropped off to the DSP&S office by the professor, sent with the student (in a sealed envelope), or the professor may call DSP&S (extension 4290) to have a DSP&S staff member pick up the exam. **Exams sent through the campus mail may be lost or delayed. Therefore, DSP&S does not recommend using this method.**
3. - DSP&S recommends using the blue *DSP&S Test Instructions* form developed for the professors' convenience to outline specific instructions for the exam to be administered.
4. - When DSP&S receives a classroom exam with instructions approving accommodations, those instructions will be compared to the *Authorization For Accommodations* form in the student's file. If the instructions vary from the form, the professor and the DSP&S professional recommending the accommodation will be notified to determine the appropriate accommodations for that student.
5. - If a test arrives in the DSP&S office without written instructions from the professor, DSP&S staff will attempt to contact the professor by telephone to obtain instructions. If this is not successful, the student will be sent to locate the professor either in the classroom or in their office to obtain written instructions. If this is not successful, the exam will then be held until we are able to make contact with the professor for clarification.
6. - DSP&S staff will proctor **all** exams administered at the DSP&S Office.
7. - Completed exams will be sealed in an envelope and will either be delivered or held in DSP&S locked files until the professor picks up the exam as per the instructions on the blue *DSP&S Testing Instructions* form. **Note: All completed mathematics exams are automatically delivered to the white lock box in the Math Department Office as per agreement between the Math Department and DSP&S.**
8. - Quizzes are subject to the same process and procedures as outlined for exams above. **For Pop Quizzes please call our office to make prior arrangements so we can accommodate the student.**

We appreciate your cooperation and if you have any questions or concerns please feel free to call our office at (909) 594-5611, Ext. 4290.

Appendix K

Mt. San Antonio College -

EVACUATION PROCEDURES FOR PEOPLE WITH DISABILITIES

I Suggestions for People with Disabilities:

- A. Remain calm.
- B. -Be familiar with all standard Mt. SAC emergency evacuation procedures. Please note that these guidelines are in addition to all other emergency evacuation advice for all individuals.
- C. Meet with Mt. SAC Public Safety staff to review the best evacuation routes for the buildings you will be using.
- D. -Convey your personal emergency evacuation needs in writing to the Public Safety office, your instructor, classmate, Disabled Student Programs & Services, supervisor, or co-worker at the beginning of each semester.
- E. -Establish a buddy system and alternate for each class or working area. Instruct these buddies on how to assist you in the event of an emergency. Some people may need two buddies.
- F. -Carry cards or tags with emergency information, contacts and instructions on personal assistance needs.
- G. -If assistance is not immediately available and you cannot exit the building you should remain calm and move to the safest area possible such as an enclosed stairwell, the elevator lobby, or an office with the door shut which is a good distance from the hazard and away from falling debris. Rescue personnel will first check all exit corridors and stairwells for those trapped.
- H. -Continue to call for help or use a whistle or noisemaker until rescued. All employees should familiarize themselves with these procedures in order to assist in planning for the evacuation of people with physical and sensory, and cognitive disabilities.
- I. - Individuals who use canes should keep a spare cane in their emergency kits
- J. - Keep spare batteries for hearing aids and computers close at hand.
- K. -Keep a pair of gloves for traveling over debris.
- L. -Have wheelchair tire patching kits with you at all times.
- M. Power wheelchair users should carry battery charging car or vehicle adapters with instructions to charge batteries from auxiliary sources.
- N. -Carry all essential medications and copies of prescriptions at all times.

II In All Emergencies, After An evacuation has been ordered:

- A. Evacuation of people with disabilities will be given the highest priority in all emergencies and will be evacuated if possible. Evacuating a disabled or injured person by only one person with no assistance is a last resort.
- B. -Attempt a rescue evacuation ONLY if you have had rescue training.
- C. Check on people with special needs during an evacuation, determine if they have established a "buddy system," and ensure their safe evacuation.
- D. -Always ASK someone with a disability how you can help BEFORE attempting any rescue technique or giving assistance. Ask how he or she can best be assisted or moved, and whether there are any special considerations or items that need to come with the person.
- E. -Do NOT use elevators, unless authorized to do so by police or fire personnel. Elevators could fail during a fire, earthquake or flood.

III Emergency Responses by Disability

A. -BLINDNESS OR LOW VISION

- i) - Most persons who are blind or have low vision will be familiar with the immediate area they are in and may have learned locations of exits and fire alarms in advance.
- ii) - Tell the person the nature of the emergency and offer to guide him/her by offering your left/right elbow (this is the preferred method when acting as a "Sighted Guide"). Do NOT grasp a blind or person with low vision's arm.
- iii) - Speak directly to the person. Be descriptive when giving directions verbally giving information on the environment. Example: if you are approaching steps, mention how many. "There are approximately 12 steps. This is the first...this is the last." You are the person's eyes.
- iv) - Ask the person to bring white canes, their guide dog, and any other mobility aids.
- v) - Give verbal instructions to advise about the safest route or direction using compass directions, estimated distances, and directional terms or information (i.e. elevators cannot be used or if there is debris or a crowd.)
- vi) - As you walk, tell the person where you are and advise of any obstacles, e.g. stairs, overhanging objects, uneven pavement, curbs, and narrow passageways.
- vii) - When you have reached a safe lawn, parking lot or designated evacuation center, orient the person to where he/she is and ask if any further assistance is needed.
- viii) - Some individuals may have service animals that may be disoriented during the emergency, and may require additional assistance.
- ix) - Always walk on the opposite side of the service animal

- x) - Emergency supplies should be marked with large print, fluorescent tape and Braille.
- xi) - Keep doors shut or wide open.

B. DEAFNESS OR HEARING LOSS

- i) - Gain the person's attention before starting a conversation-wave your hand, flash the lights, etc.
- ii) - Speak directly to the person, identify yourself and offer assistance. If the individual uses an interpreter, speak to the individual, not the interpreter.
- iii) - Face the person directly. Maintain eye contact. Speak in a normal tone of voice unless asked to speak up.
- iv) - Keep your face in the light, don't put your face in a shadow or cover your face with your hands.
- v) - People who speech-read (lip-read) catch, at most, only 80% of what is said. Most speech readers have great difficulty when a responder has facial hair. Stressful situations like a disaster may also lower the individual's ability to comprehend.
- vi) - Many structures are not equipped with visual (flashing light) evacuation alarms and persons who are deaf or hard of hearing may not perceive an emergency exists. An alternative warning technique is required. Two (2) methods of warning are:
 - (1) - Write a note stating what the emergency is and what the evacuation route is- i.e. "Fire-go out the rear door to Parking Lot".
 - (2) - Turn the room lights on and off to gain attention - then indicate through hand gestures or writing (i.e. on a black board) what is happening and where to go.
- ii) - Offer visual instructions to advise of safest route or directions by pointing toward exits or evacuation map.
- iii) - People who cannot speak loudly, or with voice/speech impairments, may be carrying a whistle or have other means of attracting attention of others.

C. SPEECH DISABILITIES

- i) - Identify yourself and offer assistance.
- ii) - Concentrate on what the person is saying.
- iii) - Try to ask questions that require only short answers.
- iv) - Do not speak for the individual or attempt to finish his or her sentences.
- v) - If you do not understand something the individual says, do not pretend you do. Ask the person to repeat what he or she said and then repeat it back to confirm.
- vi) - Be patient. Take as much time as necessary as long as it does not - endanger you. -
- vii) - If you are having difficulty understanding the person, ask the individual if it is acceptable to use pen and paper, a talk board, etc.

D. COGNITIVE OR INTELLECTUAL DISABILITIES

- i) - Identify yourself and offer assistance.
- ii) - In a normal tone of voice, speak slowly and clearly.
- iii) - If you are in a public area with many distractions, consider moving to a quiet or more private location to facilitate communication.
- iv) - Break instructions into small steps in easy to follow language.
- v) - Be prepared to repeat what you say. Take the time to understand the individual and make sure the individual understands you.
- vii) Offer assistance completing forms or understanding written instructions. -If safe, provide extra time for decision-making. Wait for the individual to accept the offer of assistance.
- viii) Treat an adult as an adult, don't over assist or patronize.
- ix) - Be patient, flexible and supportive. Depending on the nature of the disability, the individual may have difficulty with processing instructions, short-term memory, attention span, perception, balance, disorientation, etc.

E. WHEELCHAIR USERS/ MOBILITY DISABILITIES

- i) - Identify yourself, offer assistance and wait for him or her to instruct you.
- ii) - Put yourself in at the wheelchair user's eye level. Untrained personnel should NOT evacuate mobility-impaired persons unless the situation is life threatening. It may be necessary to help clear the exit route of debris (if possible) so that the person with a disability can move out or to a safer area.
- iii) - Be sure the person has crutches, canes, walkers or any other mobility aid with them.
- iv) - Avoid leaning on wheelchair or assistive device. This is part of the individual's body space. -
- v) - Offer to push the wheelchair, wait for acceptance. Do not assume he or she wants to be pushed. Never push without expressed permission.
- vi) - If people with mobility impairments cannot exit, they should move to a safer area, e.g. most enclosed stairwells, or an office with the door shut which is a good distance from the hazard (and away from falling debris in the case of earthquakes).
- vii) - Move out of the person's way instead of making them move around you.
- viii) - Notify police or fire personnel immediately about any people remaining in the building and their locations.
- ix) - If people are in immediate danger and cannot be moved to a safer area to wait for assistance, it may be necessary to evacuate them using an evacuation chair or a carry technique. (See illustrations at the end of this section.) Carrying options include using a two-person lock-arm position, or having the person sit in a sturdy chair - preferably with arms. **BEFORE TAKING ACTION, ALWAYS ASK** the person their preferred method of assistance.

F. OTHER MEDICAL AND HIDDEN DISABILITIES -

- i) Identify yourself, ask the nature of their disability and how best to help them.
- ii) Most non-ambulatory people will be able to exit safely without assistance out of single story buildings.
- iii) Frequently, non-ambulatory persons have respiratory complications or rely on electric artificial respirators. They should be given priority assistance if there is smoke or fumes, as their ability to breathe is seriously in danger.
- iv) All 2+ story buildings will require persons to be carried out if evacuation assistance is required; ALWAYS ASK the person what method of assistance they prefer. Some people have physical conditions where moving and lifting them may be dangerous to their well being. If the person prefers to be moved in their wheelchair follow the procedure below.

Moving a person in a wheelchair down a flight of stairs:

- (1) - If the person is to be moved in their wheelchair it is desirable to have a minimum to two assisting persons, with four assisting persons preferred for adults with heavy wheelchairs.
- (2) - Secure the wheelchair seatbelt.
- (3) - The wheelchair battery may have to be removed.
- (4) - The strongest person(s) should be placed at the back of the chair and will grip the chair handles.
- (5) - 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.
- (6) - Always keep the wheelchair facing away from the stairs (backwards).
- (7) - 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.
- (8) - Keep the wheelchair slightly tilted 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.

Moving a person in a wheelchair over a curb or single step:

- (1) - Secure the wheelchair seatbelt.
- (2) - Just before reaching the edge of the curb or the step turn the wheelchair around so that it is facing away from the edge. You will back the wheelchair down.
- (3) - The assistant will hold tightly to the handles and slowly back the wheelchair so the rear wheels roll down the edge. The assistant will press a hip against the back of the chair as the rear wheels slowly roll off the edge.
- (4) - The assistant will press a foot on the anti-tipping bar as the chair is very slowly backed away from the curb. Then the front wheels are slowly lowered to the ground.
- (5) - Turn the wheelchair around being careful to avoid people passing by.

Moving a person in wheelchair over rough terrain:

- (1) - Secure the wheelchair seatbelt.
- (2) - When approaching surfaces that may cause a problem for wheels such as grates, soft lawns, pitted floors or sand turn the wheelchair around and go backwards.
- (3) - Lift the front wheels up very slightly to put the weight of the chair on the rear wheels. Do not tilt the chair too far back.
- (4) - If the person prefers to be removed from their wheelchair, their needs and preferences will vary. Always consult the person as to his/her preferences and needs.

Transferring a person out of a wheelchair:

- (1) - Check that the individual is not at risk when transferred or carried.
- (2) - Note the location of the wheelchair and upon exiting the building immediately inform the Public Safety Office of the location of the wheelchair so they can retrieve it. The wheelchair is essential to the person's mobility and safety and should be retrieved as soon as possible.
- (3) - Use a two-person chair carry when the two assistants link arms to form a backrest and grip wrists to form a seat. (See illustrations at the end of this section.)
- (4) - Semi-ambulatory person may lean against assistants back while assistant holds both persons arms over assistant's shoulders. The assistant leans forward slightly to take most of the person's weight.
- (5) - Two assistants carry person by extremities. One assistant stands behind and wraps arms around person's chest under person's arms. Second assistant stands facing away from the person between their legs and lifts person's legs under knees.

Service Animals:

- (1) - Service animals come in all sizes and breeds from Chihuahuas to Great Danes and from dogs to monkeys. If an individual tells you their animal is a service animal, believe them.
- (2) - The animal may become scared and disoriented because of the disaster and may not be behaving as usual. Ask the owner to assist in calming the animal and help in its evacuation.
- (3) - Evacuate the service animal with the individual whenever possible.

SUMMARY:

Prepare occupants in your building ahead of time for emergency evacuations. Know your building occupants. Train staff, faculty, and students to be aware of the needs of people with disabilities and to know how to offer assistance. Hold evacuation drills in which occupants participate, and evaluate drills to identify areas that need improvement. Develop plans that cover regular working hours, after hours, and weekends.

Everyone needs to take responsibility in preparing for emergencies. People with and without disabilities should consider what they would do and whether they need to take additional steps to prepare.

At alarm, options are:

- 1 - In an extreme emergency, leave the building immediately and notify emergency personnel of a disabled person needing assistance.
- 2 - In a moderate emergency, help the disabled person to your department's area of safe refuge assembly point, leave the building, and notify emergency personnel of a disabled person needing assistance.
- 3 - Assist the disabled person to evacuate.

RESOURCES:

Red Cross: <http://prepare.org/disabilities/disabilities.htm>

The Access Board: www.access-board.gov/evac.htm

June Isaacson Kailes, Disability Policy Consultant: www.jik.com/disaster.html

Nobody Left Behind: www.nobodyleftbehind2.org

Ready.gov-People with Disabilities and Other Special Needs:
www.ready.gov/america/getakit/disabled.html

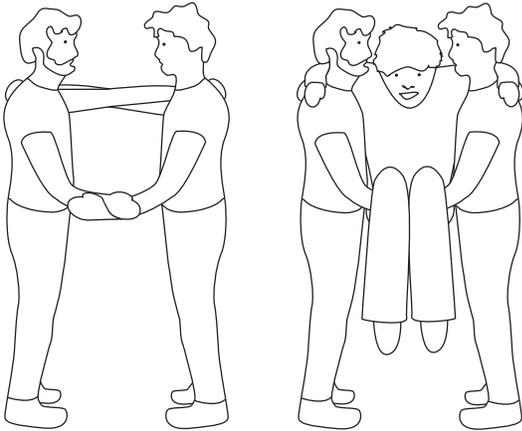
U.S. National Library of Medicine, National Institutes of Health, Special Populations:
<http://sis.nlm.nih.gov/outreach/specialpopulationsanddisasters.html>

Project Safe: <http://evac.icdi.wvu.edu/>

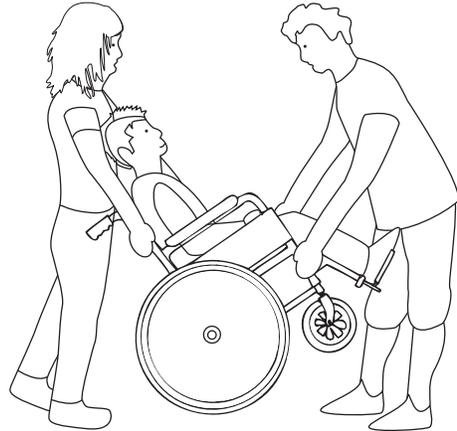
Evacuation Procedures For People with Disabilities

Methods of Assistance

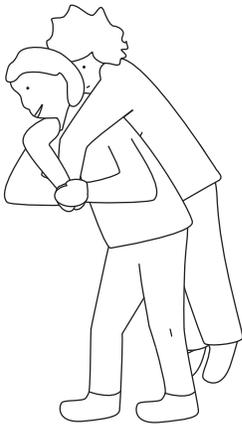
Two handed chair carry



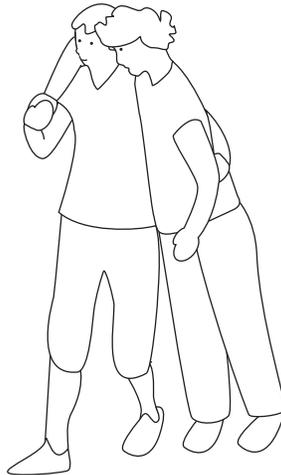
Chair carry



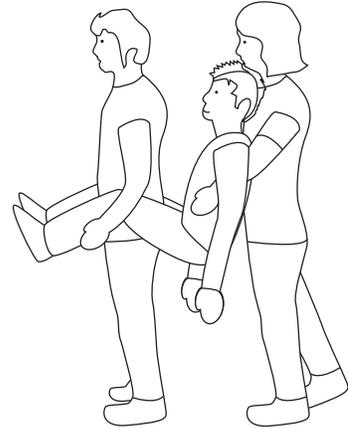
Packstrap carry



Walking Assist



Carry by Extremities



Packsaddle



Each bearer grasps one of his wrists and one of the other bearer's wrists, thus forming a packsaddle.

Mt. San Antonio College makes every reasonable effort to accommodate individuals with disabilities as addressed by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. In keeping with this commitment, Personal Care Attendants/ Auxiliary Aides will be allowed entrance into the classroom.

A qualified student who requires attendant care services must make arrangements to provide for his/her own personal attendant care service. The College does not assume coordination or financial responsibilities for personal attendant care services.

The student and attendant will sign the Personal Care Attendant agreement below. Copies will be provided to the student, attendant, instructor(s), DSP&S office and/or ADA/504 Coordinator.

Personal Care Attendants/Auxiliary Aides are:

- Responsible for personal care duties such as turning pages, retrieving books, taking off coats, etc. DSP&S office staff, not the Personal Care Attendant, will be responsible for assuring that all classroom accommodations such as notetaking, proctoring or in-class writing are provided.
- To remember that any problems or concerns about the student's performance or attendance should be directed to the student.
- Not responsible for the student's progress or behavior.
- To avoid non-related classroom conversations with the student during class.
- Expected to 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.
- To avoid discussing any confidential information about the student with faculty, staff, and/or other students.
- Expected to follow the College's Student Code of Conduct.

I understand and agree to the guidelines as outlined above.

Student

Date

Personal Care Attendant/Auxiliary Aide

Date

ADA/504 Coordinator/DSP&S Specialist or witness designee

Date

Appendix M

Relevant Laws, Bills and Statutes - At A Glance -

Title VI, Civil Rights Act of 1964:

Prohibits discrimination based on race, color, or national origin in all employment situations involving programs or activities aided by federal financing.

Title VII, Civil Rights Act of 1964:

Prohibits job discrimination based on race, color, religion, sex, or national origin in all employment practices: hiring, firing, promotions, compensation, and in all other terms, conditions and benefits of employment, including vacations, pensions, and seniority.

Family Educational Rights and Privacy Act of 1965 (FERPA):

Amended in 1992, 1994, and again in 2008. According to its sponsors, "the purpose of the act is two-fold-to assure [students and the] parents of students...access to their education records, and to protect such an individuals' rights to privacy by limiting the transferability of their records without their consent." The Act applies to any educational agency or institution which is the recipient of federal funds. Parents lose their FERPA rights when their child turns 18 or starts attending a postsecondary institution, whichever comes first.

Section 504, Rehabilitation Act of 1973:

"No otherwise qualified individual with a disability in the United States shall, solely by reason of his/her 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...."

Assembly Bill 77 (Lanterman Bill, 1974):

Provides the funding mechanism for DSP&S California Community Colleges.

Americans with Disabilities Act of 1990:

Amended in 2008. Extends universal civil rights protection to individuals with disabilities; covering public and private sector employment, public accommodations, transportation, and telecommunications.

Title 5 of the California Code of Regulations:

Provides guidelines for implementation of California Community Colleges' DSP&S programs.

Section 508 of Rehabilitation Act of 1998:

Requires that federal departments and those receiving grants from the federal government or the Chancellor's Office to purchase only electronic information technology that meets accessibility standards developed by the U.S. Access Board.

Assembly Bill 422 (California Education Code, Section 67302, January 2000):

Mandates publishers in California to provide the right and the means to produce instructional materials in alternate formats (Braille, large print, audio recordings, and e-text).

Section 504 of the Rehabilitation Act of 1973

Section 504 is also known as the "Access Law." Provides program and physical access for students with disabilities.

State 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."

Mechanism for enforcement of this law is the withholding of federal funds.

Americans with Disabilities Act (ADA) 1990 - Americans with Disabilities And Amendments Act (ADAAA) 2008 -

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 or hard of hearing.

Title V – Miscellaneous Provisions: Specifics for enforcement of the act and provisions for attorney's fees.

Appendix N

Board Policy 5500 - Standards of Conduct

References:

Education Code Section 66300; Accreditation Standard II.A.7.b

The College President/CEO shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process of the federal and State law and regulations.

The procedures shall clearly define the conduct that is subject to discipline, and shall identify potential disciplinary actions, including but not limited to the removal, suspension, or expulsion of a student.

The Board shall consider any recommendation from the College President/CEO for expulsion. The Board shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board on the expulsion shall be taken at a public meeting.

The procedures shall be made widely available to students through the College catalog and other means.

The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student.

1. - Causing, attempting to cause, or threatening to cause physical injury to another person.
2. - Possession, sale or otherwise furnishing any firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a College employee, which is concurred in by the College President/CEO.
3. - Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.
4. - Committing or attempting to commit robbery or extortion.
5. - Causing or attempting to cause damage to College property or to private property on campus.
6. - Stealing or attempting to steal College property or private property on campus, or knowingly receiving stolen College property or private property on campus.

7. - Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the College.
8. - Committing sexual harassment as defined by law or by College policies and procedures.
9. - Engaging in harassing or discriminatory behavior based on national origin, religion, age, sex (gender), race, color, medical condition, ancestry, sexual orientation, marital status, physical or mental disability, or because a person is perceived to have one or more of the foregoing characteristics.
10. Willful misconduct which results in injury or death to a student or to College personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the College or on campus.
11. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, College personnel.
12. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty.
13. Dishonesty; forgery; alteration or misuse of College documents, records or identification; or knowingly furnishing false information to the College.
14. Unauthorized entry upon or use of College facilities.
15. Lewd, indecent or obscene conduct on College-owned or controlled property, or at College-sponsored or supervised functions.
16. Engaging in expression which is obscene; libelous or slanderous; or which so incites students as to create a clear and present danger of the commission of unlawful acts on College premises, or the violation of lawful College administrative procedures, or the substantial disruption of the orderly operation of the College.
17. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
18. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any College policy or Administrative Procedure.
19. Harassment of students and/or College employees that creates an intimidating, hostile, or offensive environment.
20. Violation of College rules and regulations including those concerning affiliate clubs and organizations, the use of College facilities, the posting and distribution of written materials, and College safety procedures.

Appendix O

SUSPENSION OR TERMINATION OF SERVICES PROVIDED BY - DISABLED STUDENT PROGRAMS & SERVICES (DSP&S) -

There are two ways that eligible students may be denied services through DSP&S:

1) lack of measurable progress, and 2) inappropriate use of services.

Measurable Progress

A lack of measurable progress may be defined in any of the following ways and may result in a complete loss of DSP&S services:

1. -Failure to meet Mt. SAC's academic standards established by the college.
2. -Two consecutive semesters of failure to follow DSP&S services policies.
3. -Failure to make progress toward the goals outlined in the Student Educational Contract (SEC) for two consecutive semesters.

Inappropriate Use of Services

Inappropriate use of services is defined as failure to comply with the Mt. San Antonio College Student Standards of Conduct (Board Policy 5500 attached) and/or failure to comply with the policies and procedures of individual services that student is using. Failure to comply with the terms stated within each specific service area may result in the termination of that service.

1. -Only services that have been used inappropriately may be terminated in the middle of a semester.
2. -Prior to the termination of a service, the student will be notified in writing with a copy sent to the Dean of Student Services that, unless he/she meets with his/her DSP&S counselor to discuss the area of concern, the service will be automatically terminated fourteen (14) calendar days from the date of the letter.
3. -At the time of the meeting with the counselor, the student will need to sign the Warning of Suspension or Termination Contract which outlines the guidelines for continuing services.
4. -If service is terminated, it will be terminated for the current semester only.
5. -Terminated services may be reinstated during the current semester only on the authorization of a DSP&S counselor, and only if there are extenuating circumstances which warrant the reinstatement of the service.
6. -Reinstatement of services for subsequent semesters will be considered on a case-by-case basis.

LEGAL RESPONSIBILITIES OF DSP&S -

Title 5 Section 56101b of the California Code of Regulations indicate that "a district may adopt a written policy providing for the suspension or termination of DSP&S services when a student fails to comply with responsible use of DSP&S services, service provision policies and measurable progress policies. Such policies shall provide for written notice to the student prior to suspension or termination and shall afford the student an opportunity to appeal the decision. Each student shall be given a copy of this policy upon first applying for services from DSP&S.

SPECIFIC SERVICES GUIDELINES -

A specific service will only be provided to a student who has a verified disability which necessitates the use of that specific service. Authorization for each specific service must be approved in advance by a DSP&S faculty member (Counselor, LD Professor, Instructional Specialist, or Director). To determine your eligibility for these services, arrange an appointment with a DSP&S faculty member by calling (909) 594-5611, extension 4290.

Equipment /Material Loans

1. -Equipment (i.e., tape recorders, laptop computers, Franklin spellers or calculators, assistive listening devices [PFMs], wheelchairs) and material (i.e., notetaker notebooks, tapes, videos, and books) shall not be loaned to a student for any purpose or activity which is not school-sponsored.
2. -Contact the DSP&S office to arrange for an appointment to obtain approval from a DSP&S faculty member to check out equipment or material and to complete the appropriate DSP&S Equipment/Material Release for Students. Assistive listening devices (PFMs) are checked out through the counselor for DHH students, who also witnesses a special PFM contract to be signed by the student.
3. -If equipment or material is not returned at the appropriate time and place or is returned damaged, the student may forfeit his/her rights to future equipment or material loans. A hold will be placed on the student's records and ability to register until arrangements are made to replace or return the equipment or material.
4. -If equipment or material is not returned, the student will be responsible for replacement costs.

Interpreter Services

To establish interpreter services, arrange a counseling appointment with the DSP&S counselor for the Deaf or Hard of Hearing by calling (909) 594-5611, extension 4290 or TTY: (909) 594-3447. ***This must be done each semester.***

1. -Interpreter services will be provided for students with verified documentation of hearing loss by the DSP&S office.
2. -The DSP&S office will contact and assign interpreters.
3. -Two unexcused absences in a row or three unexcused absences during the semester may result in a temporary cancellation of interpreters for classes.
4. -Continued and excessive absences without notification may result in permanent loss of interpreting services for the semester.

Other Services

For other services such as classroom or test accommodations, priority registration, notetakers, etc., the student must contact a DSP&S counselor or other DSP&S faculty for authorization. Certain services, such as converting material into alternate formats have additional conditions the student must abide by. Students need to contact the counselor every semester that the accommodation is needed. Early requests for accommodations are encouraged. Late requests for accommodations may result in delays due to availability.

Contacting the counselor or other DSP&S faculty member at the beginning of the semester will increase the student's chances of success in classes.

SUMMARY OF POLICY FOR SUSPENSION OR TERMINATION OF DSP&S SERVICES

1. -If the DSP&S student fails to meet one or more of the following requirements;
 - a) Abide by the Standards of Conduct (Board Policy 5500 attached).
 - b) Be responsible in their use of DSP&S services and adhere to written services - provision policies adopted by DSP&S. -
 - c) -Make measurable progress towards the goals established in the Student Education Contract or meet academic standards established by the college.
2. -The DSP&S faculty member or Director will mail or hand deliver a letter as well as call the student by telephone to request the student to schedule and attend a meeting with the DSP&S counselor. In the letter and phone call, the counselor/DSP&S faculty member will explain that if the student does not schedule an appointment, DSP&S services may be suspended or terminated because the student has failed to meet requirements. At the appointment, the DSP&S faculty member and student will complete the Warning of Suspension or Termination of DSP&S Services Form.
3. -After the warning, if the student continues to fail to meet one or more of the requirements, the student may be informed in writing that suspension of DSP&S services has been extended or have been terminated.

My DSP&S Info -

My DSP&S Contacts are: - _____

Notes: - _____

My Counselor's Name is: - _____

Disabled Student Programs & Services, (909) 594-5611, Ext. 4290, Fax: (909) 468-3943 -



College Mission Statement

The mission of Mt. San Antonio College is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence.

College Core Values

- **Integrity** – We treat each other honestly, ethically, and responsibly in an atmosphere of trust.
- **Diversity** – We respect and welcome all differences, and we foster equal participation throughout the campus community.
- **Community Building** – We work in responsible partnerships through open communication, caring, and a cooperative spirit.
- **Student Focus** – We address the needs of students and the community in our planning and actions.
- **Life-Long Learning** – We promote the continuing pursuit of high educational goals through equal access to excellence in both teaching and support services.
- **Positive Spirit** – We work harmoniously, show compassion, and take pride in our work.

Mt. San Antonio College
1100 North Grand Avenue -
Walnut, CA 91789 -
(909) 594-5611 -
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