

LEARNING DEVELOPMENT CENTER



STUDENT HANDBOOK

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WHAT IS DPS?

The Disability Programs and Services (DPS) department at Chaffey College is designed to assist qualified students with documented physical, communicative, psychological, or learning disabilities succeed in college.

It is the DPS mission to provide equal access for all students with disabilities, and to insure full integration of students with disabilities with the general college population to the fullest degree possible: maximizing the potential of such students to lead independent and productive lives.

WHAT IS THE LDC?

Chaffey College DPS offers an alternative program for students with disabilities located off-campus. The Learning Development Center (LDC) is a job readiness and job placement program, offering classes and hands-on lab experience, to assist students in successful job placement in competitive employment. The LDC is comprised of three components: Job Readiness, Job Skills Practicum Lab, and WorkAbility III (WAIII).

The primary focus of Job Readiness courses and Job Skills Practicum Lab is the development of skills leading to the transition and retention of students with disabilities in competitive employment. WAIII is a cooperative program between Chaffey College and the California State Department of Rehabilitation (DOR). It is based on an agreement stating that the LDC shall assist in the provision of vocational rehabilitation services including job placement to individuals with disabilities.

ABILITY TO BENEFIT

The ability to benefit from instruction at the LDC is based on the initial criteria for determining eligibility for program services, and verification of measurable progress in curriculum classes offered in the program after the services have begun.

The initial criteria for determining eligibility for LDC services is established based on review of medical and psychological evaluations and case history information that identify the following: functional limitations that are developmental in nature, appropriate adaptive behavior related to health and safety, and appropriate interpersonal socialization skills. The student should have the potential ability to be competitively employed

The assessment of skills and performances according to achievement tests and industrial standards, as well as the completion of goals and objectives; establish verification of measurable progress in curriculum classes. The ability to benefit from instruction criteria is used to evaluate students' status and continuance in the LDC program.

The LDC program is a two-year program; however, a student may be referred for job placement at any time within this period, depending upon successful progress. Continual refusal by a student to accept a job may result in termination from the program.

HOW TO APPLY TO THE LDC

1. Submit an **Online Application for Admissions** to Chaffey College at www.chaffey.edu/admissions.
2. Complete a **tour/pre-intake appointment** at the LDC with the Program Generalist by calling (909) 652-7675. This includes a tour of the facility, an overview of the program, introductions to LDC staff, and discussion regarding expectations, focus & goal of the program.
3. Bring a copy of your psychological/psycho-educational or medical evaluation for **disability verification** that has been completed within the last five years and includes an IQ score to your pre-intake appointment at the LDC.
4. Fill out an **Application for DPS/LDC Services** at the time of your pre-intake appointment.
5. Take the **assessment battery of tests** and bring the results with you to your intake appointment (see #6). This is required of *all* Chaffey College students and may be completed at the main campus or one of the off site locations. You must schedule an appointment for testing by calling (909)941-2116.
6. Complete an **intake appointment** with an LDC instructor. The instructor will review your psychological/psycho-educational or medical evaluation and determine whether or not the program will be appropriate for you. To schedule an appointment call (909)652-7675.

POLICIES & PROCEDURES

Hours

Chaffey College classes are conducted on a semester schedule. The program is open entry-exit, which means that a student can enroll at any time throughout the semester. If a student enrolls after the 3rd week of school, they may only sign up for non-credit classes.

Our program hours are Monday through Friday, 7:30 a.m. – 4:30 p.m. Classes are typically scheduled Monday through Thursday, 8:30 a.m. – 2:30 p.m. for first year students & an additional class on Friday, 8:30 a.m. – 10:30 a.m. for second year students only. The student lounge is open from 8:00 a.m. – 3:00 p.m. Students are required to plan their transportation accordingly, and will be required to wait outside if they arrive any earlier or leave later than these student hours.

A class schedule will be issued at the intake appointment, which will indicate the specific days and times of classes.

Breaks

Your class schedule will indicate your lunch break or a break will be given at your instructor's discretion. ***Students may leave the campus for breaks or lunch on their own. Supervision by staff is minimal if students are eating lunch on the premises.***

Supervision

The LDC operates on the same guidelines as the other Chaffey campuses. ***Students, regardless of disability, are free to move about the campus or community unsupervised during breaks and lunches.*** In most instances, there is a qualified staff person on the premises Monday through Friday, 7:30 a.m. and 4:30 p.m. to address any emergency that may arise.

Transportation

Transportation is not provided. However, OmniTran Bus #68 stops directly in front of the building every half hour. The Access Bus system also provides door-to-door service. Call 1-800-990-2404 to make arrangements. Have your class schedule available.

ATTENDANCE

Upon the completion of registration, you may begin attending class. Assessment test results must be brought to the LDC on the first day of attendance for verification that registration and testing have been completed.

The LDC conducts credit classes. Each requires regular attendance and punctuality. Students are reminded that their attendance and punctuality will be counted and used as assessment for job readiness. All absences *must* be phoned into the office (909)652-7675. If possible, leave a message the night before or the morning prior to class. No-call and no-shows are unexcused absences and will go against a recommendation for job placement.

In addition, it is important to be on time to all classes, labs and appointments. A negative record of tardiness will go against a recommendation for job placement.

Students must complete 54 hours of credit classes per semester in order to earn 1 unit of credit. Students will receive a "No Credit" if they do not achieve this goal and will be placed on academic probation. For a 2 unit class, 108 hours of credit class are required.

The Job Readiness courses offered at the LDC are neither degree applicable nor transferable.

YEARLY SUMMARY

Upon the completion of each academic year, a yearly summary is made available to each student. The purpose of this report is to evaluate student's progress in the LDC program. It is recommended that students share these reports with significant others.

STAFF MEETINGS

Periodically, the staff meets to discuss student's progress and other relevant issues. In addition, other meetings are held throughout the semester, related to programmatic and student needs. Students attend classes during these meetings and work independently on class material which instructors have prepared.

CREDIT CLASSES

1 or 2 units

Basic Skills for Job Readiness

- Money Management
- Job Success Skills
- Interpersonal Awareness
- Current Events

Problem Solving for Job Readiness (Job Skills Practicum Lab)

- Self-paced lab course
- Job readiness assessment
- Job skills development and training
- Appropriate work behaviors/attitudes

Job Placement

- Online Computer Job Search
- Job search skills
- Performance expectations and social behaviors
- Community implementation of learned skills and behaviors

NON CREDIT CLASSES – WAIII

A student must be a Department of Rehabilitation client to qualify for the WAIII phase of the LDC program. (Students entering the program are not required to be a DOR client.) Typically, second year students are referred to WAIII. They will be assisted with the referral process.

Job Club & Job Search Preparation Class

- Job seeking skills including applications, resumes & interview skills
- Instruction and support in job search techniques
- Online computer job search
- Motivation & confidence building
- Community integration
- Participation in an independent job search

STUDENT RESPONSIBILITIES

TITLE v, SECTION 56010

Students receiving services or instruction from the Disability Programs & Services shall:

1. Be actively enrolled in Disability Programs & Services.
2. Disclose any health conditions which may affect the safety of themselves, staff, and/or other students of the college.
3. Make measurable progress toward the goals established in the Student Educational Contract (S.E.C.) or, when the student is enrolled in a regular college course; meet academic standards established by the college pursuant of subchapter 8 (commencing with Section 55750) of chapter 6 of this division.
4. Display respectful and/or non-offensive behavior toward staff/students.
5. Notify DPS of any change of address.
6. Responsibly use DPS equipment and/or services.
7. Comply with the student code of conduct adopted by the college.

Prohibited Conduct

Any violation of Federal and State law, for example:

1. Cheating, plagiarism, or submitting work for a class that is not a product of the student's own effort, Education Code Section 76037;
2. Failure to pay just debts, such as fines or loans, and failure to return borrowed property, following reasonable attempts by the college to retrieve same;
3. Disorderly, lewd, indecent, obscene, or offensive conduct (by current legal definition) on college property or at college-sponsored or supervised functions, Administrative Code Section 41301-41304;
4. Failure to comply with directions of college officials acting in the performance of their duties, including disobedience and defiance of the authority of such officials, Education Code Section 76041;
5. Hazing, Education Code Sections 32051, 32052;
6. Gambling on college property, Penal Code Section 330;
7. Reckless driving on college property, Vehicle Code Sections 360, 670, 23103, 23105;
8. False accusations or malicious unfounded charges against any other student or staff member of the district.

SUSPENSION AND/OR TERMINATION OF SERVICES PROCEDURE

In conjunction with Title 5 Section 56010 of the Education Code and Chaffey Student Code of Conduct, DPS services may be denied to students for any of the following reasons:

1. Abuse of staff, physical or verbal assaults on employees.
2. Abuse of equipment, willful damage to college property.
3. Misuse of equipment, such as using department computers to access pornographic or otherwise forbidden web sites.
4. Refusal to repay the department for lost, stolen, or damaged property.
5. Repeated failure to notify the department when services are not needed on a given day for example when the student is absent and fails to notify us that trams will not be needed that day.
6. Failure to notify the program that services provided for any given class will no longer be needed for example, failing to tell us that accommodations provided for a class will no longer be needed because the class was dropped.
7. Repeated missing of appointments without calling in to cancel or reschedule.
8. Failure to complete the department paperwork for the term in which the services are requested.
9. Selling DPS provided computer disks, tapes and/or note disks to others.

For relatively minor infractions, especially involving numbers 3 through 8 above:

INFORMAL LEVEL: The student will be informally notified that his/her behavior is a problem by the appropriate staff; this warning will be noted in the student file. If the violation involves a single service, that service will be denied for this rest of that day.

FORMAL LEVEL 1: If the behavior continues or if new behaviors become problems, the student will be required to see a Resource Specialist who will discuss the problem with the student and present him/her with a written notice that continuing any of the behaviors listed may result in suspension of services.

FORMAL LEVEL 2: If difficulties continue, the student will be required to meet with the DPS Coordinator who will discuss the problem with the student and will provide him/her with a written statement that any continued problems may result in immediate suspension of services.

FORMAL LEVEL 3: If difficulties continue, the student will be required to meet with the DPS Coordinator who will notify the student in writing that services will be suspended immediately.

FORMAL LEVEL 4: If, after the end of a period of suspension, difficulties continue, the student will be required to meet with the DPS Coordinator who will notify the student in writing that services will be terminated immediately. This termination will be considered permanent.

STEPS TO SELF ADVOCACY

1st Step to self-advocacy is to say to yourself, “I am the one who is responsible for my success.”

2nd Step is to ask yourself, “How does my disability affect me as a student? How do I explain my disability to others? What are my abilities and how can I use them to lead me to success?”

3rd Step is to develop good communication skills to request accommodations and services. Successful students plan ahead so they can effectively explain their needs.

4th Step is to recognize when you need help and to ask for it.

5th Step is to be organized. It relieves stress and demonstrates good planning ability.

LAWS THAT PROTECT THE RIGHTS OF ADULTS WITH DISABILITIES

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.

Section 504 – Rehabilitation Act of 1973:

“No otherwise qualified handicapped individual in the United States shall, solely by reason of his/her handicap, 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...”.

Americans with Disabilities Act of 1990:

Extends universal civil rights protections to individuals with disabilities, covering public and private sector employment, public accommodations, transportation, and telephone communications.

DIFFERENCES BETWEEN HIGH SCHOOL & COLLEGE

High School	College
Special education teachers act as liaisons between the students and other teachers, administrators, and sometimes parents	Student is responsible for his / her own self-advocacy
Fewer social distractions	More social distractions
Classes generally meet everyday	Classes meet less often
Classes are more structured – step-by-step instructions given	Tasks are less structured and students are held responsible for developing a method to complete classes
Attendance and progress are well monitored	Attendance and progress may not be monitored – time management and organizational skills are critical
Help is readily available – students do not have to seek it out	Students must independently seek help using effective communication skills
Students generally have fewer responsibilities	Students generally have more responsibilities (family issues, jobs, etc.)
Career decisions are not expected	Students are expected to know what they want to do with their lives
Students are assisted with decisions or decisions are made for them	Students are expected to make more independent decisions
Evaluations are done by others and student relies external motivators	More self-evaluations and motivations must be internalized
The student is required to go to high school, so s/he will be kept in school with even low grades and poor attendance	College is not required – the student can be put on probation or dismissed from the college for bad grades and dismissed from a class for poor attendance
If the student's behavior is bad, the high school is required to find alternate ways to deliver the education	Inappropriate behavior in college will not be tolerated – a student can be dismissed from a class or the college as a whole for inappropriate behavior
The high school is responsible for finding students with disabilities and verifying the student's disability	The student is responsible for self-identifying as a person with a disability and for providing verification of that disability

Interested persons are invited
to call the LDC at (909)652-7675
for more information.

The facility is located at
9375 Ninth Street
Rancho Cucamonga, CA 91730.

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*Available in alternate format upon request.