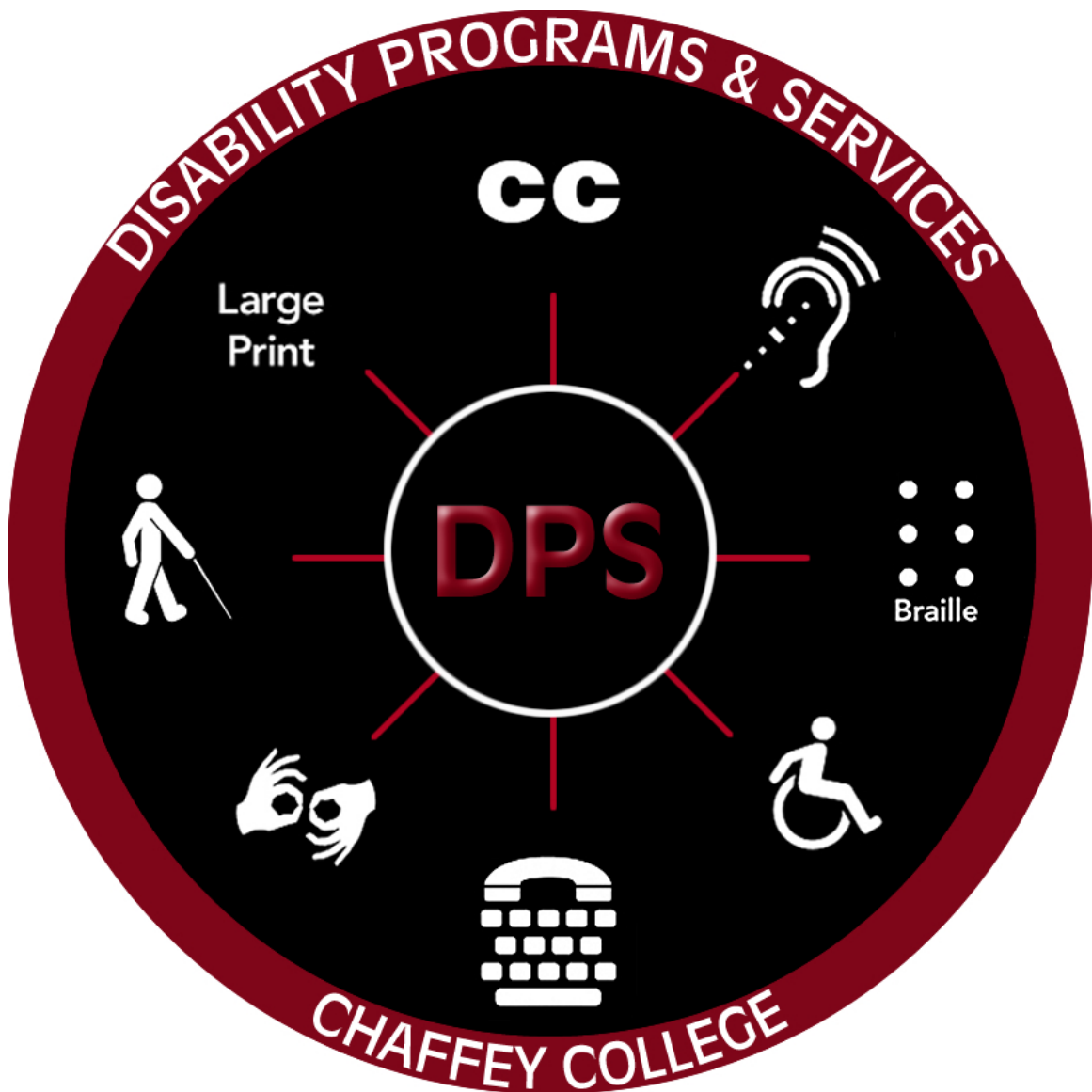




Chaffey College

DPS Student Handbook



STUDENT HANDBOOK

A Guide for Students with Disabilities at Chaffey College

This publication is designed to help students with disabilities find success in college.

Chaffey College
Disability Programs & Services

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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 SERVICES ARE PROVIDED BY DPS?

There are many services available through DPS. Which specific services are offered to each student will vary with the nature and severity of the disability. Some examples of services include:

Specialized Counseling

Priority Registration

Registration Assistance

Assistance with requests for Course Substitution

Assistance with arranging for course accommodations

Classroom Services

- Peer note taking
- Assistance with test taking
- Sign language interpreters
- Tape recorder loan

Adapted Technology Services

- Computer assisted reading and writing
- Text and print enlarging
- Text recording and e-text
- Text brailing

Mobility Services

- Courtesy trams
- Electric wheelchair loans
- Campus orientation

KEY DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE

High School	College
Most learning is done in the classroom with the teacher's guidance – learning is primarily the teacher's responsibility	Most learning is done at home using the texts, handouts, and lecture notes – the student is responsible for his / her own learning
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
Instruction is more experimental – the teacher may change styles if the students do not understand	Instruction is more often provided via lecture
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
Grades are based on a variety of activities	Grades are often based on fewer tasks or larger projects
Attendance and progress are well monitored	Attendance and progress may not be monitored – time management and organizational skills are critical
Instructors prepare the students more thoroughly for exams	Students are left largely to their own devices for exam preparation
Exams tend to be objective	Exams tend to require more writing
Help is readily available – students do not have to seek it out	Students must independently seek help using effective communication skills
Smaller workload and slower pace lead to reduced stress	Increased workload and faster pace lead to more stress
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 on external motivators	More self-evaluations and motivations must be internalized
Public high schools pay for the text books – the student must return the texts at the end of the term	The student must buy his / her own text – this can often cost several hundred dollars per term – the student can keep the book at the end of the term or sell them back for a small percentage of what s/he paid for them
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

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.

CHECKLIST FOR DPS APPLICATION

The DPS office is the campus office responsible for determining and providing appropriate academic accommodation for students with disabilities. In order for the disability support office to determine a student's eligibility for services and to provide services, the following steps are recommended:

Apply to the college

- Fill out a college application for admission online. Go to www.chaffey.edu click on application.

Go through the Assessment, Orientation process at the college

- In this process you will take reading, writing, and math testing so that we can see your basic skills levels and receive counseling from the college counseling department.

Apply for financial aid

- Pick up a financial aid packet from your high school counselor's office or contact the college financial aid office early to apply for financial aid. Investigate the Board of Governors Fee Waiver (BOGFW).

Apply for the Disability Program and Services department

- You will need to fill out some forms and verify your disability (see the next section for the specifics of disability verification).

Make an appointment with a DPS Resource Specialist

- Make an appointment to meet your disability support office counselor/specialist to complete intake procedures, discuss accommodations, and plan classes.

Register for classes

- Instructions will be given to you by the DPS Resource Specialist (instructions can also be found in the schedule of classes). Be prepared to pay all fees by the due date. If the Department of Rehabilitation pays your fees, be sure to ask your DR representative for the procedure.

Buy textbooks

- Books are expensive. Visit the campus bookstore for specific prices. If the Department of Rehabilitation pays for books, contact your DR counselor for the appropriate form and procedure.

VERIFICATION OF DISABILITY

Verification is written proof that a current disability exists. **Verification of the disability is the responsibility of each student seeking accommodations and services.** The verification must be provided by a licensed professional in the disability related field. Services and accommodations are authorized after the formal verification of a current disability.

APPLICATION PROCESS TO RECEIVE DISABILITY SERVICES

High school students frequently think they are automatically eligible for disability support services at the college level. It is important to understand that this is not true. Under Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, you must take the following steps:

1. Complete an application for services.
2. Formally disclose and name your disability.
3. Provide current written verification that:
 - a. Names the disability
 - b. Identifies educational limitations that the disability causes.
 - c. Identifies reasonable accommodations.
4. Documentation verifying the disability must be recent and from a professional.
 - a. Physical, health and psychological disabilities will require documentation from a medical professional appropriate to that disability.
 - b. Learning disabilities and speech and language disabilities require a recent assessment. Your high school Psychologist's Report is usually the easiest way to provide LD and speech-language verification.

If you believe that you have a learning disability, but this was not diagnosed in high school or by a private psychologist, DPS is able to give you a series of tests that will establish whether or not you meet the requirements of the California Community College Disabled Students department definition of a learning disability. (The college does not diagnosis a learning disability).

According to federal law, you must be able to identify the reasonable accommodations you want to request from the college. This means that you must advocate for yourself to receive accommodations. To assist you with this, the DPS Resource Specialist might suggest that you enroll in one class, DPS 534, which deals with your legal rights and self-advocacy. The next sections provide some quick suggestions for self-advocacy and protecting your rights.

STEPS TO SELF-ADVOCACY

Self-advocacy is the ability to identify and explain your needs

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.

Here are some helpful hints:

- 1) Use a day planner to record appointments, class schedules, work schedules, exam dates, and assignment due dates.
- 2) Plan a reasonable school, study, social, and work schedule. Allow time for rest and recreation.
- 3) Establish a regular study schedule and study at least 2-3 hours for each hour you spend in class.
- 4) Organize long-term projects in a step-by-step manner. Schedule deadlines for each step in your day planner.
- 5) Arrive to class on time with homework and assignments completed.
- 6) Discuss and arrange disability services and accommodations with your instructor and the disability support office at the beginning of each semester.

Now take some time to think about explaining your disability and accommodations to a professor or your counselor. What would you say? Please fill in the blanks below:

My disability causes the following problems in learning: (e.g., difficulty taking notes, finishing test on time) _____

These problems mean I would like: (list the accommodations you will request) _____

PROTECTING YOUR RIGHTS

Legal rights for adults with disabilities

Protection of rights for people with disabilities began with the Civil Rights Act of 1964. Since then, two important laws, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, have been enacted. What do these laws provide to you as a college student?

- Both laws prohibit discrimination solely on the basis of a disability.
- Both laws require a college to provide reasonable accommodations so that a student with a disability has equal opportunity to take part in a college's programs, activities, and courses.

Student responsibilities:

As a student with a disability you:

- Must identify your disability and present verification of your disability from a qualified professional to either the disability support office or your professor.
- Must request the appropriate accommodations you want from your professor and give reasonable time to arrange them.
- Must comply with the student code of conduct adopted by the college, and other applicable statutes and regulations related to student conduct.
- Must monitor your grades in classes and ask for help at the first sign of a problem

Institutional responsibilities:

The college or university:

- Must provide reasonable accommodations based on the limitations of the disability. The institution may not discriminate against you solely on the basis of your disability.
- Is not required to provide the accommodations you request. The institution does have to negotiate reasonable accommodations. The accommodations may not cause an undue financial burden to the institution.
- Is not required to alter admissions or graduation requirements, or change the basic fundamental elements of an individual course. This policy is specially defined in both Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

STUDY SKILLS

There are several things a student can do to improve his/her performance in college. Probably one of the most important would be to take a class in study skills. The DPS Resource Specialist will suggest that you take one of three campus study skills classes:

DPS 550: Basic Study Skills for Students with Disabilities

Guidance 2: Essentials of Student Success

Guidance 503: Orientation to College

Which one will be suggested will depend on the nature of your disability and your basic skills abilities, especially your reading ability.

Even before you take these classes there are a few study skills techniques you should consider.

A student must be able to plan his/her time effectively in order to survive in college. The student could also find using a cassette recorder very beneficial. The student also needs a method for reading texts efficiently. The following pages contain suggestions for developing these three study skills.

TIME PLANNING

A key aspect of student survival is careful time planning.

In high school, most of your learning is done in the class, but in college most of your learning is done at home. This makes planning your study time critical. There are some guidelines you can follow in planning your time.

The Basic Rule

The standard rule of time planning is, provide at least two hours of study for each hour of class. This means that if the class meets 3 hours per week, you need to plan to have six hours available per week to study.

Be sure to consider all times you have available. Breaks between classes can be used very effectively to study. Be sure to plan study time throughout the weekends and "days off."

A good way to do this is to have a time sheet available like the one on the following page. First block off scheduled classes, times for family obligations, your job, times for religious commitments, and times for anything else you must do each week. Then try to block off the remaining times into logical study sessions. Actually state which class material you will study in each session (if you just use the word "study" you will tend to study the classes you like the most and neglect the others). Do not forget to include all seven days and breaks between classes.

You need to plan regular study breaks. Most of us have difficulty going for more than fifty minutes or so in straight studying. A good rule is to plan for fifty minutes of studying followed by a ten minute break. You will need to pay careful attention to your performance here - some people can go more than fifty minutes and remain effective, but some can only go thirty minutes or so. You may need more frequent breaks (especially if you have ADD, ADHD, chronic fatigue syndrome, or some other disability that reduces your ability to concentrate or your endurance).

The Basic Rule Extended

When you are dealing with a subject you know you are poor at, be sure to allow at least three hours for each hour of class. If, for example, you know you are very weak in English, be sure to allow at least nine hours of study for each three hour English class.

Rewards

Adults are not all that different than children when it comes to rewards. Kids can be trained to do any number of things if they are rewarded for doing them. It is good to examine your own values and desires to create a series of rewards you can use to inspire yourself to keep working. These are very personal - something that one person finds very rewarding another may hate. Think about yourself and your values, and create a set of rewards you can give yourself after you have completed an effective study session or a major assignment.

Time Sheet

Use a sheet like the following to plan your times.

TIME PLANNING SHEET

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00							
7:30							
8:00							
8:30							
9:00							
9:30							
10:00							
10:30							
11:00							
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9:00							
9:30							
10:00							
10:30							
11:00							

CASSETTE RECORDER USE

One of the most important tools you can possess is a good **cassette recorder**. You must use a battery-operated recorder (it is unsafe to string a power cord across an aisle in a classroom). Ideally this recorder would include a counter to help you find a specific place on the tapes. There are many uses one can find for these recorders:

Lecture Note Taking

If you have difficulty taking lecture notes, you might find it useful to tape the lectures. This is also very useful if you have a lecturer who simply speaks too quickly for you to keep up. If you intend to tape record, you need to ask the instructor's permission before you do so. Virtually all instructors will allow taping, and some will actively encourage it, but you need to have this taping approved in advance.

If you have a verified disability that makes note taking a problem, we can compel a reluctant instructor to allow such taping, but we try to avoid this: such force tends to give the instructor an attitude that could be unfortunate. Generally it is best to discuss your intention with the instructor before you register, so that if s/he refuses, you can select a different instructor.

If you do not have a documented disability that makes such an accommodation appropriate, there is nothing we can do to force a reluctant instructor to allow you to tape.

When taping a lecture, try to take lecture notes if this is physically possible for you. If you do not try to take notes, your mind will tend to wander, and you will not get the full advantage of sitting through the lecture the first time. A major problem with relying on tapes of the lectures is that you lose the body language clues to the importance the lecturers may give; you also lose all the information written on the board. In addition, trying to take notes on a lecture you are taping will allow you to practice note taking without worrying about missing anything.

Having a counter on the recorder can be very useful. While taking and taping lecture notes, if you find yourself getting lost, you can look at the counter and see where on the tape you are. Simply write down the number on your paper and leave some room to fill in what you missed. Then try to get back into the lecture so that you do not miss anything else that is important. If you have written the number, you will not have to listen to the whole lecture again to get to your problem area (hearing the same lecture over and over can be extremely sleep inducing).

Do listen to the entire tape once and follow along with your notes, filling in any missing information and correcting any errors you have made.

If you are unable to take notes because of a disability, there is something you can do with the tapes to reduce the amount of material you have to listen to again. This technique is done most easily with two tape recorders, but it can be done with one. What you should do is listen to the lecture again, and when you hear something important, record it in your own voice, in your own words, on another tape. Many unnecessary things will be said during lectures (at least unnecessary from the point of view of knowing them for the next test), and if this excess information can be eliminated from the tape, you will have much less to listen to for test review. It is best to use your own voice because the language processing needed to do this will help you learn the material (using different language modalities is important in memory building). It is best to put it in your own words because all of us have different

language structures and ways of thinking, and you will learn information in your own structure more easily than others; also, the act of translating it into your own words forces you to really think about the information.

If the nature of your physical disability makes it impossible for you to speak clearly enough to tape, the two tape technique can still be used to condense the material (you will really need two recorders to pull this one off). What you could do is listen to the lecture and then record significant ideas from the lecture tape to a blank tape directly, using the instructor's voice. This does not have the advantage of restating it in your own words and your speech modality, but it is a technique that at least means you will not have to listen to all of the lecture (and its irrelevancies) over and over again.

If you are going to tape, be careful to label the tapes so that you know what class it is for and what the date of the lecture was. If you do not carefully label, you will end up with a mass of unknown tapes. Also, just to be careful, do not erase any tapes until all testing on that section has been completed (including the final exam).

Also, be sure you have extra batteries with you just in case yours die in mid-lecture.

Listening to Prerecorded Texts

Students with significant visual difficulties and some types of learning disabilities can qualify to get their texts on tape from Recordings for the Blind and Dyslexic. If you feel you can qualify for this, discuss it with the people in Disabilities Programs and Services (DPS), and they will help you get the required forms.

If you do use these tapes, consider using the two-tape technique outlined in the note taking section to rephrase the information in your own words and condense what you have to listen to when reviewing (most visually impaired students also learn "speed listening" which allows them to listen to the tapes at an increased speed - with practice many people can do this to speed themselves up).

Once again, if you are unable to record in your own voice, you could do direct tape-to-tape recording to condense the information into a more useful format for test review (having to listen to an entire 800 page book the night before the final would create major problems).

Review for Tests

One way some students review for tests is to further condense the information on the lecture tapes and the text tapes. If you do this, you would probably want to condense the information from the lectures and the texts onto one tape. This requires you to really organize things to get them to fit together.

You then listen to this tape every chance you get: cleaning the house, washing dishes, walking the dog, riding in the car, etc.

Paper Writing

Many students who have difficulty getting their ideas on paper find that they can say those ideas. You may find that you can record your ideas and then write what you have recorded. This technique will not help your spelling and grammar problems, but it can at least help you get your ideas out.

Note: If you think about it, there are probably many other uses for which you could utilize a cassette recorder. It is worth the investment.

SQ3R Reading & Study Method

When you set out to read a text book for class, following a reading strategy can greatly increase your speed of reading, your understanding, and your retention of what you read. SQ3R is a five step process for attacking texts:

1. Survey
2. Question
3. Read
4. Recite
5. Review

Learning this process can help you to know what is important, learn that information, remember the information, and review efficiently for tests.

Steps to Follow

Steps 1 & 2: Survey and Question

These two steps are done together.

These two steps will show you what is important in the reading and will help to increase your concentration and comprehension. When you Survey,

1. Read the Title, both the title of the book and the title of the chapter. To become more actively involved in the reading, ask yourself questions about what is in the titles. Something as simple as, "What does the author mean by that?" is enough.
2. Read the Subheadings. Most texts will have chapters which are divided into sections, and each section has its own title. These are the subheads that show you how the chapter is organized and what the key points are that will be developed. By turning the subheadings into questions you can focus on the key points.
3. Read the Illustrations. Don't simply look at the illustrations, study them. There must be some reason why this illustration was used in this place, try to figure out why. Ask yourself, "Why did the author use this?" "What does the author want me to see here?" "What does this tell me about the subject of this chapter?" There are many other questions you could use, but the idea is to focus on what it was that made this illustration important enough for the author to use it.
4. Read the Opening Paragraphs or Chapter introduction (if there is one). The chapter introduction will tend to quickly summarize the key points that are going to be developed in the chapter. Again, remember to ask yourself questions.
5. Read the Closing Paragraphs or Chapter Summary (if there is one). It seems strange to read the chapter summary before you actually read the chapter (it might even seem like "cheating"), but this is the place the author states the key points of the chapter. If you read this first, it will help you remember the key factors when you actually read the chapter. Again, remember to ask yourself questions.

6. Skim Through the Chapter. Look to see if there is anything else the author has provided to help you understand the material. For example, some authors include definitions of key terms in the margins. See if there is anything that can help. Once again, don't forget to ask yourself questions.

Step 3: Read

Now you read to answer your questions. If you have asked questions of the material, this step should be an active search for information. The Survey and Question steps sound like they will take a lot of time, but they should take only 15 - 20 minutes, and you will make up that time and more when you read; you already know what is important. You will also remember more because it is like you have read it two or three times.

Step 4: Recite

After having read the material, you now want to set up the information into a form that you can review easily. The most effective way to do this is to use a set of 3 X 5 cards. On the front side of the cards you want to put key main ideas (one per card) in your own words. On the back side of the card, list the key supporting details that go with that idea. These details should also be in your own words. For example, in a class in American History, a main idea might be something like, "There were six main causes of the Civil War." This should be placed on the front of the card. On the back you would list the six causes. In a history class there may be dates you need to learn. Put the date on the front of the card and what happened on that date on the back. In many classes there are terms you must learn. On the front of the card put the term and on the back put the definition in your own words.

It is critical that you put the information in your own words. We all think differently, and, because we have been raised differently and have different life experiences, we have different language structures. You will remember your own words more easily than anyone else's. Also, the act of translating the author's ideas into your own words has really made you deal with the ideas.

If you have the type of class in which you will have to repeat things in the exact words used by the author (or the instructor), it will usually be much easier to learn those words if you understand the ideas in your own words first.

You do not have to do this on 3 X 5 cards (it could be done, for example, on sheets of note book paper), but these cards have many advantages: they are very portable, they can be shuffled to insure that the answer to a previous item does not somehow "give away" the answer to this item, and they are reversible, allowing you, for example, to look at a term and come up with the definition, and, later, look at the definition and try to come up with the term.

Step 5: Review

To review efficiently, look at the front of the 3 X 5 card (the one with the main idea) and see if you can remember the information on the back (the supporting details). For example, look at the card stating that there were six causes of the Civil War and then try to list those six. Later, reverse the process, looking at the details and seeing if you can state what the main idea is: "These six things are all examples of what?" If you can do this process both ways, you are probably ready for any test question that could be created.

This card system with the two-way review can be very effective for learning a foreign language.

It is important to remember that reviewing should be a continuous process. Don't save it all until the night before the test or you will be buried in cards. Each day you should review some of the older material, and each week you should spend at least an hour for each class reviewing everything in preparation for the final exams.

THE CHAFFEY COLLEGE COURSE NUMBERING SYSTEM

At Chaffey College you will find classes such as Reading 530, History 17, and Math 410. The numbers attached to these classes have meanings that are important when you are planning classes. The following table is a way of explaining what the course numbering system.

CHAFFEY COLLEGE CLASS NUMBERS AND THEIR MEANING

An Example Class	The numbering system
History 17	<p>A course numbered between 1 and 99 is</p> <ol style="list-style-type: none"> 1. Transferable 2. Degree Applicable <p>These classes are full college-level classes and are recognized as such by transfer schools.</p>
Math 410	<p>A course numbered between 400 and 499 is</p> <ol style="list-style-type: none"> 1. Not Transferable 2. Degree Applicable <p>These classes are less than full college level, but Chaffey would still allow you to use them for a Chaffey degree.</p>
Reading 530	<p>A course numbered between 500 and 599 is</p> <ol style="list-style-type: none"> 1. Not Transferable 2. Not Degree Applicable <p>These classes are considered to be less than college level. They are used to prepare the student with weaker skills for the college classes. They do have units, so they can be used toward a full-time student status.</p>
Disability Programs & Services 651	<p>A course numbered between 600 and 699 is</p> <ol style="list-style-type: none"> 1. Not Transferable 2. Not Degree Applicable <p>These are classes used in a few areas of the campus for such things as tutoring and other student assistance. They have zero units, so they cannot be used toward full-time status</p>

FREQUENTLY ASKED QUESTIONS

1. **Must I be a part of DPS to receive the services I need for my disability?**

No, membership in DPS is voluntary, but it is usually easier to work through the program for accommodations because the staff is specifically trained in analyzing your needs. Should you not desire to be a part of DPS but still require services, you will need to contact the college's 504 Compliance Office.

2. **If I do join DPS, what would my responsibilities be?**

The student needs to meet with a Resource Specialist and complete a certain amount of paperwork once each term. You also are obliged to treat persons in campus with respect and use the department equipment properly. You are also required to return any equipment borrowed at the end of the term.

3. **I have a disability that makes it very difficult for me to sit still during class and to behave in an appropriate manner. Must the college accept these behaviors because they are caused by my disability?**

No, the college is not required to tolerate misbehavior by a student, regardless of disability. Because college is voluntary, the college is not obliged to tolerate misbehavior.

4. **What happens if I cannot get a doctor to verify my disability?**

We can only serve students who have medical and or psychologist verification of their disabilities. The only exception may be certain physical disabilities which are clearly visible, such as amputations.

5. **Must my instructor provide the accommodations I want?**

The instructor is required by law to make "reasonable" accommodations. The key is in defining what is "reasonable." The instructor is not required to make any accommodations that would alter the "essential nature" of the class. If the instructor will not meet your needs, there is an appeal process in place that allows you to request accommodations (see a DPS Resource Specialist for details).

6. **How can I get more information?**

Go to the DPS web site: www.chaffey.edu/dps/

ARE YOU READY FOR COLLEGE?

A SELF QUIZ FOR EVALUATING YOUR READINESS FOR COLLEGE

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

- | | <u>Yes</u> | <u>No</u> | |
|-----|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | I am self-motivated to study. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | I need someone to push me to study. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | I do not hesitate to ask questions in class. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | I hesitate to ask in class. |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | I complete assignments on time. |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | I put off assignments and do not complete them on time. |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | My class notes are organized and complete. |
| 8. | <input type="checkbox"/> | <input type="checkbox"/> | My class notes do not make sense when I review them. |
| 9. | <input type="checkbox"/> | <input type="checkbox"/> | I pay attention even if a class is not interesting. |
| 10. | <input type="checkbox"/> | <input type="checkbox"/> | I frequently tune-out when a class is not interesting. |
| 11. | <input type="checkbox"/> | <input type="checkbox"/> | I avoid studying subjects I do not like. |
| 12. | <input type="checkbox"/> | <input type="checkbox"/> | I study all my subjects, whether I like them or not. |
| 13. | <input type="checkbox"/> | <input type="checkbox"/> | I practice good time management. |
| 14. | <input type="checkbox"/> | <input type="checkbox"/> | I frequently don't plan my time and do not finish tasks. |
| 15. | <input type="checkbox"/> | <input type="checkbox"/> | I recognize that success or failure is up to me. |
| 16. | <input type="checkbox"/> | <input type="checkbox"/> | I believe success is a matter of luck. |
| 17. | <input type="checkbox"/> | <input type="checkbox"/> | I have good computer/word processing skills. |
| 18. | <input type="checkbox"/> | <input type="checkbox"/> | My computer/word processing skills are weak. |
| 19. | <input type="checkbox"/> | <input type="checkbox"/> | I accept that my disability poses challenges, but I seek opportunities to overcome them. |
| 20. | <input type="checkbox"/> | <input type="checkbox"/> | I focus on my disability limitations and avoid challenges. |

Check your responses. A "yes" on odd number responses reflect important steps you have already taken toward success. A "yes" on even number responses indicate areas you need to improve. Highlight those that need improvement and start making changes today toward a successful college career.

GLOSSARY

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

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

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.

Degree Applicable: Classes that can be counted toward a degree at the college (but which may or may not be transferable to a 4-year college).

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

DSPS: Disabled Students' Programs & Services

DSS: Disabled Student Services or Disability Support Services

OSD: Office for Students with Disabilities

DPS: Disability Programs and Services

DR: 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.

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

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

Full Time Load: the number of units it takes to be considered a full-time student for financial aid, insurance, and other things (12 units at Chaffey)

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

GPA (Grade Point Average): The usual measure of student success (4.0 would be an "A" average, 3.0 would be a "B" average, 2.0 would be a "C" average, etc.)

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

IEP/Individual Education 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.

Learning Disability: A persistent condition 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

SEC/Student Education Contract: A required community college plan of study for students with disabilities developed by disability support office and the student.

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 report.

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

Student Code of Conduct: Defines expected behavior of a college student and consequences. 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, condition and benefits of employment, including vacations, pensions, and seniority.

Transferable: Refers here to classes that are considered full college level classes and which can generally be transferred to a 4-year college.

Units: Classes at the college are valued in units. Generally speaking, the units a class has refers to the number of hours the class meets per week (for example, a 3 unit class meets 3 hours per week). Some classes have to meet more than one hour to get one unit; for example laboratory classes tend to meet 3 hours per week for each unit.

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.