

SPECIAL SERVICES

STUDENT INFORMATION HANDBOOK



DISABLED STUDENT PROGRAMS & SERVICES

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT BOARD of TRUSTEES
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SADDLEBACK COLLEGE: Dixie Bullock, President

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This handbook is available in alternate format upon request. Please call (949) 582-4885.

SPECIAL SERVICES (DSPS) PEOPLE AND PHONE NUMBERS

When contacting anyone by phone, you may be asked to leave a message on the voicemail system. So that your call can be returned, please leave a detailed message, your name, a phone number where you can be reached and a good time to call you back. Please call Special Services for appointments and general information.

Special Services
Department

SSC, Room 113
949-582-4885
949-582-4833 (TDD)
949-347-1526 (Fax)

Lise Telson, Vice President
of Student Services, ADA/540 Officer
Jerilyn Chuman,
Dean of Counseling Services
& Special Programs
Randy Anderson,
Director of Special Services,
Speech-Language Pathologist

Maryam Azary, Counselor
Zina Boratynec, Counselor
Diane Crary, Learning Disability Specialist
Linda Daily, Associate Faculty
Brian Geier, Associate Faculty
Tracy Goldberg, Associate Faculty
Ron Hastings, Adapted P.E. Instructor

Gail Hooper, Learning Disability Instructor
Loma Hopkins, Counselor
Michelle Johnson,

Special Services Hours:

Monday through Thursday
8:00 a.m. – 4:30 p.m.
Friday
8:00 a.m. – 3:00 p.m.

Learning
Disability
Assistant
Larry Luby,
Associate
Faculty
Sylvia Mejia,

Counselor Assistant
Mary Mettler, Associate Faculty
Ann Novick, Associate Faculty
Anne Rocha, Senior Administrative
Assistant
Amy Russell, Special Services Assistant
Marlene Sais, Administrative Assistant I
Mike Sauter, Alternate Media Specialist
D.J. Thornton, Specialist Aide



If you need services or assistance outside the posted hours, please leave a message at (949) 582-4885 or visit our website at: <http://www.saddleback.edu/serv/couns/dsps>

MESSAGE FROM THE DIRECTOR

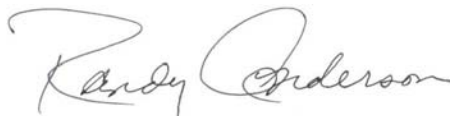
Dear Special Services Student:

The Department of Special Services would like to take this opportunity to welcome you to our program. It is our sincere hope that our services will enhance your educational development, help you meet your academic goals and encourage you to become an advocate for yourself and other students with differences. Advising, counseling, adapted equipment, accommodated testing and other services are available but you must request these services. It is important to meet with our professionals to review your strengths, educational limitations and accommodation needs each semester that you are enrolled in classes. We hope this Information Handbook will help you take full advantage of all the programs and services offered here at Saddleback College.

The College Catalog is available at the Saddleback College Bookstore. The Schedule of Classes is available in the Bookstore, Student Services Center, Room 134 and in Special Services. Financial aid information is available in Student Services Center, Room 106.

We strongly encourage you to take this opportunity to review the information in this handbook. If you have any questions or need further assistance, please contact any of the personnel listed on the previous page. If you are a graduating high school student, please ask us for a copy of the booklet From Here to There, A Guide to High School Transition.

Sincerely,



Randy Anderson
Director of Special Services



WELCOME!

SPECIAL SERVICES DISABLED STUDENT PROGRAMS & SERVICES (DSPS)

Mission Statement

“Special Services is committed to providing quality support services and specialized instruction, which enable students with verified disabilities to access and participate in all programs at Saddleback College.”

Program Philosophy

“Every student should have the opportunity to realize his or her greatest potential and achieve a richer and more productive life. Special Services works to promote personal growth and self-advocacy skills in the students we serve”



SUCCEEDING IN COLLEGE

College success involves thoughtful preparation. It is important to start as early as possible. Arranging support services in college can take a lot of time, depending on the services that you need and the resources that are available. Being in college means managing a demanding schedule. It is important to develop and utilize personal skills such as self-advocacy, self-management and study skills.

Self-Advocacy Skills

Self-advocacy skills include knowing how to skillfully initiate action and interact with faculty, staff members and other students to obtain support services necessary for your learning needs. If you require an accommodation, you are the one who must recognize the need, make the initial contacts, follow up on these contacts, and maintain the necessary actions to receive the services needed. Request aid from your instructors. Do not be intimidated by them; they are there to help. Contact Special Services if needed. Be sure to review your academic plan with a counselor every semester.

Self-Management Skills

Self-management skills include planning academic and personal schedules that are reasonable and manageable on a day-to-day basis. Take into account your abilities and strengths as well as your disabilities. For some individuals, strength and ability may vary daily – flexibility may be an important factor.

Study Skills

Study skills involve knowing how to effectively study academic materials. This entails developing effective strategies for note-taking during lectures and labs, reading assignments and test-taking. Development of each skill is important in order to have effective overall study habits. Ask us about the Applied Psychology courses available on campus.

Support Services

To be successful in college, many individuals with disabilities benefit from assistance provided by on- and off-campus offices. On-campus resources include the Health Center and Counseling Centers. They provide limited, free, confidential counseling, as well as help in handling crises and in exploring personal issues and decisions to help you continue successfully in college. An off-campus resource is the Department of Rehabilitation, which can provide assistance as you pursue your academic and vocational goals. Special Services is a good place to start and staff members are happy to provide you with direct referrals to any campus community service. Support services can be steady and continuous, or temporary. To continue receiving services, annual updates on progress, status reports and signed student contracts are required. Factoring these requirements into a regular schedule of activities will assure continuity of services.

Success Track – Peer Mentoring (When Available)

Please contact the Peer Mentoring Coordinator in our department if you are new to Special Services and would like to have contact with another student (Protégé) who can “assist/guide” you to a successful college experience. Protégés often become Mentors by maintaining a 3.0 GPA and having one semester or more of experience in Special Services.

Technology

Computer resources are essential tools in college and many work settings. Adapted technologies make it possible for people with a variety of disabilities to make use of these powerful tools. You should develop skills in word processing and information access for research and class projects. Special courses are available to teach you adapted technology skills for your specific needs. The High Tech Center offers computer assistance and supplemental instruction. Computers are available in various locations on campus: High Tech Center (Student Services Center, Room 113-C), LAP Computer Center (Library, Room 111), Business Computer Labs (Business & General Studies Building, Room 205), and the Library (2nd floor).

Alternate Media

The Alternate Media Specialist assists with Braille, electronic and taped textbooks, print enlargement, Universal design (web page access), video captioning, universal library, Internet and kiosk access, etc. Services are authorized and arranged through Special Services.

Think Ahead

Working toward a career should begin early in your college life. Visit the Career Center and the Transfer Center in the Student Services Center, Room 139 and 140. Making prudent choices academically (e.g. choosing a major, selecting appropriate coursework, obtaining work experience) can assist you in making your career choices. Be wise about the number of units you take, especially in your first semester. Be aware that the average time for homework is 2 to 3 hours of outside work for each hour the class meets. However, due to the nature of each individual disability, this time frame may be increased. Consider this when you decide on how many classes you take and work with your specialist and/or counselor each semester.

Tutoring

Take advantage of the tutoring that is available for most subjects in the Learning Assistance Program (LAP) located on the lower level of the library. Instructors and students often organize study groups where students can work together on assignments and projects. Keep alert for these opportunities. Notices are often posted on bulletin boards and chalk boards inside classrooms. Occasionally, specialized tutoring is available through the Special Services Department. Check each semester to see if it is being offered, especially for beginning algebra.

Have Fun!

A social life is important. Make time in your schedule to socialize and get involved in extracurricular campus activities. Forming study groups is a good way to tackle challenging classes and meet new people. Joining campus clubs (including the Achievers Club for students with disabilities) or organizations will help you connect with others with similar interests. Get involved with student government, meet student leaders and make a contribution to student life on campus.

GOALS

We endeavor to provide the highest quality of service to students with disabilities, and to foster and promote access and inclusion across the campus, while acting as a resource to the college and the community at large.

We:

1. provide academically related services, which support your academic pursuits.
2. advocate for the needs and interests of students, faculty and staff with disabilities, and educate the campus community about disability issues, courses and services offered.
3. promote and foster an accepting, accessible campus environment in all programs and services the college offers.
4. empower students, faculty and staff with disabilities to advocate on their own behalf, and assist students with the skills needed to be productive members of society.
5. make the best use of the resources available in the Special Services Department and ensure that quality service is given.

NONDISCRIMINATION POLICY

Saddleback College is committed to equal opportunity regardless of age, gender, marital status, disability, race, color, sexual orientation, religion, national origin or other similar factors, for admission to the College, enrollment in classes, student services, financial aid and employment in accordance with the provisions of Title VI of the 1964 Civil Rights Act, Title IX of the Education Amendments of 1972 (45CRF86), Section 504, Rehabilitation Act of 1973 (PL 93-112), and the American with Disabilities Act of 1990.

Please refer to the Saddleback College Catalog for further information.

What are my Rights as a Student?

As a college student with a disability, you have the right to “reasonable accommodations” based upon your educational limitations under Section 504 of the Rehabilitation Act of 1973. Provisions of the law states that: *No otherwise qualified person with a disability in the United States shall, solely by reason of disability, be denied the benefits of, be excluded from participation in, or be subject to discrimination under any program or activity receiving federal financial assistance.*

What are my Rights as a Student? (cont.)

Colleges and universities receiving federal financial assistance must not discriminate in the recruitment, admission or treatment of students. Students with documented disabilities may request academic adjustments, or auxiliary aids, which will enable them to participate and benefit from all postsecondary educational programs and activities. Postsecondary institutions must make such changes to ensure that the academic programs are accessible to the greatest extent possible by all students with disabilities.

Under the provision of Section 504, colleges and universities may not:

- limit the number of students with disabilities admitted;
- make pre-admission inquiries as to whether or not an applicant is disabled;
- use admission test or criteria that inadequately measures the academic qualifications of students with disabilities because special provisions were not made for them;
- exclude a qualified student with a disability from any course of study;
- limit eligibility to a student with a disability for financial assistance, or otherwise discriminate in administering scholarships, fellowships, internships, or assistantships on the basis of disability;
- counsel a student with a disability towards a more restrictive career;
- measure student's achievement using modes that adversely discriminate against a student with a disability; or
- establish rules and policies that may adversely affect students with disabilities. (American Council on Education brochure)

Grievance Procedures

Saddleback College is committed to the concept that the student should be free from discrimination on the part of any member of the academic community. If, at any time, a student feels that he/she has been subject to unjust actions, or denied his/her rights, redress can be sought through the filing of an appeal or grievance. The Request For Action form should be in writing and contain information about the alleged discrimination as outlined in the College Catalog. Detailed information is provided in the ADA Grievance Procedure, which is available in the Vice President of Student Services office, the Special Services office and in the addendum of this handbook. Alternative means of filing Request For Action (such as personal interviews or tape recording) is available for students with disabilities upon request in the Special Services Department.

Academic Adjustment Procedure (AAP)

Students who are denied an approved accommodation by an instructor, students who receive an inadequate response or accommodation, have the right to file an Academic Adjustment Form to the ADA/504 coordinator (SSC 107). Requests are to be handled in a timely manner according to the AAP.

Course Substitution Procedure

Students with verified disabilities and specific functional educational limitations may apply for a course substitution. Please contact a professional in the Special Services office regarding this procedure. A copy of this procedure is included in the Academic Adjustment Procedure available in Special Services.

SPECIAL SERVICES PROGRAMS

All students requesting services from Special Services must apply for admission into DSPS in the Special Services Department at Saddleback College. Special Services offers students with disabilities a wide variety of support services on a case by case basis. Students enrolling at Saddleback College should contact a staff member in the Special Services office to determine support services needed. Accommodations are provided based on an individual's educational limitations and may include: registration assistance, disability management counseling, note-taking, assistance with obtaining reader services, assistance with classroom access, orientation to the campus, test accommodations, and referral and liaison with other campus and community services. Special Services is located in the Student Services Building, Room 113. Access (handicapped) parking permits are available in Campus Safety, Safety and Security Building, on the lower campus.

The **Learning Disabilities Program** offers students with learning disabilities educational assessment, support services and assistance with educational planning. Students who believe they have a learning disability should contact a staff member to schedule a screening appointment. Diagnostic testing may be administered to determine eligibility and to develop an educational plan for academic success. **Please start this process before you need accommodations in your classes since it may involve three to four appointments with six to eight hours of assessment to determine eligibility for services.** Support services may include specialized tutoring, special courses, accommodated testing, e-text and/or liaison with instructors and counselors.

The **High Tech Center for Students with Disabilities** offers assistance with computer access and provides specialized training in the use of hardware and software adaptations appropriate to a particular student's disability. Students have access to quality computer equipment including voice recognition, large print, screen readers and Braille service, in an accessible location. The High Tech Center is located inside the Special Services Department, Student Services Building, Room 113A.

SPECIAL SERVICES PROGRAMS (CONT.)

The **Psychological Disability Program** provides services to students with moderate to severe psychological disabilities. Counseling, special classes, peer support groups, liaison with faculty and community providers are some of the available services. Authorized accommodations are determined based upon the student's functional educational limitations.

The **Program for Attention Deficit Disorders (ADD/ADHD)** provides services for students who have been diagnosed with ADD/ADHD. This disability is persistent from childhood and must be verified by a knowledgeable and appropriate professional. Professionals verifying this disability must meet the minimum qualifications established by the Special Services Department. Accommodations (i.e. quiet test location) are authorized on a case-by -case basis. Please ask about available programs and services.

The **Mobility Disabilities Program** provides services and adapted physical education classes (swimming, exercise, sports) designed to help improve a student's level of physical fitness, muscle strength, and coordination. Based upon an individual assessment, a program is developed to fit each student's individual needs. Students are encouraged to maximize their physical potential within the limitations of their disabilities. Activities provide opportunities to transition into other physical education courses or to function at the highest physical level possible. Campus orientation related to accessible pathways across the Saddleback campus is available by appointment in Special Services. See the campus map on the back of this handbook.

The **Acquired Brain Injury Program** is designed for students who have completed mid-level or higher rehabilitation/recovery programs. Individuals who have experienced a cerebral vascular accident (stroke) or traumatic brain injury and are ready to reenter the rigor of college level instruction are encouraged to apply. Special courses have been designed to assist with entry to mainstream college level instruction. Please contact Special Services for an intake appointment and information concerning entry into this program.

The **Program for Blind or Low Vision Students** may include campus orientation, referral to and use of Resources for the Blind and Dyslexic (RFB&D), taped or electronic textbooks, Braille materials and adapted computer technology, authorized on a case by case basis.

The **Program for Deaf or Hard of Hearing Students** may include accommodations such as: interpreters, note-takers, preferential seating, adapted computer technology, and text captioning. Please contact Special Services for additional information.

Developmental Disabilities – Saddleback College does not have a specific program for individuals with moderate to severe developmental disabilities. Students who believe they can succeed in college level academic courses are encouraged to apply for supportive services in Special Services. Students may enroll in adapted physical education or other academic courses but they will be held to the academic achievement and progress policies adopted by the college. **Any personal assistant or aide must be authorized by Special Services and complete a volunteer form before attending classes with a Saddleback College student.**

SPECIAL SERVICES PROGRAMS (CONT.)

The **Speech and Language Program** is designed to assist students with speech production, language comprehension and expression or other communication disabilities. Individuals who have communication disorders related to brain injury or other neurological conditions, stuttering, voice disorders, or language-learning disabilities are encouraged to apply. Students whose communication difficulties result exclusively from limited English proficiency or English as a Second Language (ESL) are not eligible for this program. Please contact the Speech-Language Pathologist in Special Services for information related to disability verification and academic adjustments.

Other Disabilities – Please contact the Special Services Department for program information, application and verification procedures, authorized accommodations, etc. related to any disability not discussed above.

HOW DO I GET STARTED?

1. Complete an application for admission to Saddleback College. This can be found inside the Schedule of Classes or in the Admissions and Records office.
2. Contact the Special Services Department in person and complete the application for Special Services. Make an appointment with the suggested counselor and/or staff member.
3. Contact the Special Services Department before making arrangements to take the Matriculation Placement Tests.
4. Meet with an academic counselor (preferably in Special Services) to discuss your educational program and recommended classes. **You must sign a Student Educational Contract (SEC) each academic year in the Special Services Department or your services may be discontinued, including priority registration.**

HOW DO I ARRANGE FOR SERVICES AND ACCOMMODATIONS?

1. Upon completion of your admission to Saddleback College and after completing the Special Services application, you must complete a screening and/or an intake interview.
2. If you have previous assessment/disability documentation (e.g. doctor's reports, education reports, etc.), bring them with you. Any information which documents substantial, functional limitations may help to process your application. **We must have appropriate documentation (required by Title V regulations) to verify your disability.**
3. You will have an opportunity to discuss your participation in college classes and review your educational needs based on your disability when your application is complete and your disability has been verified.

HOW DO I ARRANGE FOR SERVICES AND ACCOMMODATIONS? (CONT.)

4. You and a Special Services professional will complete a Student Educational Contract and arrange for reasonable accommodations based on your functional educational needs. Discuss the following:
 - What accommodations will be provided?
 - When will they be provided?
 - How do I make arrangements with the instructor?
 - What are my responsibilities?
 - What are the Special Services staff's responsibilities?
 - How will the accommodations be provided (e.g. in the classroom, in the Special Services Department, etc.)?
5. Once you are accepted into a Special Services program, you should plan your accommodations prior to the beginning of each subsequent semester. Planning ahead will help your semester run smoothly and contribute to your success in college. Make an appointment with a counselor early each semester since appointments fill quickly.

How soon should I arrange for Academic Accommodations?

Students who have completed their application in Special Services and need authorized accommodations should contact Special Services and their instructor immediately or at least 2 weeks prior to any quiz, exam, midterm, or final. Students who are not enrolled in the Special Services program need to contact their instructors directly for accommodations. However, the instructor may refer you to Special Services for verification of your disability and authorized accommodations. If accommodations are not requested in a timely manner, services may be delayed or unavailable. Academic accommodations are not retroactive.

Does the College provide Personal Attendant Care?

Saddleback College and Special Services (according to Section 504 of the Rehabilitation Act, AB 803 and Title V regulations) does NOT provide personal attendant care. **The Adapted P.E. program does not provide assistance with dressing or undressing for classes.**

Special Services can provide students with assistance in posting notices for attendants. Students then make their own arrangements for hiring. **Any assistant or aide to a student must fill out a volunteer form in Special Services and be authorized to assist the student before attending any Saddleback course. Volunteers that have direct physical contact with their students must complete fingerprinting as required by the district.**

Student Educational Contract

A *Student Educational Contract* (SEC) is a plan to address specific needs of the student. The SEC must be established and signed upon entrance to Special Services programs. The SEC shall be reviewed and updated annually for every student with a disability participating in Special Services. The SEC specifies those classes identified and agreed upon by both the student and Special Services staff as necessary to meet the student's specific educational needs. **This document must be signed annually or you may not receive your services in a timely manner, including priority registration.**

Student Responsibilities and Procedure

It is each student's responsibility to:

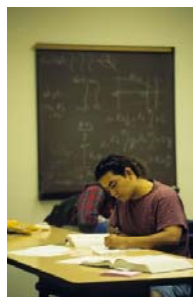
- Request reasonable accommodations. Accommodations are determined based upon your individual educational needs.
- Provide sufficient documentation to verify disability.
- Meet with staff in advance of each new semester to arrange for accommodations in a timely manner.
- Comply with the Student Code of Conduct adopted by Saddleback College.
(See College Student Handbook or College Catalog)
- Make measurable progress toward the goals established in the Student Educational Contract and meet academic standards established by the college.
- Be responsible in his/her use of programs and services.

If the student violates or is unable to abide by any of the above responsibilities, participation in services and/or courses offered through Special Services may be suspended. Students will receive prior notice and have the opportunity to appeal this decision by arranging an appointment with the Director of Special Services.

All members of the Saddleback College community share the responsibility for preserving the freedom to learn. The college's policies and procedures are designed to safeguard this freedom.

Please refer to the Saddleback College Handbook or College Catalog for additional information on College Policies and Student Responsibilities. **It is the student's responsibility to be familiar with all Special Services procedures and policies.**

Students with disabilities are responsible for contacting Special Services if reasonable accommodations are not implemented in an effective or timely manner. Special Services will work with the student and other campus personnel in resolving any problems regarding discrimination or academic adjustments. Students may contact Special Services or go directly to the 504/ADA Officer/Vice President for Student Services office.



HOW DO I SCHEDULE TEST ACCOMMODATIONS?

Accommodated testing is available through Special Services in conjunction with your instructor(s). All exams administered by Special Services must be scheduled at least one week in advance of the exam. Each student is responsible for understanding and complying with the following procedures. If you have any questions or concerns regarding the procedures, please contact Special Services before scheduling your exams. **The *Test Proctoring Guidelines* form MUST be completed in full before accommodated testing can be provided by Special Services.**

You should meet with your instructors to discuss your **functional educational limitations** and need for test accommodations. Find out what type of exams you will have (multiple choice, essay, or short answers). If your instructors can provide you with the proper accommodations for your exams, you may take the exams in their office or in the classroom under their supervision. If they cannot, then you may arrange to take the exams in Special Services. The following procedure must be carried out in a timely manner.

The STUDENT will:

1. Have completed all necessary Special Services paperwork, provided sufficient documentation to determine reasonable accommodations, and have been accepted into the Special Services program.
2. Discuss need for accommodated testing (functional educational limitations) and Special Services test-taking procedures with a Special Services professional and your instructor(s). **It is your decision whether or not to discuss your specific disabilities with your instructor.**
3. Complete the *Accommodated Testing for Students with Disabilities* form (given to and signed by the instructor) and the *Accommodated Testing Procedures – Student* form.
4. **Meet with the instructor during an office hour prior to the test to discuss arrangements for testing and give each of them a copy of the *Accommodated Testing for Students with Disabilities* form.**
5. Contact a Special Services staff member and the instructor to make arrangements for tests administered by Special Services. Students should discuss arrangements **at least two weeks before quizzes and exams.** **It is your responsibility to request accommodations that are authorized for each exam** (i.e., reader, scribe, computer, distraction-free room or extended time). If you have not made arrangements in a timely manner before the test-taking period, then these accommodations will not be available at the time you take the exam. For example, a room for extended time or a reader may not be available.
6. Arrive ten minutes prior to the scheduled time. Be ready to start at the time scheduled. **You will not be allowed to leave the testing room during test administration except in the case of an emergency. Please take care of personal needs before your exam(s).**

HOW DO I SCHEDULE TEST ACCOMMODATIONS? (CONT.)

Please note: When possible, exams are to be scheduled at the same time as your regular class is scheduled to take the test. Exceptions are made when you have back-to-back classes or if you have an evening class or exam. These arrangements must be discussed with your instructor. If you have an evening class or exam, some professors will allow you to take the exam the following day or give it to you before and/or after class. If you have a conflict, check with your instructor before scheduling accommodated testing in Special Services. **Discuss any conflicting issues with your instructor and Special Services before your examination date.**

Changes/Cancellations of Exams

If a change in arrangements is necessary, please notify us as soon as possible. **If you cancel or do not appear on the date of an exam, the exam will be sent back to your instructor**, along with the reason for cancellation. You are responsible for contacting the instructor and for contacting Special Services to reschedule your exam. If you continue to miss scheduled appointments, your services may be discontinued according to the Special Services Suspension of Services Procedure and the *Accommodated Testing Procedures – Student Form* (see Addendum).

HOW DO I GET A SPECIAL PARKING PERMIT?

Contact the Campus Safety office located in the Safety and Security Building located on the lower campus. If you have a state issued “handicap” parking permit you may park in any student, staff or metered space which allows you the nearest access to your destination.

Temporary Disabilities – Temporary disabilities can be verified in Special Services. Special Services will give you authorization for a temporary permit, if an accommodation for parking is needed. You will need to take the authorization to Campus Safety.

- **DRIVE CAREFULLY!**
- Observe speed limits!
- Don't park at red curbs.
- You must have a State Placard to park in the blue parking spaces.



CAMPUS TRANSPORTATION

Transportation to or between Saddleback College classes and offices is not provided. However, a student with a temporary verified disability may request occasional transportation through Campus Safety.

EFFECTIVE LEARNING STRATEGIES

- Attend all classes.
- Sit toward the front of the class.
- If you need to tape-record lectures, and this is an authorized accommodation, inform your instructors before you tape their lectures. Take notes while you tape-record.
- Study with other students in your class.
- Meet with your instructor if you are having difficulty.
- Use a computer for writing assignments. Use the spell check and grammar check to help you with proofreading.

TIME MANAGEMENT IDEAS

- Keep a master calendar. Make sure it's large enough to enter assignments, exams, social events and important appointments. Use a calendar with preprinted dates and times.
- Work backwards from the due date on long-range assignments and build in extra time for setting the project aside to just think about it. Go over this time line with your instructor and periodically ask for feedback on your progress.
- Allow 2 hours for every one hour of class for homework, studying or reading for each class.
- Make sure you have understood an assignment correctly before plunging into it. Schedule an appointment with your instructor for any explanations. Don't wait until you have finished the assignment to find out that you have not fulfilled the requirements.
- Often, the hardest part of getting your work done on time and keeping up with the workload is getting started on a new assignment. Start by making a commitment of 30 minutes and then lengthening study periods gradually.

MEMORY STRATEGIES

- Reviewing frequently and regularly throughout the semester is essential.
- Color code, enlarge, underline and highlight your notes to strengthen your visual memory of the material.
- Copy your notes to facilitate memorizing.
- Tape-record lectures and listen to them while exercising, eating, etc.
- Review frequently and commit material to memory using strategies that aid recall such as listing, categorizing, imaging, visualizing, alphabetizing and devising acronyms and associations.

TEST TAKING TECHNIQUES

- **No test taking secret or technique can substitute for thorough preparation.**
- Read over all directions and the entire exam.
- Ask your instructor to clarify anything you don't understand.
- Do the easy questions first and make reasonable guesses on those you don't know.
- Don't let test anxiety rule – learn to use relaxation and breathing techniques.

- **Objective Tests**
 - Underline key words in questions.
 - Eliminate obvious wrong answers.
 - Try to anticipate an answer.
 - Understand the use of negative words and prefixes.
 - Insure that the grammatical structure of the question agrees with your answer.

- **Essay Tests**
 - Read each question carefully and underline key words, e.g., *trace*, *critique*, *describe*.
 - Use key words from the questions and write notes in the margins (a mini-outline).
 - Budget your time carefully.
 - Strive for a well-organized, focused essay.
 - Be specific – state the main point.
 - Provide details and examples and/or statistics.
 - Use transition words to make your essay coherent.



FREQUENTLY CALLED NUMBERS

Admission and Records.....	949-582-4555
Associated Student Government.....	949-582-4517
California Relay Service.....TDD 800-735-2929...Voice.....	800-735-2922
CalWORKs.....	949-582-4207
California State Department of Rehabilitation.....	949-598-7942
Campus Safety.....	949-582-4585
Career Center.....	949-582-4575
Child Care Center.....	949-582-4582
Counseling Center.....	949-582-4572
Extended Opportunity Programs & Services (EOPS)/CARE.....	949-582-4620
Financial Aid.....	949-582-4860
Health Center.....	949-582-4606
Learning Assistance Program (LAP).....	949-582-4519
Matriculation.....	949-582-4970
Special Services Department.....	949-582-4885
Transfer Center.....	949-582-4328
Women's Reentry Center.....	949-582-4611



Saddleback College has a no smoking
policy inside buildings.

ADDENDUM

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

Disabled Student Programs & Services

Policy for Providing Academic Adjustments For Students with Disabilities

Under Federal and State laws, *the College is required to make modifications to academic requirements and practices as necessary in order to ensure that they do not discriminate against a qualified student with a disability. The College is also required to have a policy and procedure for responding to students with verified disabilities who request academic adjustments. 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.

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- Applicable law includes the following: Americans with Disabilities Act (PL 101-336); Rehabilitation Act of 1973, Section 504 [34 C.F.Rs 104.3 (j) (1) and (k) (3) and s 104.44 (a) and Co) (1) (ii)]; Family Education Rights and Privacy Act of 1974; Title 5 of the California Code of Regulations.

PROCEDURES FOR PROVIDING ACADEMIC ADJUSTMENTS FOR STUDENTS WITH DISABILITIES

In compliance with state and federal laws and in order to create an educational environment where students with disabilities have equal access to instruction without compromising any course, educational program or degree, the procedures outlined below have been developed.

ACADEMIC ADJUSTMENT PROCEDURES

1. The student bears the responsibility of presenting to Disabled Student Programs and Services (DSP&S), professional documentation with disability verification before an academic accommodation authorization will be granted.
2. If the student does not have appropriate verification of disability, a request to the appropriate licensed/certificated professional will be required by DSP&S. If assessment is within the scope of DSP&S, the necessary assessment may be provided by the DSP&S professional staff.
3. The DSP&S professional who meets the standards established by state regulations, will verify, 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 DSP&S professional shall recommend accommodations upon request of the student. The student must request the authorized accommodation from his/her instructors allowing them adequate time to provide for the accommodation requested.

ACADEMIC ADJUSTMENT PROCEDURES (CONT.)

Informal Resolution

- 4a. The College is charged with determining and providing what it believes to be the appropriate academic adjustment for a student. A student who disagrees with the academic accommodation(s) prescribed by DSP&S should discuss his/her concern with the DSP&S professional recommending the adjustment. If the student's concern continues to be unresolved, the student should discuss his/her concern with the DSP&S Director. If the concern continues to be unresolved, the next step is to contact the ADA/504 Coordinator as outlined in #5 below. However, the student may start this process by contacting the ADA/504 Coordinator at any time.
- 4b. If an instructor has questions about an accommodation requested by a student with a verified disability, the instructor and/or student should promptly contact the DSP&S professional who authorized the accommodation(s). Informal meetings and discussion among the instructor, Department Chair or designee, the student, the appropriate members of DSP&S and/or other appropriate members of the college community are essential at the outset, and will be completed within five (5) instruction days following the request for the accommodation.
5. If no informal resolution can be found within five (5) instruction days and the accommodation is not allowed, the DSP&S professional, student or the instructor will refer the matter to the 504 Coordinator for review. The 504 Coordinator will make a decision regarding the accommodation within five (5) instruction days of having received the matter.
6. If either the instructor or the student disagrees with the decision, they will notify the 504 coordinator in writing within five (5) instruction days. The 504 Coordinator will then proceed with the Academic Adjustment Hearing process (see below).
7. The accommodation originally authorized by DSP&S will be allowed for a maximum of three (3) instruction 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 Academic Adjustment Hearing Committee's recommendations.

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, Admissions and Records will be so notified. If the academic department has denied a student's request for course substitution, the following steps must be completed:

1. The student must file a written, formal request for course substitution with DSP&S and/or Admissions and Records. This request must be received prior to enrolling in the student's final semester to avoid last semester negotiations. Any course substitution will occur in a subsequent semester therefore the course substitution request must be submitted at least by mid semester.
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 DSP&S, including the Director of DSP&S. 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 DSP&S office in order to proceed with a formal request (Sections 56032-56044 of Subchapter 1 of Chapter 7 of Division (of Title 5).
3. If the DSP&S team determines that the above requirements are met, within 5 instructional days, it will develop recommendations for the student by addressing 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. DSP&S will present this plan in writing to an ad hoc committee consisting of the following: the DSP&S Director or designee, the DSP&S professional recommending the adjustment, the department Chair, and the Chair of the Curriculum Committee (or designee). Additional representatives may be added, if members of this committee deem it necessary. Within ten (10) instruction days of the referral from DSP&S, this committee will determine if the requested substitution constitutes a fundamental alteration of the educational program. The committee will develop and submit to the student a written decision addressing the course substitution as it is to be implemented or the reasons for denial of the request. The plan developed by the ad hoc committee becomes effective immediately and will be coordinated and implemented by DSP&S. The Director of DSP&S or his/her designee will ensure that the provisions of the plan are followed. If in the opinion of the DSP&S professional, the content course cannot be completed successfully with academic adjustment or accommodation, the committee will consider course substitution or waiver as the only remedy. 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 (5) instruction days.

Course Substitutions (cont.)

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. South Orange County Community College District students will be informed in writing that a substitution granted by either Saddleback College or Irvine Valley College may not be recognized by a subsequent educational institution.

ACADEMIC ADJUSTMENT HEARING PROCESS

Students or instructors wishing to appeal a decision made by the ADA504 Coordinator at the conclusion of the informal resolution process, or a decision made by the ad hoc committee on course substitutions mentioned in item 3 above will file a formal written request for a hearing with Saddleback or Irvine Valley College's Vice President of Student Services, located on both campuses in the Student Services buildings.

1. The ADA504 Coordinator is responsible for informing the complainant of his/her rights, responsibilities and procedures.
2. An Academic Adjustment Hearing Committee will be convened by the ADA/504 Coordinator to review the complaint. The committee will be comprised of the following voting members:
 - a) The ADA/504 Coordinator;
 - b) The DSP&S Director;
 - c) The Vice President of Instruction or his/her designee;
 - d) The appropriate Department Chairperson;
 - e) The Academic Senate President or his/her designee.
3. The ADA/504 Coordinator shall serve as Chairperson and will vote only in case of a tie and will be responsible for appointing a secretary or provide for a tape recording and written minutes.
4. All five (5) voting members, including the chair, shall constitute a quorum by which the hearing may proceed.
5. Both parties have the right to present witnesses, testimony, and evidence, but only as related to the case.

ACADEMIC ADJUSTMENT HEARING PROCESS (CONT.)

6. 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.
7. The hearing shall be closed to the public.
8. The Committee shall judge the evidence presented and shall render a written decision within five (5) instruction days following the commencement of the hearing; copies of the findings shall be sent to the College President or designee. The College President will review the decision of the Committee and will either accept or modify the decision.
9. The College President or designee shall inform the committee of his/her final action and will inform the complainant by certified mail, both within five (5) instruction days of the receipt of the Committee's findings.
10. Written minutes and a tape recording of the proceedings shall be kept in a confidential file by the College President or his/her designee, and shall be available to the parties. All documents shall be filed separately from the personnel file of the participants.
11. The President's decision shall be the final decision rendered and shall be implemented within five (5) instruction days.

GENERAL PROVISIONS

1. The time limits specified herein shall be considered maximum and every effort shall be made to expedite the process. Time limits may be extended only by mutual consent of the student and the responsible college party, and must be in writing, dated and signed by those parties directly involved.
2. If any party involved in any part of this review process exceeds a time limit, the matter will be considered resolved at the highest level that was reached in the process.
3. The complainant may withdraw the appeal at any time. However, the same appeal shall not then be filed again by the same complainant.
4. The 504 Coordinator may be consulted by either party regarding any of these procedures at any time.

OTHER COMPLAINTS

Students 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 (see locations for each college above). The College's general grievance process is outlined in both the Saddleback College and Irvine Valley College catalogs under "Grievances."

SPECIAL SERVICES

STUDENT RIGHTS

1. Participation by students with disabilities in programs and services offered by Special Services (Disabled Student Programs and Services) shall be entirely voluntary.
 2. Receiving support services or instruction through Special Services shall not preclude a student from also participating in any other course, program or activity offered by the college.
 3. All records maintained by Special Services personnel pertaining to students with disabilities shall be protected from disclosure and shall be subject to all other requirements for handling of student records.
- ◆ **NOTE:** Authorities cited: 5 C.C.R. Section 56000 et seq., Education Code Sections 66701, 67310-67312, 70901, 84850.

STUDENT RESPONSIBILITIES

Students receiving support services or instruction by Special Services staff shall:

1. Meet with a staff member upon initiation of programs and services in the Special Services Department and complete a Student Educational Contract (SEC) annually. The Student Educational Contract specifies those regular or special classes and support services identified and agreed upon by both the student and Special Services staff necessary to meet the student's educational goals.
2. Provide Special Services with the necessary information to obtain appropriate documentation from your physician/specialists verifying your disability.
3. Students utilizing readers, interpreters, tutoring, assessment, counseling and other direct assistance are responsible for notifying the service provider in advance of any absences from class or appointments. **Two unexcused absences may result in the loss of service.**
4. Students are responsible for returning, by the end of the semester, any equipment borrowed. If equipment is missing, damaged, or not returned, students will be held responsible for replacement cost. **Holds will be placed on college services (registration, etc.) until payment is made or item is returned.**
5. Students must conform to the student code of conduct adopted by the college.
6. Students must make measurable progress toward the goals established in the Student Educational Contract (SEC) and meet academic standards of the college when enrolled in a regular college course.

Students who do not comply with Special Services procedures will be notified in writing of ensuing suspension of services and will have the opportunity to appeal the suspension.

TO: Instructor _____

FROM: Randy Anderson
Director of Special Services

SEMESTER: _____ **COURSE #:** _____

SUBJECT: ACCOMMODATED TESTING FOR STUDENTS WITH DISABILITIES

Student Name: _____ **I.D.#:** _____

This student has been authorized for academic adjustments/accommodations for examinations/ tests/quizzes in order to accurately assess his/her knowledge and skills. The Special Services Department provides test proctoring services on a limited basis as well as other support services to assist students with disabilities to reach their educational goals.

Accommodated testing must be provided if a student has a verified disability for which it is appropriate. The Special Services Department provides testing assistance during specified hours each semester. Currently, testing accommodation days are Tuesdays, Wednesdays, Thursdays and Fridays with times listed below. You, as the instructor must make testing accommodation arrangements within your own division or utilize Special Services as designated above. By state and federal law, this student is entitled to accommodations specified by appropriate Special Services faculty.

Accommodated Testing Times:

Tuesday	9:00 a.m. to 3:30 p.m. with ½ hour lunch
Wednesday	1:00 p.m. to 7:30 p.m. with ½ hour lunch
Thursday	12:00 p.m. to 6:30 p.m. with ½ hour lunch
Friday	9:00 a.m. to 1:00 p.m.

It is the student's responsibility to contact Special Services to reserve a room and if appropriate, a reader/scribe **one week prior to the test**. If you plan to have "surprise" test/quizzes, please contact Special Services one week in advance so that we can be appropriately prepared for the student's "surprise" arrival at the time of the test.

Please keep this letter for your files. Prior to all exams the student will bring you a "test proctoring" envelope. **Please complete the instructor section before returning the envelope to the Special Services office.** You or your designated representative (not a student) may bring the envelope (sealed, with the test inside) to Special Services in SSC 113 at least two days prior to student's exam appointment. Upon completion, the test will be sealed in an envelope and you or your designated representative can arrange to pick up the exam. We will NOT leave tests in mailboxes, on unattended desks, on unattended desks, in the mail system, or allow the student to return them to you.

We encourage you to discuss this procedure and any other special needs directly with the student in a confidential location. Our disability specialists or counselors are available to answer any questions you might have, as well. Please feel free to call us Monday through Friday, 8:00 a.m. to 5:00 p.m., at ext. 4885. We appreciate your cooperation in assisting students to succeed!

Faculty Initials (Please return yellow copy to the student and keep the original) _____

**SADDLEBACK COLLEGE
SPECIAL SERVICES**

ACCOMMODATED TESTING PROCEDURES - STUDENT

1. AT THE BEGINNING OF THE SEMESTER, give your instructor a copy of the Authorized Academic Accommodations form and discuss accommodations with the instructor.

2. AT LEAST ONE WEEK BEFORE EACH TEST (two weeks for final exams), YOU WILL:

Schedule an appointment (and if appropriate, reader/scribe) with your instructor(s)
OR

3. Obtain a test proctoring envelope from a Special Services staff member if you schedule your accommodated testing in Special Services.

(a) Fill in top portion on front of envelope.

(b) Give this envelope immediately to the instructor who will make arrangements to deliver this test to Special Services. **Students are not allowed to transport test to Special Services.**

4. ON TEST DAY, PRIOR TO TAKING TEST:

(a) Make certain you have all the materials you will need, including scantron forms.

(b) Check in with Special Services staff ten (10) minutes before scheduled time to allow for room placement and leave books and class notes in locked cabinet.

5. DURING TEST:

(a) Comply with all instructions and standards of behavior as set forth by the college, the instructor, and/or Special Services staff (you will be monitored by Special Services staff).

(b) Please, do not bring children with you. Family and friends will not be permitted. No cell phone allowed in the testing room.

6. UPON COMPLETION OF TEST:

(a) Give completed test to Special Services staff.

(b) Report any issues or concerns related to this process to the Director of Special Services, Room SSC 113.

7. TERMS OF STUDENT RESPONSIBILITY:

- (a) Should you neglect to make an appointment for testing in Special Services within the required one week notice (two weeks for final exams) and/or fail to deliver a test proctoring envelope to your instructor, you may be required to take the test with the class. **You may need to give part-time instructors two weeks notice.** Check with your instructor.
- (b) Any deviation from this procedure may result in the loss of your accommodated testing privileges. If you do not show up for a test at the scheduled time or fail to cancel a test reservation, you will receive a “no show”. **Two “no-shows” in a semester will result in loss of proctoring services from Special Services for the remainder of the semester.** You maintain the option of negotiating testing accommodations with your instructor and to make an appointment with the Director of Special Services regarding reinstatement of your services..
- (c) **Any evidence of cheating will result in the loss of our accommodated testing privileges.**
- (d) Please contact Special Services to cancel as soon as possible if you cannot keep your testing appointment.
- (e) It is your responsibility to be on time for your scheduled appointment. If you are late, you will lose that amount of time from your scheduled test time.
- (f) If you miss your appointment, your test will be returned to the instructor. It will be your responsibility to discuss any further test taking options with that instructor.

7. YOU WILL BE NOTIFIED IN WRITING IF YOUR ACCOMMODATED TESTING PRIVILEGES ARE SUSPENDED. YOU HAVE THE RIGHT TO APPEAL THIS DECISION.

I ACKNOWLEDGE HAVING READ, AND I UNDERSTAND, THE ABOVE INFORMATION. I AGREE TO ABIDE BY THE RULES STATED HEREIN. THIS AGREEMENT SHALL REMAIN IN FORCE UNTIL REVOKED IN WRITING.

Student Name (PRINT) _____ Student I.D. # _____

Student Signature _____ Date _____

South Orange County Community College District

SECTION 504/AMERICANS WITH DISABILITIES ACT

COMPLAINT/GRIEVANCE PROCEDURE

Any person who believes his/her rights have been violated under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act has the right to submit a grievance to the Section 504/ADA Coordinator. He/She may choose to resolve the matter informally with the party alleged to have committed the violation, or with any appropriate supervisor or administrator. Informal resolution may occur at any time. The following procedures are to be used when a grievance is contemplated.

INFORMAL

Prior to filing a formal grievance, an attempt should be made to address the complaint. The person may contact the college employee directly involved with the complaint. The contact should be conducted in the privacy of the college employee's office whenever possible, and the pertinent issues should be well defined in written form so that they may be discussed as objectively as possible. A student may contact the disability support office at Saddleback or Irvine College for assistance with this process. Each campus can provide a written copy of specific procedures and timelines. If the complaint cannot be resolved at this level, then the person may file a formal grievance in writing with the Section 504/ADA Coordinator. Complaint forms are available in the ADA/504 Coordinators office or the campus disability support office (Special Services-Saddleback, Supportive Services-IVC). The person has 180 days from the date of the incident to file the grievance.

FORMAL

Step 1: The complainant must submit a written grievance which shall include the exact reasons for the complaint and reasons for filing a formal grievance to the Section 504/ADA Coordinator. The 504/ADA Coordinator will hear testimony from the complainant and will attempt to resolve the grievance. An investigation will be initiated by the 504/ADA Coordinator within 10 working days from receipt of the written complaint/grievance and the complainant shall be notified of the proposed resolution to the grievance, within fifteen (15) working days from receipt of the written appeal.

Step 2: If the complaint is not resolved in Step 1, an appeal may be made in writing to the Vice President for Student Services or designee within five (5) working days. This appeal will take the form of a written letter outlining the nature of and the basis for the dissatisfaction with the decision or action taken. Within five (5) working days the Vice President or designee will review the grievant's appeal, and schedule a private meeting with the complainant to discuss the matter.

SECTION 504/ADA AMERICANS WITH DISABILITIES ACT (ADA) COMPLAINT/ GRIEVANCE PROCEDURE

Page two

The complainant, district, and college will have the right to present evidence and/or witnesses.

Complainant shall be notified of the proposed resolution to the complaint within fifteen (15) working days from the date of the private meeting with the Vice President of Student Services or designee, the complainant and any witnesses which were called to testify. Step 3: If the grievance is not settled in Step 2, the complainant may appeal in writing within five (5) working days to the President. This appeal will take the form of a written letter outlining the nature of and the basis for the dissatisfaction with the decision or action taken in Steps 1 and 2. Once the President or President's designee has reviewed this letter and written communications from Vice President for Student Services, the Section 504/ADA Coordinator and the testimony from the meeting in Step 2, he/she will schedule a private meeting with the complainant to discuss the matter within five (5) working days.

The complainant shall be notified of the President or designee's proposed resolution to the grievance within five (5) working days from the date of the private meeting with the President or designee.

Step 4: If the grievance is not settled in Step 3, the complainant may appeal in writing within five (5) working days to the Chancellor. This appeal will take the form of a written letter outlining the nature of and the basis for the dissatisfaction with the decision or action taken in Steps 1, 2 and 3. Once the Chancellor has reviewed this letter and written communication from the President, he/she or designee may schedule a private meeting with the complainant to discuss the matter within five (5) working days. The Chancellor will render a final decision within ten (10) working days following the private meeting or from the date on which the Step 4 appeal was received.

The final decision will be communicated in written form to the complainant.

If this grievance relates to an accommodation, the 504/ADA Coordinator will determine if the accommodation will be granted during the grievance process. The complainant may file a complaint with the Office for Civil Rights at any time before or during this process.

ADA/REQUEST FOR ACTION FORM

DATE: _____

NAME: _____ I.D. # _____

I feel I have been discriminated against due to my disability.

Describe: _____

(Instructors Name)

Course: _____ Ticket # _____

Attempt(s) to resolve issue through informal resolution include:

Remedy sought at this time: _____

I understand and have received a copy of the South Orange County Community College District ADA Grievance Procedure. I give my permission to send copies of this form to personnel at Saddleback College who have an educational need to know this information.

Student Signature

Date

RECEIVED BY: _____

Date

Copies Sent to: _____

Date

Date

Submit to ADA/504 Coordinator (SSC 107) or to Director of Special Services (SSC 113)

SPECIAL SERVICES PROCEDURE FOR SUSPENSION

If the Special Services (Disabled Student Programs and Services) student fails to:

1. Be responsible in their use of Special Services and adhere to written service provision policies and procedures adopted by Special Services including the college code of conduct, or
2. Make measurable progress towards the goals established in the Student Education Contract, or
3. Meet academic standards established by the college,

Special Services will mail or hand deliver a letter to request the student to schedule and attend a meeting with the Director of Special Services. The letter will explain that if the student does not schedule an appointment within ten (10) days from notification, Special Services may be suspended. At the appointment, the Director of Special Services and student will complete the Suspension of Services form.

If it is determined that the student should have a "second chance" and the student continues to fail to meet one or more of the three requirements listed above, the student will be informed in writing that services have been suspended for a minimum of one semester. The student has the right to appeal this decision within ten (10) days to the Dean of Counseling and Special Programs for final determination.

SADDLEBACK COLLEGE CAMPUS MAP

