



PIERCE COLLEGE

**SPECIAL SERVICES
STUDENT HANDBOOK**

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INTRODUCTION



Welcome to Los Angeles Pierce Community College Special Services Department. Special Services is a program designed to provide equal access for students with disabilities. Special Services is a support system created to enable students to fully participate in all regular college programs and activities. Services are determined by the student's disability and are individualized according to specific need. These services are not intended to replace regular college programs and services. These services are designed to allow each student to function independently and to help students achieve their educational, vocational and occupational goals.

A BRIEF HISTORY OF SPECIAL SERVICES

Special Services is the program on campus providing services to students with disabilities. This program began serving students with disabilities in 1974. The program began with only a handful of students and has steadily grown since then. We currently serve over 800 students with disabilities each year. The program serves students with all types of disabilities, but we specialize in services for deaf students and have one of the largest programs for deaf students in all the 109 California Community colleges. The Special Services Program provides all of the services needed for all our students with disabilities to be successful in college.

SPECIAL SERVICES MISSION STATEMENT

The Disabled Students Program is committed to excellence and accessibility for all qualified students with a disability. Special Services provides students an opportunity to take part in educational programs and services on an equal basis. Our goal is to provide support for students with physical, communication, learning, and psychological disabilities. We strive to provide this opportunity in an integrated setting that fosters independence and meets the guidelines of Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973. It further promotes understanding of students' needs, limitations and strengths through liaison and education of college and faculty and staff.

DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE

Transitioning out of high school to college can be difficult for any student. For students with disabilities the adjustment requires that the student also adapt to a new system of rights, protections and responsibilities. The **special education policies and procedures under I.D.E.A. of 1997 cease to be valid at the college level**. The laws governing accommodation in the post-secondary educational setting are known as Sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws prohibit discrimination on the basis of disability. These protections differ radically from high school. For example, in college, students with a disability are responsible for requesting support services.

It is important to keep the following three points in mind:

1. Pierce College is **not** an extension of high school; it is **not** grades 13 and 14. It is **college!**
2. Pierce College has **limited special reading and writing classes**.
3. All students with disabilities must meet the same academic requirements as any other student. That means that they must take the same exams and complete the same papers and other requirements as non-disabled students.

19 WAYS HIGH SCHOOL AND COLLEGE ARE DIFFERENT:

1. Post-secondary education is not a guaranteed right. The student must meet academic criteria/qualifications for initial enrollment and/or continued enrollment.
2. The high school student is required to attend and students will be kept in high school even with low grades and poor attendance. Not so in college. The student can be dropped from a class for poor attendance and/or be put on academic probation for bad grades which could result in dismissal from the college.
3. There are no provisions for or entitlements for easier grading standards.
4. No college offers personal services such as attendant care. This includes pushing the student to and from classes, personal hygiene and the administering of medicine. These services are the student's responsibility.
5. Transportation TO and FROM the College is the student's responsibility.

6. Students are responsible for college tuition and fees, purchase of textbooks and payment of parking fees. Students may keep their textbooks at the end of the semester or sell them back to the College for a reduced amount.
7. The student is now responsible for self-identifying as a person with a disability and or providing verification of that disability if he/she requests accommodations. Medical disabilities need to be verified by a physician. Learning disabilities can be verified by a qualified professional or by our Learning Disabilities Specialist.
8. Students should attend the Special Services orientation and meet with a counselor to discuss services available, choose classes and to get registered into classes.
9. Teachers no longer function as the student's advocate. In college, the student must advocate for themselves.
10. In college, attendance and progress may not be well monitored. Therefore, good time management and organizational skills are critical to student success.
11. In high school, help is readily available, and students may or may not have to seek it out. In college, students must independently seek help.
12. Fundamental alterations of programs are not allowed. Classroom accommodations may not alter the fundamental nature of a course or impose any undue burden on an instructor or on the college.
13. Students in college are expected to make more independent decisions. It is expected the counselors and learning specialists will offer assistance if the student requests it in a timely manner.
14. College students may create their own schedule of numbers of days and hours per week they attend school.
15. Colleges and support agencies cannot disclose student information to parents or others without the student's permission and even then, its up to the counselor if they choose to disclose that information or not (see FERPA in the Glossary).
16. Accommodations/Adjustments offered in high school may not automatically transfer to college. Students need to understand the laws that determine accommodations and access in the college setting. I.D.E.A. '97 does not apply to college.

17. Students are responsible for discussing requests for accommodations with their college instructors, but Special Services can facilitate this communication. Without a formal accommodations request by the student, Pierce College is not responsible for providing the accommodations.

18. All students, regardless of disability, need to follow the College Code of Conduct for behavior and maintain appropriate behavior in classes and on campus. Disruptive behavior is never tolerated and can lead to removal from a class and/or from the College.

19. Expect social changes in college. Many students are accustomed to small classes. Large classes can seem overwhelming at first. Some students experience loneliness and miss daily contact with old friends or teachers. Students need to know how to access college resources and services (for example, counseling, clubs, Associated Student Organizations activities, etc.). Special Services counselors are available to assist the student in accessing these resources.

RECOMMENDED READINESS FOR COLLEGE

Pierce College students should be able to:

- demonstrate potential to benefit from instruction in a group setting,
- follow directions and pay attention to classroom activities for a minimum of 1 ½ hours with distractions,
- understand basic language to benefit from classroom assignments and activities,
- respond to situations with appropriate behaviors,
- have adequate independent living skills to function alone on campus or have, on a regular basis, a personal attendant or assistant to perform necessary Activities of Daily Living (ADL), and
- comprehend and respond to questions at the level required in college.



COLLEGE SURVIVAL SKILLS

College is a big responsibility, so it is important that students develop the skills needed for success. It is the student's responsibility to:

- Plan a reasonable school, study, and work schedule.
- Go to all classes on time, participate and ask questions when needed.
- Allow extra time for long assignments.
- Take advantage of special classes and tutoring.
- Keep a calendar of all appointments and exam/assignment due dates.
- Plan on spending 2 to 3 hours of studying for every hour of class.
- Visit the Special Services Office for assistance, questions, counseling and class selections as often as necessary.
- Arrange for needed accommodations, such as books on CD, interpreters, etc., before the semester begins, or early in the semester.
- Complete all assignments on time.
- Enroll in recommended courses that offer instruction in basic skills, study skills, time management, and career planning.
- Plan time to eat, sleep and have some fun!



ELIGIBILITY FOR SERVICES

Students with a disability seeking academic accommodations/support services under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, **must identify themselves and present professional documentation of their disability to the Special Services Office before services may begin.** The disability must substantially limit a major life activity, including learning, speaking, breathing, performing manual tasks, seeing, hearing, working, caring for oneself, sitting, standing and reading. In an educational setting, we are primarily concerned with the impact of a disability on the student's ability to *learn*. To this end, a student's disability will establish the related educational limitations that the disability places on the student. This is an individualized process that means two students with the same disability may or may not receive the same services. A student's educational limitations, in turn, will be used to determine the best educational accommodations which are defined as the strategies or processes that provide equal access to facilities, programs, and activities without lessening the academic standards of the classes or programs.

There are three methods available to secure the appropriate verification of a student's disability:

1. Observation by Special Services professional staff with review by the Special Services Director. This is for students whose disability is visible (for example, wheelchair user, blind, or amputee).
2. Assessment by appropriate Special Services professional staff. This is primarily meant for students with a Learning Disability.
3. Review of documentation provided by appropriate agencies or certified or licensed professionals outside of Special Services. The documentation should include, but not be limited to the following: Name, title and professional credentials of the evaluator. The documentation should be signed and dated, and include a diagnostic statement identifying the disability, date of the most current diagnostic evaluation, and the date of the original evaluation. It should also include the credentials of the diagnosing professional who may not be a family member. Any verification may be deemed too old or insufficient by a Special Services counselor. In this case, students will be required to get new documentation.

ARRANGING FOR SERVICES AND ACCOMMODATIONS

Once a student's eligibility has been verified and his or her educational limitations have been identified, the student will need to meet with a Special Services counselor to do the following:

- complete the department intake paperwork and forms necessary to establish a student file.
- develop a Student Educational Plan (SEP) based upon student educational goals.
- obtain Special Services recommendation/approval for special accommodations.
- determine the actual services and academic accommodations by answering the following questions:
 - What accommodations will be provided?
 - When will they be provided?
 - How do I make arrangements with my instructor(s)?
 - What are my responsibilities?
 - What are the Special Services staff responsibilities?
 - How will the accommodations be provided (for example, in the classroom, the Special Services Office, etc.)?
 - How will I know that the accommodations were provided?



For information about the Academic Accommodations Policy and Procedures, see Appendix

TYPES OF DISABILITIES SERVED AND THEIR DEFINITIONS:

Acquired or Traumatic Brain Injury (ABI/TBI)

Acquired brain injury means a verified deficit in brain functioning which results in a total or partial loss of cognitive, communicative, motor, psycho-social, and/or sensory-perceptual abilities. Acquired Brain Injury is caused by external or internal trauma, resulting in limitations that affect or limit the student's educational performance. **ABI does not apply to functional limitations resulting from brain trauma induced by birth, present at birth or which is progressive and/or degenerative in nature.**

Attention Deficit/Hyperactive Disorder (ADD/ADHD)

The symptoms of ADHD must be frequent, severe, and long-lasting for the diagnosis to be made. They include:

- Inattention: The student has difficulty with tasks requiring long-term effort; is forgetful, disorganized, and easily distracted;
- Hyperactivity: The student fidgets, cannot sit quietly, and talks excessively.
- Impulsivity: The student cannot curb immediate reactions, acts or speaks without thinking, interrupts, and has difficulty waiting.

Blind/Visually Impaired

A visual impairment means total or partial loss of sight.

Communication Disability

A speech, language or speech-language impairment means disorders of voice, articulation, rhythm, and/or the receptive and expressive processes of language.

Deaf and Hard of Hearing

Students with a hearing loss have a total or partial loss of hearing function which impedes the communication process essential to language, educational, social, and/or cultural interactions.

Developmentally Delayed Learner

The developmentally delayed learner is a student who exhibits the following:

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

Learning Disability

Learning disability is defined as a persistent condition of presumed neurological dysfunction. This dysfunction continues despite instruction in standard classroom situations. To be categorized as learning disabled, a student must exhibit:

- Average to above-average intellectual ability;
- Severe processing deficit;
- Severe aptitude-achievement discrepancy; and
- Measured achievement in an instructional or employment setting.

Mobility and Physical Disabilities

Physical disability means a mobility or orthopedic impairment. Mobility or orthopedic impairment means a serious limitation in locomotion or motor function.

Other Health Impaired

This category includes all other verifiable disabilities and other health-related limitations that affect a student's educational performance, but does not fall into any of the other categories. Examples of these include: heart conditions, cancer, AIDS, Chronic Fatigue Syndrome, Rheumatoid Arthritis, Carpal Tunnel Syndrome, among many others.

Psychological Disabilities

Psychological disabilities mean a persistent psychological or psychiatric disorder, or emotional or mental illness. NOTE: The following are not psychological disabilities: transvestitism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments, or other sexual behavior disorders, compulsive gambling, kleptomania, or pyromania

Temporary Disability

Although Special Services works primarily with students who have a permanent disability, students with a temporary disability due to accident, illness, surgery or other circumstances may also qualify for Special Services. Services will be provided on a temporary basis if the disability substantially interferes with the student's ability to participate successfully in the academic environment. To be eligible for services, a temporary disability must last 45 days or more.

SERVICES AVAILABLE

For ALL Students

- Academic Advisement/Educational Planning/Career Counseling
- Priority (early) registration (accommodation process can begin sooner)
- Tutoring
- English and Math Placement Tests
- Liaison with off/on campus programs and faculty
- Special New Student Orientation
- Special Classes (Vocabulary and Spelling Development, and Study Skills)
- Illness notification to faculty (limited/extenuating circumstances)
- Assistive/Adaptive technology (as needed)

For DEAF Students

- Specialized English classes
- Interpreting/Captioning
- Telecommunications Device (TTY)
- Notetaking assistance



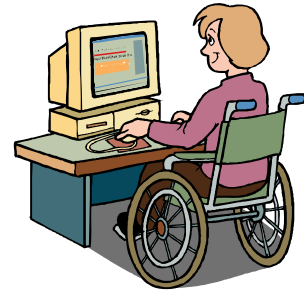
For BLIND and LOW-VISION Students

- Notetaking assistance
- Mobility assistance
- Test-taking assistance (reader/writer)
- Talking calculators
- Print enlargers (CCTV)
- Perkins Braille
- Adaptive computer software (JAWS, Dragon Naturally Speaking, Kurzweil)
- Braille printer
- Alternate text production (textbooks to audio)
- Classroom location assistance
- Enlarged print materials
- Lab assistant/aide services (see a Special Services counselor for more information)



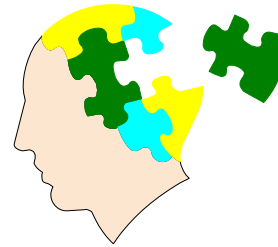
For MOBILITY IMPAIRED Students

- Special parking (gate key, see a Special Services counselor for details)
- Mobility assistance (accessible van for on-campus transportation)
- Notetaking assistance
- Test-taking assistance
- Adaptive physical education (in process)
- Wheelchair/scooter loan (electric/manual)
- Library elevator access (key required, see a Special Services counselor for more information)
- Orientation to campus (locate ramps, accessible phones, restrooms and other special features)
- Adapted furniture (computer station, separate table and chair)
- Lab assistant/aide services (see a Special Services counselor for more information)



For LEARNING DISABLED Students

- Specialized reading and writing classes
- Learning disability verification testing
- Notetaking assistance
- Tutoring
- Adaptive computer software (JAWS, Naturally Speaking, Kurzweil)
- Selective Test-taking assistance
- Alternate Text Production (textbooks to audio)



For OTHER HEALTH CONDITIONS

- Notetaking assistance
- Adaptive physical education (in process)
- Wheelchair/scooter loan (electric/manual)
- Library elevator access (key required, see a Special Services counselor)
- Test-taking assistance (reader/writer)
- Adaptive computer software (JAWS, Dragon Naturally Speaking, Kurzweil)
- Mobility assistance (accessible van for transport on campus)
- Adapted furniture (computer station, separate table and chair)
- Alternate Text Production (textbooks to audio and enlarged print materials)

OTHER DISABILITY-RELATED SERVICES


Absence Notification Guidelines for Classes

Special Services will *not* notify instructors of an absence except in limited and extenuating circumstances such as emergency hospitalization or upon failure of the teacher to respond to the student's emails, phone calls or written messages.

Absence Notification Guidelines for Services

Students receiving services (for example, interpreting/real time captioning, testing accommodations or appointments for counseling) must notify Special Services in the event of any absence when a service is scheduled. Students should notify Special Services in advance of any planned absences. If a student does not call to cancel a scheduled service two times in a row, they will be asked to meet with the Director or a Special Services counselor to discuss the possible consequences for this action. Excessive non-compliance with this policy may be considered an abuse of services and may result in suspension and/or permanent termination of the related service (see "Suspension of Services" in the Appendix). Students scheduled for testing accommodations also should inform Special Services if they will not keep a test accommodation appointment. NOTE: Tests proctored by Special Services will not be rescheduled without the approval of the instructor (see "Test Proctoring Policy and Procedures" in the Appendix for more information).

Accessible Parking

Students who have a  parking placard issued by the Department of Motor Vehicles are eligible to park in any blue parking stall, but the placard does not mean free parking on the campus. **All** students are required to purchase a Pierce College parking permit every semester except when parking in a metered stall. In some instances, students with a placard need to park closer to their classrooms. In these cases, a student may request a gate key from Special Services that will allow them to park in staff and faculty parking areas. The need for this service must be verified by a medical doctor.

All parking is available on a first-come-first-serve basis. Parking is not reserved for students with disabilities. Students may wish to schedule their classes at times that are not as crowded as other times.

Adaptive or Special-Use Furniture

Some students cannot use standard classroom furniture due to their disability. If a student needs specialized furniture, such as an accessible workstation, separate table and chair, or back support please make the request in Special Services. By using the Special Services priority registration, students will be able to request this service in advance. Furniture requests can take approximately one week to process. Special Services will not arrange for specialized furniture solely for comfort purposes.

1. To request adaptive furniture (accessible table or separate table and chair), schedule an appointment to meet with a counselor.
2. Students should bring their class schedule that indicates the time and place where the specialized furniture is needed. The counselor will contact the College's Plant Facilities office for placement of the specialized furniture.

Alternate Media

“Alternate Media” is defined as instructional materials, textbooks, and library materials in formats accessible by individuals with disabilities. The determination of the most suitable format for support should be made by a Special Services counselor and, when appropriate, the Alternate Media Specialist and whenever possible, provided in the format preferred by the student. Special Services provides the following alternate media services: Braille, electronic text (e-text), print enlargement, tactile graphics conversion of course materials and handouts.

Alternate media services will be provided to students with a disability which prevents them from accessing material in traditional print format. Students must be enrolled in the course for which they are receiving alternate media. Students are asked to request this service as soon as possible to avoid unnecessary delays in obtaining text materials.

Braille and Tactile Graphics: Braille is a system of reading and writing for blind students. Printed material can be transcribed into Braille by Special Services. Graphics can be “translated” into tactile form by using special heat-sensitive paper. Please contact a Special Services counselor to discuss any requests for Brailled materials.

Closed Circuit TV (CCTV): The use of a CCTV permits magnification of the page being viewed and is a reasonable alternative to hard copy large print. This equipment is located in the Special Services Office, the college library, and The Learning Center. Please contact a Special Services counselor to discuss any requests for CCTV.

Electronic Text (e-text): Students who need to access their regular college textbooks in an alternate form must first have their textbooks converted to an electronic format. This is accomplished by the Special Services program which first scans the text and then converts the text to an electronic version which can be viewed on a computer or made available as an MP3 audio file. Students who need an alternate format for textbooks must first purchase the texts and then make an appointment with the Special Services Alternate Media Specialist at **(818) 710-2507**.

Automatic Doors and Elevators

Elevators and automatic doors are to remain in operation during school hours. If the elevator or an automatic door is not working, please report it immediately to Special Services or to the campus Sheriff **(818) 719-6450** or Plant Facilities **(818) 719-6441**.

Classroom Location Assistance

Blind or visually impaired students can make arrangements with a Special Services counselor for assistance in locating classrooms prior to the start of school. Call the Special Services Office to make an appointment to receive this assistance.

Classroom Reassignment

In some instances, assigned classrooms can be changed as an accommodation. If a student has a mobility or health disability and a student's classroom is not accessible, please contact a Special Services counselor immediately. When necessary, the counselor will arrange to reassign the class to a classroom that is more readily accessible (NOTE: If this move would fundamentally alter the nature of the program, class or course or substantially modify the academic or program standards, the move cannot be made). Courses with additional sections offered in accessible locations may not be reassigned.

Clear Path of Travel/Access

It is the responsibility of the college community to maintain clear paths of travel for all students. Every attempt has been made to assure access to all buildings and facilities on the campus, however, if a student notices a barrier, please bring it to the attention of the Special Services staff **(818) 719-6430**, Plant Facilities **(818) 719-6441** or the Vice President of Student Services **(818) 719-6444**.

Disability Management

Special Services counselors coordinate necessary support services and recommended accommodations in the educational setting. Counselors also serve as a resource for information and referral to community based agencies.

Lecture Notes

Notetaking services for lecture notes generally involve the request for in-class peers to share their notes by taking notes using a special carbonless paper called, NCR. This notetaking paper is supplied by Special Services. It is the student's responsibility to make sure the volunteer notetaker has this paper. Students are generally asked to recruit classmates as notetakers. Some students are able to find notetakers easily, others not. Some students ask their instructor for assistance or a Special Services counselor. Upon successful completion of a semester of notetaking service, the volunteer notetaker will receive a \$25 gift card. Volunteer notetakers are not a substitution for attending class. If a student is going to be absent, the student should contact his/her notetaker and let them know, otherwise, they are not obligated to take the student's notes. If the notetaker drops the class or does not take good notes, be ready to ask another student in the class to be the notetaker. See a Special Services counselor if necessary.

Mobility Assistance

Wheelchairs and scooters are available to assist students in moving around Pierce College. Students with temporary or permanent orthopedic or medical disabilities that affect their ability to move around the campus may be eligible for this service. Students may not use wheelchairs or scooters if medication or other disabilities impair their ability to safely operate equipment. Schedule an appointment with a Special Service counselor to receive authorization of this service. Bring verification of disability unless one is on file with Special Services. Students must also be aware of the following procedures:

- Students must schedule an appointment to be trained in safe operation of the wheelchair/ scooter.
- Wheelchairs/ scooters are available on a first-come-first-served basis.
- Students must provide the Special Services Office with the days/times they will need the wheelchair/ scooter.
- Wheelchairs/ scooters cannot be taken off the campus and cannot be left unattended at any time.
- Special arrangements must be made with Special Services to have a wheelchair/ scooter picked up and/or returned to the office during the time the office is closed.

The Special Services program also has an adapted full-size van equipped with a wheelchair lift to transport students using wheelchairs to and from the art, drama, and music buildings. For other mobility-impaired students, we will be using other forms of transportation. All requests for regularly-scheduled transportation services must be made at least a week before services begin. Last minute requests will be accommodated as best as possible.

Personal Emergencies

Some students have medical conditions that may require emergency or first aid response. This may include students who have seizures, students with cardiac disabilities or students with certain psychiatric disabilities. Students may wish to designate an emergency contact person in the event that the student requires medical attention or transport to his/her or medical facility. Students may also want to consider providing this information to the Student Health Center and/or Campus Sheriff.

Priority Registration

Students with disabilities are provided with priority registration and are strongly encouraged to use this service. This service is only offered in-person and not on-line. Therefore, students registering on-line will not have the opportunity to discuss classes, teachers, and discuss transfer and graduation requirements with the counselor. It will also be more difficult to make corrections to a student's schedule or to change his/her class schedule. Special Services notifies students of the dates for priority registration through email or by a letter sent to their current address. Therefore, students must be sure to tell Special Services if their address changes.

Priority Seating

Priority seating may be arranged as an accommodation for a disability. Students with a vision loss, hearing loss, attention deficit disorder, learning disabilities or other disabilities where specific class placement is important, may request to sit in the front of the room. Other health conditions may need to sit near a door or a window as an accommodation. Most often students are able to make these arrangements without Special Services intervention. If students have difficulty obtaining a seat that meets disability related needs, please contact the Special Services Office and ask to speak with a counselor.

Quick Questions

Quick questions can often be taken care of in a short, same day appointment, if available, or on a “drop in” basis. Due to the short time allowed for these types of “appointments”, there might not be enough time to address all of a student’s concerns. If that happens, a Special Services counselor or the front office staff can schedule a follow up appointment.

Recorder Use

If a student has a verified disability that makes notetaking a problem, the student will be allowed to tape record his/her lecture. If the student intends to tape record, he/she should first ask the instructor for permission. Most instructors will allow tape recording, but some may not. If the instructor denies a student’s request, please do not argue with the instructor, instead come to Special Services and we will provide the instructor with a copy of the legal mandate and a contract to be signed by both the student and instructor which describes the taping restrictions and regulations. If possible, try to take lecture notes while taping. If a student does not try to take notes, his/her mind will tend to wander, and the student will not get the full advantage of sitting through a lecture the first time. A major problem with relying on tapes of the lectures is that students lose all the information written on the board. In addition, trying to take notes during a taped lecture will allow provide practice in notetaking without worrying about missing anything.

Reserved Seating

Whenever necessary, Special Services will designate or reserve any classroom furniture required by students with a disability for their use only. Please contact the Special Services Office if assistance is needed regarding reserved seating.

Service Animals

Service animals that have been trained to provide a service, such as Seeing Eye Dogs, Signal Dogs and Canine Companions are welcome on campus. In addition, animals that have been certified by an appropriate licensed professional as a necessary accommodation are also welcome. No service animals, regardless of function, can ever be disruptive in the educational environment. Students using service animals are required to register the animal with the Special Services Office. Service animals must be on a leash at all times and meet health and safety standards. Pets are NOT allowed on campus.

Special Orientation for New Students

Prior to the fall and spring semesters, the Special Services program provides a special orientation to college for all new students. Although not mandatory, this meeting will introduce the student to the College's policies and procedures as well as discuss the programs and services available to students who are enrolled in Special Services. It is highly advisable that new students take advantage of this valuable service, which will make the transition into college easier and help to prevent problems faced by many first year college students. Students will be notified by email and/or by letter of the orientation. Students should feel free to invite their parents to accompany them. This orientation is open to all new students with all types of disabilities. However, there is a special orientation for Deaf students.

Another valuable resource is the Pierce College on-line orientation. This orientation is also not mandatory, but provides extremely valuable and necessary information about programs and services on campus and the rules and policies of the College that are important to students in helping them be successful at school. This orientation can be accessed by going to the Pierce College website: www.piercecollege.edu and click on the "Orientation" icon.

Special Services Counseling Appointments

Appointments are usually scheduled for thirty minutes. Please be on time. If a student must cancel, please call as soon as possible so that the time slot can be made available for another student. Students should be aware that they may not be able to reschedule their appointment as soon as they would like. Delays may impact the timely authorization of services (818) 719-6430.

Tutoring

Special Services programs are not mandated by disability law to provide subject tutoring. The Center for Academic Success offers free tutoring in Study Skills, Chemistry, English, and Math for enrolled students. The Center for Academic Success is located in the village, Building 8402.

TYPES OF SERVICES *NOT* PROVIDED

- Personal devices such as hearing aides or glasses
- Personal services such as assistance with eating, bathroom or grooming
- Accommodations that would fundamentally alter the nature of a program
- Accommodations that would lower or substantially modify an academic or program standard
- Accommodations that are unduly burdensome, administratively or financially
- An accommodation can be denied only after alternative methods of providing the requested accommodation have been explored.

The disability laws require that students be provided with effective accommodations, not the best or most expensive accommodation. Consideration will be given to the student's preferred choice of accommodations. However, the College reserves the right to reject a student's choice in lieu of another accommodation, provided it is an effective alternative.

SPECIALIZED CLASSES FOR STUDENTS WITH DISABILITIES

Learning Foundations 43 (Reading Comprehension) This course will focus on reading and understanding sentences, paragraphs, and extended passages from diverse sources. Students will also learn to paraphrase and develop new vocabulary.

Learning Foundations 50 (Computer-Assisted Vocabulary Development) This course uses a special computer program that individualizes instruction and provides opportunities for learning, review, and testing of vocabulary words in all three learning modalities (visual, auditory, tactile). Open to students of all ranges of vocabulary knowledge. Students may take this course up to three times and learn different words each time.

Learning Foundations 56 (Computer-Assisted Spelling Development) This course uses a special computer program that individualizes instruction and provides opportunities for learning, review, and testing spelling words and spelling rules in all three learning modalities (visual, auditory, tactile). Students may take this course up to three times and learn different words each time.

Learning Foundations 60 (Computer-Assisted Beginning Writing Skills) This course uses special computer programs that teach and practice sentence writing, proof reading, and short paragraph writing at a very basic level. This course involves the use of sentence patterns and verb forms. Students may take this course up to three times and do more advanced work each time.

ACCOMMODATIONS

Under provisions of Section 504 of the Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act, Pierce College is required to provide accommodations for otherwise qualified students with disabilities. Accommodations are not designed to give students an advantage but rather to allow equal opportunity in the classroom and in student activities. Accommodations are determined on a case by case basis. Accommodations may differ based on the nature of the disability, the educational limitation and the requirements of the class.

Examples of Possible Accommodations:

<u>Limitations Based on a Verified Disability</u>	<u>Possible Accommodation(s)</u>
Unable to take tests in traditional manner	Extended time, Reduced distraction, use of computer, reader or writer, alternate format
Unable to climb stairs or successfully negotiate barriers	Scooters/wheelchairs/on-campus transportation
Unable to produce class notes	Tape recorder, notetaking services
Unable to see/process visual information	Books on CD (E-Text) enlarged print notetaking services, Brailled materials
Deaf/hard of hearing	Preferential seating, interpreter/captioner, notetaking services
Unable to use standard classroom furniture breaks, or sit for long periods of time	Special classroom seating, extra testing accommodations, and adapted furniture
Difficulty with manual dexterity tasks (writing/typing)	Notetaking services, voice-activated software, extended testing time, tape recording lectures, writer for written tests

GENERAL COLLEGE INFORMATION

Grievance Rights

Students have a right to file an appeal when an accommodation they have requested has been denied or is unreasonably delayed. Students have a right to file a grievance concerning any allegations of failure to comply with the laws, regulations and procedures regarding accommodations for students with disabilities. Every attempt is made to resolve issues informally to the satisfaction of all parties. Complaints that cannot be resolved informally shall be processed through the existing Pierce College Dispute Resolution and Grievance Procedures. To initiate a student grievance, please contact the Office of Student Services at (818) 710-6418 (see "Suspension of Services Policy" in the Appendix)

Lockers

Lockers are available for rent to all students at Pierce College. They are located inside the Bookstore and are accessible to students who use a wheelchair.

Library Access

The library staff is available to retrieve books and reference materials for students whose disabilities prevent them from going through the book shelves. The staff can also assist with the copy machines.

Additionally the Pierce College library has:

1. A CCTV reader that magnifies print copy onto a screen for persons who are visually impaired.
2. A computer workstation with adaptive software and an adjustable table for use by people with visual or motor disabilities.

ON-CAMPUS RESOURCES

Below is a list of some of the on-campus resources available to all Pierce College students. For more information, go to the Pierce College webpage at www.piercecollege.edu or ask a Special Services counselor for assistance.



Admissions and Records

This is the office where students should go for information and assistance regarding their applications, adding or dropping classes, requesting transcripts, verification of enrollment, student information changes, and submitting academic petitions. (NOTE: Students can do “adds” and “drops” in the admissions office, but it is always easier and quicker to do them in the Special Services Office).

Where: Student Services Building, Room 48110 (818) 719-6404

Associated Student Organization (ASO)

The ASO on campus is student government. If students are interested in student government and serving the college community, contact this office.

Email: lapc_aso@piercecollege.edu (818) 719-6411

Extended Opportunity Program and Services (EOPS)

Extended Opportunity Program and Services (EOPS), another Pierce program, offers academic support services and limited financial assistance for low income and educationally disadvantaged students. Funding is limited and students must meet their requirements. Contact the EOPS office for more information including the application procedure.

Where: Student Services Building, Room 48235 (818) 719-6422

Financial Aid

Students may apply for Financial Aid to assist with expenses related to educational necessities. There are specific guidelines and deadlines related to applying for financial assistance. For more information, call the the Financial Aid Office at (818) 719-6428. Students can access the application form called FAFSA (Free Application for Student Aid) at www.fafsa.ed.gov . Low income students may be eligible



for a Board of Governor's Grant Grant (BOGG). The BOGG waives the regular registration fees for qualifying students. The BOGG does not cover the cost of books or the required student health fee. The scholarship office of the Financial Aid Office also grants scholarships for qualified incoming, continuing and transfer students. Ask a Special Services counselor or the Financial Aid Office for details about any of the benefits of the Financial Aid office.

Where: Campus Services Building **(818) 719-6428**

General Counseling Center

Although Special Services encourages students with disabilities to receive counseling in our office, all students have the right to meet with any counselor on campus, including the counselors in the college general counseling office. This office also provides personal counseling for any student on campus who is faced with the many challenges of life and academia through the general counseling HELP Center.

Where: Administration Building, Room 1000 **(818) 719-6440**

Graduation Office

This office handles all petitions for graduation, certificates of completion for occupational programs, petitions to substitute graduation requirements, petitions for certification of transfer requirements and grade changes.

Where: Administration Building, Room 1003 **(818) 710-4164**

Health Center

The Health Center provides professional health care services for free or at a low cost to Pierce students. All Pierce College students are required to pay the \$11 health fee each full semester which allows use of the health office. The health fee is lowered during the summer and winter sessions. Even if a student receives a financial aid fee waiver, he/she will still owe the health fee.

Where: Inside the Campus Center **(818) 710-4270**

Information Desk

The Information Desk is responsible for providing general information about Pierce College programs and services as well as assisting students who need to get in contact with instructors. The Pierce College application is available at the Information Desk in large print and in languages other than English.

Where: Student Services Building Lobby (818) 710-3390

Center for Academic Success

Offers tutoring in a variety of subjects, English and Math improvement workshops, access to computers for homework use, the Internet and much more.

Where: Village, 8402 (818) 710-2233

Transfer Center

This office provides services to students who are planning to transfer to 4-year colleges and universities. Special Services counselors can provide the same assistance.

Where: Student Services Building 1st Floor (818) 719-6440

OFF-CAMPUS RESOURCES

Braille Institute

Provides blind and visually-impaired people educational, social and recreational programs and services.

www.brailleinstitute.org

(800) 272-4553



California State Department of Rehabilitation (DR)

Assists California residents with qualifying disabilities in paying for their college expenses including registration and books. DR can also help students obtain employment and to maximize their ability to live independently in their communities. This can include training, transportation, and job placement. Their web site is: www.rehab.cahwnet.gov

There are two offices in the San Fernando Valley area. Call the nearest office for more information. **Canoga Park office: (818) 596-4302** **Van Nuys office: (818) 901-5024**

California State University, Northridge (CSUN)

Part of the California State University system. Local 4-year public university that provides educational support services to all students with qualifying disabilities.

National Center on Deafness: <http://ncod.csun.edu> (818) 677-2054 V/TTY

Center on Disabilities: www.csun.edu/cod (818) 677-2684 V/TTY

Children and Adults with Attention Deficit/Hyperactivity Disorder (CHADD)

Individuals and families dealing with Attention Deficit/Hyperactivity Disorder use CHADD, a national clearinghouse representing these individuals for educational, advocacy and support. (800) 233-4050

Department of Fair Employment and Housing

The mission of this agency is to protect the people of California from unlawful discrimination in employment, housing and public accommodations, and from acts of hate violence. www.dfeh.ca.gov

Greater Los Angeles Agency on Deafness (GLAD)

GLAD's mission is to ensure equal access for the deaf and hard of hearing community, General purposes are directed around the promotion of the social, recreational, cultural, educational and vocational welfare of deaf and hard of hearing people. www.gladinc.org (323) 478-8000 (Voice) or (323) 550-4226 (TTY)

Independent Living Center of Southern California (ILC)

This is a non-profit, consumer based, non-residential agency that provides a wide range of services to people with disabilities. www.ilcsc.org (818) 785-6934 (Voice) or (818) 785-7097 TTY

211 of Los Angeles County, (formerly known as Info Line of Los Angeles County)

Provides benefits and social services to low-income residents of Los Angeles County, including, but not limited to: food benefits, In-home services, free or low-cost health insurance, temporary financial assistance and employment. <http://dpss.lacounty.gov> (323) 686-0950 (Voice) or (800) 660-4026 (TTY)

Learning Disabilities Association of California (Los Angeles Office)

This is a group of parents, professionals and adults with various learning disabilities. The purpose of this organization is to promote and support the education and general welfare of children and adults with learning disabilities. www.ldaca.org (626) 355-0240

Literacy Programs

This directory has over 5000 literacy programs from all over the United States. www.literacydirectory.org (800) 228-8813

North Los Angeles County Regional Center

Private, non-profit organization providing services and support to persons with developmental disabilities and their families in the San Fernando, Santa Clarita and Antelope Valley areas. www.nlcrc.org (818) 778-1900

Occupational Centers

Provides quality career and technical education for a diverse population in preparation for gainful employment.

West Valley Center - www.wvoc.net (818) 346-3540

North Valley Center - www.nvoc.org (818) 365-9645

Office of Civil Rights (OCR)

Students who feel they have been discriminated against may contact The Office of Civil Rights and file a complaint. This Federal agency serves students and investigates their complaints of discrimination. Contact them at their web site www.ed.gov/about/offices/list/ocr (800) 872-5327 Voice or (800) 437-0833 TTY

Transportation

The city of Los Angeles operates a paratransit system which provides door-to-door transportation to qualifying persons with disabilities (see a Special Services counselor for more information). Students may also use the public bus and subway system of the Metro Transportation Authority (MTA).

Paratransit: Access Services (800) 431-7882

City Ride (818) 908-1901

The MTA offers reduced fares for some students with a qualifying disability. Applications for reduced fares and schedules for all bus lines are available in the Special Services Office or call the MTA directly at: (213) 680-0054 (Please be patient, many times it is difficult to reach any of the transportation offices).

Appendix

(Selected Policies and Procedures)

PERSONAL SERVICE ATTENDANT

What is a Personal Service Attendant?

A Personal Service Attendant assists students with non-academic personal needs. Pierce College and Special Services (according to section 504 of the Rehabilitation Act, AB 803, and Title V regulations) is NOT required to provide Personal Attendant care. Each student needing a personal attendant is responsible for hiring and paying for that service.

Personal Service Attendants Should:

- perform personal care duties such as turning pages, retrieving books, taking off and putting on coats, etc.
- avoid non-related classroom conversations with the student during class.
- direct any problems or concerns about the student's performance or attendance to the student, not to the Special Services Office.
- follow the College's Student Code of Conduct (see next section).
- encourage their clients to actively participate in the class or in conversations between the student and faculty, staff and/or other students and remain neutral and silent throughout any of these exchanges.

Personal Service Attendants Should Not:

- be responsible for the student's progress or behavior.
- be responsible for providing classroom accommodations such as notetaking, test proctoring or in-class writing (all of which are provided by the Special Services Office staff).
- do not discuss any confidential information about the student with faculty, staff and/or other students.

STUDENT CONDUCT POLICY

A student enrolling in one of the Los Angeles Community Colleges may rightfully expect that the faculty and administrators of the colleges will maintain an environment in which there is freedom to learn. This requires that there be appropriate conditions and opportunities in the classroom and on the campus. As members of the College community, students should be encouraged to develop the capacity for critical judgment, to engage in the sustained and independent search for truth, and to exercise their rights to free inquiry and free speech in a responsible, non-violent manner. In furtherance of students' interest in free inquiry and the search for truth, it is also important that students be able to hear the views of non-students and engage in the free exchange of ideas with non-students. All persons shall respect and obey civil and criminal law, and shall be subject to legal penalties for violation of laws of the city, county, state and nation. All persons shall respect and obey the rules, regulations, and policies of the Los Angeles Community College District. Conduct in all of the Los Angeles Community Colleges must conform to District and college rules and regulations. Violations of such rules and regulations may result in disciplinary action depending on the individual's status as student, faculty, staff or visitor. Violations of such rules and regulations include but are not limited to the following Board Rules 9803, 9804, 9805, and 9806. (See college catalog for complete descriptions)

.10 Willful Disobedience to directions of college officials acting in the performance of their duties.

.11 Violation of college rules and regulations including those concerning student organizations, the use of college facilities, or the time, place, and manner of public expression or distribution of materials.

.12 Dishonesty such as cheating, or knowingly furnishing false information to the college.

.13 Unauthorized entry to or use of the college facilities.

.14 Forgery, alteration, or misuse of college documents, records or identification.

.15 Disruption or obstruction of college classes, administration, disciplinary procedures, or authorized college activities.

.16 Theft of or damage to property belonging to the College, a member of the college community, or a campus visitor.

.17 The malicious or willful disturbance of the peace or quiet of any of the Los Angeles community Colleges by loud or unusual noise, or any threat, challenge to fight, or violation of any rules of conduct as set forth in this Article.

.18 Assault or battery, abuse, or any threat of force or violence directed toward any member of the college community or campus visitor engaged in authorized activities.

.19 Any possession of controlled substances which would constitute a violation of Health and Safety Code section 11350, any use of controlled substances the possession of which are prohibited by the same, or any possession or use of alcoholic beverages while on any property owned or used by the District or colleges of the District or while participating in any District or college-sponsored function or field trip.

.20 Possession of a lethal weapon is forbidden to all persons except police officers and other government employees charged with policing responsibilities.

.21 Behavior inconsistent with the District's non-discrimination policy, which requires that all programs and activities of the Los Angeles Community College District be operated in a manner which is free of discrimination on the basis or race, color, national origin, ancestry, religion, creed, sex, pregnancy, marital status, sexual orientation, age, disability or veterans status.

.22 Any assemblage of two or more persons to 1) do an unlawful act, or 2) do a lawful act in a violent, boisterous or tumultuous manner.

.23 Any agreement to perform illegal acts between two or more persons.

.24 A direct or implied expression of intent to inflict physical or mental/emotional harm and or actions, such as stalking, which a reasonable person would perceive as a threat to personal safety or property. Threats may include verbal statements, written statements, telephone threats or physical threats.

.25 Disorderly Conduct including; lewd or indecent attire or behavior that disrupts classes or college activities; breach of the peace of the College; aiding; or inciting another person to breach the peace of college premises or functions.

9804 Any person who willfully attempts to obstruct any student or teacher seeking to attend or instruct classes.

9805 Interference with performance of duties by employees.

9806 Conduct which poses a threat of harm to the individual and/or to others.

RIGHTS AND RESPONSIBILITIES

The Board of Governors of the California Community Colleges believes that a student's education is important and that the services and accommodations they obtain from Special Services are to be taken seriously. Students' rights and responsibilities are defined by law as well. Excerpts from Title V of the California Code of Regulations are quoted below and are taken from sections 56008 and 56010.

Student Rights

- Students can choose to participate in the Special Services program. If a student does not participate in the Special Services program, the College is still responsible for providing accommodations based on a student's educational limitations.
- Receiving support services or instruction shall not prevent a student from also participating in any other course, program or activity offered by the College.
- 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.

Student Responsibilities

- Identify him/herself in a timely manner as an individual with a disability when requesting an accommodation.
- Provide documentation from a qualified source that verifies the nature of the disability, educational limitations and the need for specific accommodations.
- All students must comply with the College's Student Code of Conduct and all other applicable statutes and regulations related to student conduct.
- Students must be responsible in their use of Special Services and adhere to written service provision policies adopted by Special Services.
- Students must make measurable progress toward the goals established in the Student Educational Plan (SEP) or, when the student is enrolled in a regular college course, meet academic standards established by the College.

College/Special Services Responsibilities

Neither the College nor the Special Services Program may:

- Limit the number of students with disabilities admitted;
- Make pre-admission inquiries to determine if a student has a disability;
- Use admission tests or other criteria that inadequately measures the academic qualifications of students with disabilities;
- 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 assistant-ships on the basis of disability;
- Counsel a student with a disability toward a more restrictive career;
- Measure a student's achievement using modes that adversely discriminate against a student with a disability;
- Establish rules and/or policies that may adversely affect students with disabilities; or
- Discriminate on the basis of: race, national origin, ancestry, religion, creed, sex, pregnancy, marital status, sexual orientation, age, disability or veteran's status (Reference: Board Rule 1202).

TEMPORARY SERVICES POLICY FOR UNVERIFIED STUDENTS

While each student served by Special Services must have appropriate documentation of his or her disability on file, sometimes securing that documentation requires a prolonged period of time or requires multiple attempts. Special Services counselors have the discretion to authorize services or accommodations, on a temporary basis, until appropriate documentation arrives, however, the Special Services Program will provide temporary services, but for one semester only.

The policy of offering temporary services to an unverified student is not intended to circumvent the Special Services policy regarding the documentation of a disability; rather the policy is intended for the student who, in all likelihood, will be eligible for Special Services support once his or her documentation has arrived.

During the initial intake counseling appointment, the Special Services counselor will authorize temporary services for a student without documentation of his/her disability and will provide the student with a letter specifying the appropriate documentation required for the student's verification and the date by which the documentation must be submitted.

If a student does not submit verification disability by the end of the current semester, the Director will send the student a Termination of Services letter. This letter will:

- Inform the student about the termination of temporary services;
- Invite the student to schedule an appointment with a Special Services counselor or the Director to discuss a possible extension of services to give the student more time to acquire the required verification documentation. This extension may not be longer than one semester. If a student skips one or more semesters after the initial semester, the one-semester extension rule still applies when the student returns to school.

SUSPENSION OF SERVICES POLICY

As allowed by Title V of the California Code of Regulations, the Los Angeles Community College District has adopted a written policy for the suspension of services to students with a disability when a student fails to:

- comply with the policies and procedures of individual services that students are using or failure to comply with the Student Code of Conduct (for example, if a student is caught cheating on an exam in the Special Services Office, or missing three consecutive service appointments without calling in advance to cancel);
- make measurable progress toward the goals established in the Student Educational Plan;
- meet the academic standards established by the College.

When a student fails to meet any of the above requirements, some or all of his/her services may be temporarily or permanently suspended. In these instances, the procedures are:

- prior to the suspension of services, the Special Services Director will mail or hand deliver a warning letter to the student informing him/her about the pending action. A copy of this letter will be placed in the student's file. The letter shall require the student to schedule a meeting with the Director to discuss the reasons for the action;
- if the student does not schedule a meeting within ten days of the date of the warning letter, the Director will then hand deliver or send a second letter suspending one or more services. This second letter will include the student's right to appeal the decision which may be done by contacting the Office of College Compliance at **(818) 710-2508** or e-mail at: **compliance@piercollege.edu**
- a student who has had one or more services temporarily suspended can re-apply to Special Services for reinstatement of services for the next semester. Services may be reinstated on a probationary basis, concurrent with a written commitment from the student to follow Special Services policies for service provision including, but not limited to, the following:
 - Accept the recommendations for course selection from a Special Services counselor.
 - Attend all classes regularly and on time.

- Report academic difficulties to a Special Services counselor in a timely manner.
- Keep all scheduled appointments or, when necessary, cancel appointments at least 24 hours in advance.
- Keep a Special Services counselor apprised of academic progress through monthly appointments with the counselor.
- A student who has had one or more services **permanently suspended** can appeal to reinstate the services by contacting the Office of College Compliance at **(818) 710-2508** or e-mail at: **compliance@piercecollege.edu**

ACADEMIC ACCOMMODATIONS POLICY

Pierce College and The Los Angeles Community College District is committed to providing, in a timely and appropriate manner, accommodations for students with disabilities. Pierce College recognizes the need to accommodate, to the greatest extent possible, students with documented disabilities without compromising the student's course of study or the integrity of the College's academic standards. Examples of accommodations include but are not limited to: test taking accommodations which may include a writer/reader, alternate format, orally administered exams or extended time on exams, interpreters/captioners, notetaking, tape recording, alternate classroom location and special classroom seating. Pierce College intends that all of its graduates master the competencies required by Section 56006 of Title V of the California Code of Regulations and complete courses required for a degree or certificate.

Academic Accommodations Requirements

1. The student bears the responsibility of requesting an accommodation and presenting documentation of his/her disability to a Special Services counselor before an academic accommodation authorization will be granted.
2. The student shares the responsibility of insuring that an accommodation is provided. The Special Services Office provides accommodations, but occasionally a problem may arise that requires additional intervention by the Office (for example, the accommodation is not satisfactory to the student or it was provided, but later disappears such as an adapted table). Since many of these problems are not always self-evident to the Special Services staff, it is extremely important that the student notifies the Special Services Office of any problem with an accommodation so the problem can be quickly resolved.
3. Except for the occasional unforeseen situation, students who require accommodations should contact the Special Services Office 3-4 weeks prior to the start of classes, but not less than two weeks before the accommodation will be needed.
4. If the student does not have appropriate or any verification of disability, a request to the appropriate licensed/certificated professional will be required by Special Services. The Consent for Release of Information form can be signed by the student and faxed by Special Services staff to expedite the process. If assessment is within the scope of Special Services, the necessary assessment may be provided by the Special Services professional staff (see "Temporary Services Policy").

5. The Special Services staff, meeting 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 Special Services professional shall recommend accommodations upon request of the student. **The student must request the authorized accommodation from a Special Services counselor allowing them adequate time to provide for the accommodation requested.**
6. Students who do not wish to apply for services through Special Services may contact the Dean of Admissions, the College Compliance Officer, or the Vice President of Student Services to arrange for necessary accommodations. Verification of disability will still be required before accommodations are provided.
7. Under rare and unusual circumstances, the Special Services Office can allow a student to substitute a course for a required course which has proven to be beyond the student's ability to pass. The substitution course is predetermined by the College and is comparable to the course needing substitution. This does not apply to courses for transfer to a 4-year college (see the Learning Disabilities Specialist for more details).

Requesting Accommodations

1. Each student in Special Services needs to fill out an “**Accommodations Request Form**” for each semester he/she is at Pierce. This form shows exactly what services the student will be receiving or are eligible for from Special Services.
2. If the student registers with a Special Services counselor or at the Special Services front desk, he/she will automatically get a new form to fill out.
3. If a student does not come into the Office until after the start of the semester, he/she will need to fill out the form at his/her first visit of the current semester.
4. If a student needs additional accommodations during a semester, he/she must come into the Special Services Office and fill out an “**Accommodations Update Form**”.

RESOLVING ACADEMIC ACCOMMODATIONS DISPUTES POLICY

The purpose of this policy is to provide an equitable means for resolving disputes regarding academic accommodations/adjustments in a timely manner.

Accommodation Denied by an Instructor:

When a dispute arises over denial of academic accommodations or adjustments by a faculty member, the Special Services counselor or Director will contact the instructor and attempt to resolve the problem. If this attempt fails, the Special Services Director will schedule an informal meeting with the student and the instructor.

If the informal meeting does not resolve the dispute or if the student does not accept the resolution that came out of the informal meeting, the student may make a written request for a formal hearing of the **Academic Accommodations Review Committee** which shall be composed of two appointed representatives from faculty and two from administration, and the Special Services Director or designee who will have no vote in the committee's decision. Forms to request a review by the Academic Accommodations Review Committee are available from the Special Services Office, Vice President of Student Services, or from the College Compliance Officer.

Upon a student's request for a hearing, the following steps will occur:

1. the instructor denying the accommodation and/or his/her departmental representative shall send the reasons for denying the recommended accommodation in writing to the committee;
2. the college Section 504 Coordinator, or other designated college official with knowledge of accommodations requirements will make an interim decision regarding provision of accommodations pending the final resolution of the dispute;
3. the Academic Accommodations Review Committee will meet within 10 business days of the request;
4. the student filing the request will appear in person at the committee meeting;
5. the instructor denying the accommodation will have the option to appear in person at the committee meeting;
6. the committee will deliberate outside of the presence of the student and the person denying the accommodation and their representatives;
7. the committee chair shall coordinate the hearing;

8. the hearing shall be closed and confidential;
9. within two business days after the hearing, the committee will submit a written recommendation to the College President for approval;
10. within two business days after receipt of the committee's recommendation, copies of the college president's final decision will be sent to the student and the instructor who denied the accommodation.

If the student is dissatisfied with the outcome of the Academic Accommodations Review Process, the student may file a formal discrimination complaint (AB 803) with the College Compliance Officer at **(818) 710-2508** or e-mail: **compliance@piercollege.edu**.

Accommodation Denied by Special Services:

If a dispute arises between a student with a disability and Special Services professional staff regarding special accommodations or any issue that remains unresolved, the student should meet with the Special Services Director and make a reasonable effort to resolve the matter on an informal basis. If the matter cannot be satisfactorily resolved in this matter, the student has the right to request a meeting of the Academic Accommodations Review Committee. If the decision of the Review Committee is not acceptable to the student, he/she may meet with the Vice President of Student Services and/or file a formal complaint with the College Compliance Officer at **(818) 710-2508** or e-mail: **compliance@piercollege.edu**.

TEST PROCTORING POLICY AND PROCEDURES

Test proctoring means the accommodations that some students need to take their regular class exams. Test proctoring includes: extended test time, computer for essays, reader/writer, reduced distraction room, alternate testing format, or use of a CCTV. Testing accommodations may be approved as a reasonable accommodation if a disability prevents a student from taking tests under normal conditions. The most appropriate method of testing accommodations depends upon the student's disability and the design of the test. Each semester, a student will fill out a Recommendation for Services form with their counselor. This form lists the accommodations agreed upon by both the student and Special Services staff. Testing accommodations will be listed as an accommodation, and like all other accommodations, will be reviewed and updated each semester with a Special Services counselor.

Not all classes a student enrolls in will require test-proctoring services. However, for those courses where this service is necessary, the student must complete a Test Proctoring Request form. Students should come into Special Services **at the beginning of each semester** and fill out the form that will be sent to each instructor advising them of the accommodation, not the disability. Students should wait until they receive a copy of their class syllabus (course requirements) before requesting test proctoring to insure they will need help and to inform the Special Services Office of the dates of the exams. It is advisable to fill out this form as soon as possible but **at least two weeks before the first exam. If this form is not received prior to the first exam, students may have to take the test with the rest of the class. Special Services cannot guarantee last minute requests. PLAN AHEAD.**

If the student decides to take their exams in the classroom, instead of in Special Services with the test proctoring accommodation, the student may **NOT** re-take that test with accommodations if he/she fails the test.

Many students will tell their instructors they have a disability and request a testing accommodation directly from the teacher. Teachers are not legally obligated to provide a student with an accommodation until they are notified by Special Services or any other official designee. While students are encouraged to discuss their disability and accommodations with the instructor, the formal request for services must come from Special Services or other official designee. Also, instructors do not have the authority to unilaterally make a determination on the sufficiency or insufficiency of the disability or the appropriateness of an academic accommodation.

Temporary test proctoring services may be provided if the student is in the process of providing documentation and meets other requirements (see "Provisional Services Policy").

GENERAL TEST PROCTORING INFORMATION:

- Evening tests will be taken in the Academic Affairs Office (room 1016) under the supervision of the Dean of Academic Affairs. If a student has a night class, please inform the Special Services staff as soon as possible for details on this procedure.
- Notify the Special Services Office **AT LEAST 5 DAYS IN ADVANCE OF ANY TEST**. This advance scheduling allows time to arrange for additional Special Services support, such as a writer, or to resolve any problem related to test administration.
- Confirm testing appointments with the Special Services staff a day before the test.
- Remind each instructor of any upcoming test during the class meeting immediately before each test (instructors sometimes forget).
- Make arrangements for any missed class notes (see a Special Services counselor for details).
- Students must take each test **ON OR BEFORE THE DAY AND TIME THE REST OF THE CLASS TAKES THE TEST**. It is each student's responsibility to be on time for a scheduled appointment. If a student is late, he/she will lose that amount of time from the scheduled test time. Any test not taken on or before the rest of the class will be sent back to the instructor the same day.

ON TEST DAY:

- Unless otherwise agreed, do **NOT** use any notes, books or calculators.
- Students are **NOT** allowed to bring cell phones, backpacks or purses into the test-taking room. Also, no food or beverage is allowed, unless required by nature of the student's disability.
- Students should make sure they have all the materials they will need including Scantron forms.
- Students must start and finish each test in the same session. Students will **NOT** be able to start the test and come back to finish the test later.
- Restroom breaks are permissible, but are limited to three (3) minutes and students must use the Special Services restroom.
- Do not bring children when taking a test.

AFTER THE TEST:

- Return the test to the Special Services secretary. Do **NOT** return the test to the instructor unless previously agreed upon.

STEPS TO RECEIVING INTERPRETER/CAPTIONER SERVICES

Special Services provides interpreting or captioning services for deaf students. To get an interpreter, deaf students must complete an "Interpreter Request" form **as soon as they register into classes**. Students must come into the Special Services Office to get the form. Students can register on-line, but they should register for classes in-person with a Special Services counselor. On-line registration does not give academic counseling and might allow students to register into the wrong classes or into too many classes. Also, if a student registers on-line, and forgets to request interpreter services, it is possible there will not be an interpreter available. Scheduling interpreters takes time, so late registration (especially the two weeks prior to the start of school) may result in a service delay.

Special Services does everything possible to provide interpreting or captioning services, but sometimes there are more requests than interpreters. If that happens, students may need to make changes to their schedules to help with the problem. For example, when two students are enrolled in the same class but different sections, we may request that students consider enrolling in the same section of a class.

Students must immediately inform the Interpreter Coordinator of any changes in their class schedules (for example, adds, drops, or class cancellations). If a student forgets to inform the Special Services Office about a schedule change (either before or after the semester begins) the student may see a service delay.

The Special Services Office strives to honor a student's preferred communication method, but sometimes that is not possible. Special Services also tries to employ competent and skilled interpreters. Interpreters are assigned to appropriate classes based upon their skill level, availability and knowledge of the subject matter. Students may ask for certain interpreters, but Special Services does not guarantee a specific interpreter or captioner will be assigned to any student.

Special Services provides interpreting services for classes and activities that are requirements of a class, such as a field trip. Special Services also provides interpreting services for meetings with instructors, counselors, or for other campus services, but students must complete an Interpreter Request Form at least **5-days before the meeting**.

Students may contact any of the Special Services counselors for more information at **(818) 719-6430 (V/TTY)**, email at interpreterrequest@piercecollege.edu or leave a message at **(818) 436-0167** (TTY only).

Another valuable resource offered is The New Student Orientation for Deaf and Hard-of-Hearing students. These meetings are offered before the fall and spring semesters begin and are a good way to meet other new students, interpreters and Special Services staff. The orientation will give students important information about the College, majors, degrees, financial aid, the Department of Rehabilitation (DR) and the programs and services offered by Special Services. The orientation also includes a campus tour so students will learn the location of important places on campus and learn where their classes are before school starts. The Special Services Office will mail or email a letter announcing the orientation so it is important that Special Services has each student's current addresses.

Another valuable resource is the Pierce College on-line orientation. The orientation is closed captioned. The orientation is not required, but it provides extremely valuable and necessary information about programs and services on campus and the rules and policies of the College that are important to students in helping them be successful at school. This orientation can be accessed by going to the Pierce College website: www.piercecollege.edu and click on the "Orientation" icon.

USING INTERPRETER SERVICES

1. Students should not talk with their interpreter while in class, because it is distracting to the interpreter, professor, hearing students and other deaf students. The interpreter signs everything they hear and will voice what they see. Keep this in mind when signing to others while in class because the interpreter will voice.
2. Do not ask interpreters for their help in class, ask the instructor.
3. If a student has difficulty in a class, tutors are available through Special Services and the Learning Center. See a Special Services counselor for more information.
4. If a student has any personal, career, or academic problems or questions, see a Special Services counselor. It is always best to see a counselor before dropping a class.
5. If students have any problems with their interpreters, discuss it with the interpreter coordinator immediately. Most problems can be resolved quickly.
6. Plan ahead! Remember that interpreters cannot fingerspell words on vocabulary tests. Students should choose signs to be used and write them next to each word. Have this copied in Special Services and keep this copy on the test day. If the regular interpreter is absent, the student will have something for the substitute interpreter to follow. Also, if the class requires a presentation, remember to request the interpreter for rehearsal and copy the presentation for the interpreter.
7. Notetakers are not provided by Special Services. It is each student's responsibility to ask for a volunteer in each class that needs a notetaker. Students get special notetaking (NCR) paper at the Special Services Office at the beginning of every week, but the student is responsible to bring it to class. If a student has a hard time finding a notetaker, tell the instructor or the interpreter coordinator.
8. All interpreting services **MUST BE** arranged by Special Services. A Student Request Form must be filled out for the following:
 - when the student knows he/she will be absent from class;
 - the student was absent from class and needs services returned;
 - the student needs an interpreter for an out-of-class activity;
 - the interpreter did not show up to class;
 - the student drops his/her class.

Remember: Interpreters are not provided for final exams
unless the student asks for an interpreter

NO SHOW POLICY FOR DEAF AND HARD-OF-HEARING STUDENTS

Interpreters will wait at a class as follows:

Class meets	Interpreter waits
1 hour	10 minutes
1 1/2 hours	15 minutes
2 hours	20 minutes
3 hours	30 minutes

The interpreter will wait the mandatory time as shown above. If a student does not show up by the time the interpreter leaves the class, the interpreter will go to the Special Services Office. The interpreter may be sent out to cover another class or work in the Special Services Office. If a student knows he/she will be late, call the office. Special Services will inform the interpreter to meet at the class.

It is very important that each student tells Special Services if he/she will be late or absent. This is especially helpful when an interpreter is also absent and the coordinator must make substitute arrangements.

Important numbers and information to know:

Special Services opens at 8:00am, Monday thru Friday.

Special Services phone number: **(818)719-6430** (Voice/TTY)

Special Services video phone: **(818)-436-0467**

Email address: interpreterrequest@piercecollege.edu

LAWS RELATING TO DISABILITIES

Americans with Disabilities Act of 1990 (ADA):

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

Title I - Employment

Title II - Public Services and Transportation (colleges are in this Title)

Title III - Public Accommodations

Title IV - Telecommunications

Title V - Miscellaneous Provisions

Assembly Bill 77 (Lanterman Bill 1974):

Provides the funding mechanism for disabled student programs in California Community Colleges.

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

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

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

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

Section 504, Rehabilitation Act of 1973:

Section 504 is also known as the “Access Law.” It provides program and physical access for students with disabilities.

The law states that: “No otherwise qualified individual in the United States...shall solely by reason of disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” When providing aid, benefit or service, public entities must provide

opportunities for individuals with disabilities to participate that are as effective as the opportunities provided to non-disabled students.

The Office for Civil Rights of the Department of Education defines “effective communications” as timeliness of delivery, accuracy of the translation, and provision in a manner and medium appropriate to the significance of the message and the abilities of the individual with the disability.

The mechanism for enforcement of this law is the withholding of federal funds.

Section 508 of Rehabilitation Act of 1998:

The requirements for accessibility for persons with disabilities established by section 508 of the Rehabilitation Act of 1973, applies to the development, procurement, maintenance, or use of electronic or information technology by community college districts that meets the accessibility standards developed by the U.S. Access Board.

Title 5 of the California Code of Regulations:

Provides guidelines for implementation of California Community Colleges’ disabled student programs.

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.

If a student feels he/she has experienced discrimination because of his/her disability, he/she may have cause for a grievance under section 504 of the Rehabilitation Act of 1973 or the Americans With Disabilities Act. The first step in the grievance process is to make an appointment with the Director of Special Services.

FAQ (FREQUENTLY ASKED QUESTIONS)

The Special Services Program

Q: What is the Special Services Program?

A: The Special Services Program provides support services to insure access for students with disabilities. These support services include priority registration, special classes, alternative test taking, and tutoring (see the “Services Available” section of this handbook).

Q: How do I qualify for the Special Services Program?

A: All disabilities must limit one or more major life activities which cause educational limitations. Major life activities include caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Educational limitations describe how the disability makes learning difficult.

Examples of disabilities include, but are not limited to: learning, visual, hearing, medical (such as AIDS, cancer, diabetes, or asthma), former alcohol or drug addiction, environmental illness, ADD and ADHD, and psychological.

Any of the Special Services counselors can verify a student with a visible disability (for example, wheelchair or amputee).

Students with a learning disability have several possibilities for verification. While a student is still in high school, we can accept high school IEPs as verification of a learning disability. When the student graduates from high school, we require that the student be retested by our staff to get the most up-to-date information. Occasionally we will accept outside testing if it was done by a qualified professional within the last three years and using the tests required by the state.

All other students must provide proof of their disability by submitting documentation describing the disability signed by a professional qualified to certify that disability. In these cases, the student is responsible for obtaining the documentation and for any costs related to securing their verification.

NOTE: Students with a temporary disability may qualify for services if their condition lasts for 45 days or longer. These students must also bring in written verification of their condition (see “Provisional Services Policy”).

Q: Can the Special Services program suspend services to students with a disability?

A: Yes. Under certain circumstances the Special Services Program can suspend services temporarily or permanently. This can occur when a student fails to be responsible in his/her use of the services or when the student fails to make measurable progress toward the goals established in the Student Educational Plan or when the student fails to meet the educational standards of the College.

Q: How do the services from the Special Services Program differ from the the high school services students may have received?

A: High school special education programs are legally required to provide whatever services, accommodations or modifications that are needed for the student to be successful. Different laws require colleges to provide “equal access” to education. Access is provided through “reasonable” accommodations. Unlike high school, colleges do not have a “school within a school”. Except for a handful of special classes, students in college are mainstreamed with non-disabled students and are required to do the same work and are held to the same grading standards. This means that mainstream courses are never modified to make passing them easier for students with disabilities.

Q: Are the special classes at Pierce like the ones in high school?

A: In general, no. This is a college, so more is expected of students. All class work will be more difficult and will require more time and effort than high school.

Q: Does the Special Services Program offer personal attendant care?

A: No. The College is prohibited by law (section 504 and AB 803 and Title V regulations) from providing personal care to any student. This care includes, but is not limited to, assistance in pushing a student’s wheelchair, toileting, eating, administering drugs or any other health or medical needs. Each student is responsible for hiring and paying for personal attendant care. (See “Personal Attendant Policy”)

Q: What special classes are offered through Special Services?

A: We offer grammar classes for deaf and learning disabled students, reading classes for learning disabled students, and vocabulary, spelling, and study skills for all of our students.

Q: Will I get priority registration?

A: Yes. The Special Services Office has one week before the general student registration period and continues for the remainder of the time up to the beginning of the following semester. A student who comes toward the end of the registration period will NOT have priority over students who have already registered. For this reason, it is strongly recommended that students take advantage of the early enrollment period by coming into the office in person rather than registering online. NOTE: The early priority registration period is not available online.

Q: How can I get notes for my classes?

A: Special Services provides a notetaking service. If a student needs help taking notes in any class, ask another student in the class if he/she can volunteer to take notes. The deaf student should explain that he/she will give the volunteer special paper to take notes. The deaf student must come into the Special Services Office every week and get a stack of NCR paper. The deaf student will also tell the volunteer that the college can give the volunteer one unit of transferable credit for taking notes.

Q: Are there any costs related to Special Services?

A: No. All services are free to qualifying students enrolled at Pierce College.

Q: Does the Special Services Office test for Learning Disabilities?

A: Yes. We have a full-time Learning Disability Specialist whose primary job is to test students for a learning disability. Many students have never been diagnosed and need to be aware of the major warning sign: consistently doing well in most classes, but very poorly in others.

Q: Will my disability waive the costs of college?

A: The fact that a student has a disability does not mean that any of the costs of college will be free. However, if a student has SSI, that program will waive the registration costs of his/her classes. A student may also be eligible for Pierce's Financial Aid program and/or for the State Department of Vocational Rehabilitation (see a Special Services counselor for more information).

Q: What do I do if I need help getting to Pierce?

A: Pierce College does not provide transportation to or from the campus. Most students take the bus, and some students use a service called City Ride which provides door-to-door service to Pierce and other destinations (see the Community Resource section of the handbook).

Q: Do I still need to pay the student parking fees even if I have a state DMV placard?

A: Yes. All students are required to pay the campus parking fee. A state-issued disabilities placard only allows students to park in the designated blue parking areas. The law does not exempt anyone (disabled or non-disabled) from paying any and all campus parking fees, but students with a disability placard can park in a metered parking place for free.

Q: What do I do if I have state DMV placard, but still need to park closer to my classes?

A: Come to the Special Services Office and get a gate key that will allow parking inside the campus in the faculty/staff parking areas.

Q: I have a visual or mobility impairment. Can I get help finding my classrooms at the beginning of each semester?

A: Yes. We recommend that students make an appointment and come in the week before school starts.

Q: Will my transcripts show that I was a part of Special Services?

A: Definitely not. No record of participation in the Special Services Program will appear on any permanent record from Pierce including transcripts.

Q: Will my disability information be kept confidential?

A: Yes. The only time we share the information about a student's disability or the services provided is when we get a court order, or when the student gives us written permission.

Q: Must I stay in the Special Services Program my whole time here at Pierce?

A: No. Participation in the Special Services Program is totally voluntary. Students may leave the program whenever they wish and rejoin it if necessary.

Q: Is psychological counseling offered through Special Services?

A: No. The Special Services Program does not provide psychological counseling; however, there is a school psychologist available by appointment through the college Health Center. The HELP Center is available through General Counseling for students who need immediate psychological counseling.

Q: Do I have the right to choose my counselor?

A: Yes. Special Services has three counselors. Students may choose which counselor to see or students can see a counselor from the General Counseling Office.

Q: I need to see a counselor immediately. What do I do?

A: Students can come into the Special Services Office and see a counselor. If none are available, they can see a counselor in the General Counseling Office.

Q: Are there disabled student programs offered at other colleges?

A: Yes. All 2-year colleges have disabled student programs as do most 4-year public colleges and universities.

Accommodations

Q: What is an accommodation?

A: An accommodation is anything “reasonable” that must be done to provide disabled students with equal access to the programs and services of the College.

Q: What are reasonable accommodations?

A: Reasonable accommodations are support services which allow a student to have equal access to the educational process without altering fundamental requirements or without endangering the health and safety of other individuals.

Q: What are some examples of accommodations that I might receive?

A: Depending on disability and how it affects a student, possible accommodations include, but are not limited to, extra time on tests, tape recording lectures, sign language interpreters, and priority registration.

Q: What are some examples of requests that are not possible accommodations?

A: Some examples of requests for accommodations that will not be permitted include, but are not limited to, personal attendant care, off-campus transportation, altering the requirements of any class to make the class easier, and different grading standards for students with disabilities.

Q: How do I get my accommodations?

A: Students must request any accommodations and prove that their disability requires those accommodations. If a student does not request an accommodation, the College is not required to provide it.

Q: Who decides what accommodations I may receive?

A: Each student and his/her Special Services counselor will discuss the appropriate accommodations. The counselor will help set up the accommodations and will make sure the student receives them.

Q: What do I do if I disagree about an accommodation?

A: See the “Academic Accommodations Policy” in this handbook.

Q: What do I do if my instructor denies an accommodation?

A: Instructors are not allowed to decide anything about a student's accommodations. Instructors must provide the accommodations. There is a procedure that students follow if an instructor denies an accommodation (see "Academic Accommodations Policy" in this handbook).

NOTE: Although it is not required, it is advisable for students to discuss their accommodations with their instructors. This will help the instructors better understand the student's needs and how they can help satisfy those needs.

Q: Can a college refuse to provide an accommodation?

A: Yes. All accommodations must be related to the student's disability and the related educational limitations. If a request for an accommodation is not related to the student's educational limitation, it can be denied. In this case, it may be necessary for the student to provide additional and/or different verification to substantiate the need for a new/different accommodation. It is the student's responsibility to provide this verification.

Q: Does everyone receive the same accommodations?

A: No. Not all students receive the same accommodations nor do all students with the same disability receive the same accommodations.

Responsibilities

Q: What are the responsibilities of students with disabilities?

A: Students have a responsibility to self-identify their disability and needed accommodations. Students are responsible to provide the College with documentation (if necessary at the student's expense) to verify the disability and the need for accommodation. Students must not abuse the services provided by Special Services. This includes, but is not limited to: not calling to cancel services and failing to arrive on time for appointments).

Q: What are the responsibilities of the Special Services Program and of Pierce College?

A: Special Services and Pierce College must provide reasonable accommodations to allow each student to participate in college programs, activities, and services (including extracurricular activities). The College may not discriminate against students on the basis of a disability.

General College Questions

Q: How do I know if I am a full-time student?

A: A full-time student has 12 or more units. Most classes are 3 units, so that usually means 4 or more classes.

Q: Do I need to be a full-time student to attend Pierce?

A: No. The number of units students take is entirely their decision. However, sometimes it may be necessary to be a full-time student. For example, to maintain health insurance, qualify for Department of Vocational Rehabilitation, or Financial Aid. For more information see a Special Services counselor.

Q: What is academic/progress probation?

A: If a student has attempted 12 or more units and has less than a “C” (2.0) average, the College will place the student on academic probation. If a student has attempted 12 or more units and more than half (50%) of his/her grades are “W” (Withdraw), “INC” (Incomplete), or “NC” (No Credit), the College will place the student on progress probation.

If a student is on Academic/Progress Probation for three consecutive semesters, the College can dismiss the student. Dismissing a student means that the College can prohibit the student from attending Pierce or any of our eight sister colleges for two semesters (for a complete explanation, see the College Catalogue or Schedule of Classes).

Q: How do I get off academic/progress probation?

A: When a student raises his/her grade point average (GPA) to a “C” (2.0 or higher), the College will remove him/her from Academic Probation. When a student completes more

than half (50%) of his/her classes with passing grades, the College will remove him/her from Academic Probation.

Q: What do I do if I am failing a class?

A: First, see a Special Services counselor. The counselor will explain any options and make suggestions about things the student can do to help. Never just stop going to class!!!!!! Students should discuss their concerns with their instructors. They are a great resource. If the student feels that he/she cannot do the work in a class, make sure to officially drop the class.

Q: I tried to register online, but had a problem. What do I do?

A: Students should always recommend come into the Special Services Office and register in person. This will prevent any registration problems and will insure that the student gets the correct classes. If students know the classes they want, they do not need an appointment. Students can come into Special Services, fill out a registration card located at the front desk, and a staff member will register the students into those classes. If there are problems with a class (for example, a class is full or closed), the student will need to find another available class. Students should do this themselves and not ask the front office staff to do this. Students who need help choosing classes or have any questions, can make an appointment with one of our counselors who will then register the student into his/her classes.

Q: I use City Ride. Are there places on campus that City Ride uses for drop off and pick up?

A: Yes. There are five places on campus. Refer to the map at the end of the hand-book for those locations.

Q: I have a disability that forces me to do things that might be disruptive to my teachers and fellow students. What will happen?

A: Unfortunately, any disruptive behavior cannot be tolerated in college. If students are disruptive in class, even if it is something they cannot help, the teacher has the right to drop them from the class. (If students have a disability that requires them to stand up a lot or leave the classroom, they should tell their teacher about that ahead of time. These students should also try to sit next to a door or towards the back of the room so they can either stand up or leave with little disturbance to the class.)

GLOSSARY

Accommodations: A strategy or process that provides equal access to facilities, program, and activities without lessening the academic standards of the class or program. Accommodations are individually determined based on the student's disability and how the disability affects the student. For this reason, a student's accommodations are determined only after consultation with a Special Services counselor. Therefore, a student's accommodations may or may not duplicate another student in the Program or another student with the same disability.

Americans with Disabilities Act of 1990 (ADA): is a federal anti-discrimination and equal opportunity law providing a more comprehensive statutory and regulatory approach to eliminate discrimination against persons with disabilities than section 504 of the Federal Rehabilitation Act of 1973. One new provision that is unique to the ADA is that failure to make "readily achievable" changes to remove barriers to access constitutes discrimination. Exactly what these laws mean in terms of practical application remains a matter of interpretation, sometimes on a case-by-case basis. However, the intent is clear: Americans with disabilities must have access to higher educational opportunities. Pierce College's programs, services, and activities must be usable, when viewed in their entirety, on a basis that is as equal as possible.

California State University (CSU): One of 23, 4-year colleges in the California State University public school system offering Bachelor's and Master's degrees. Because of its close proximity to Pierce College and its affordability, many students from Pierce College transfer to this campus.

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

Disability (under the ADA) is based on the following:

- A physical or mental impairment that substantially limits one or more major life activity;
- A record of such physical or mental impairments;
- Being regarded as having such an impairment

Disability Support Office: Offices or departments on each campus providing services and accommodations for students with disabilities. At Pierce College, we are known as the Special Services Office. In California, offices go by many names, for example:

DSS: Disabled Student Services or Disability Support Services

ODS: Office for Students with Disabilities

DPS: Disability Programs and Services

AS: Access Services

DRC: Disability Resource Center

DSPS: Disabled Students' Programs and Services

Department of Rehabilitation (DR): State agency that provides support to adults with disabilities in seeking education/training towards employment. Adults must apply and meet disability/ employment 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.

Educational Limitation: (can also be known as Functional Limitation)

Disability-related limitations which prevent the student from fully benefiting from classes, activities, or services offered by the College like all other students who do not require specific additional support services or instruction. Educational limitations are used to identify reasonable accommodations in school/work. Some examples of limitations include difficulties hearing, ambulating, seeing, speaking, using arms or hands, comprehending reading, retaining facts, and composing an essay.

Family Education Rights and Privacy Act: (FERPA) Federal law that protects the privacy of students' education records. In college, a student now has authority over who can have access to these records.

Free and Appropriate Public Education (FAPE): PL 94-142 is the Civil Rights law passed in 1974 that provides free and appropriate public education for all, including students with disabilities. This law applies to K-12 ONLY. This law has been updated and is currently known as I.D.E.A. '97.

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

BOGG: Board of Governor's Grant fee waiver is 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, the Department of Vocational Rehabilitation and other things (12 units at Pierce).

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.). Any Special Services counselor can show a student his/her GPA.

IEP/Individual Education Plan: I.D.E.A. ‘97 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 of neurological dysfunction. The general characteristics include: Average to above average ability, a significant processing problem, and significant difference between ability and achievement in school.

Non-Degree Applicable (NDA) Courses: Courses that cannot be counted toward either graduation or transfer to a four-year college. But these courses can be used to meet the unit requirements to maintain health insurance and financial aid. Many of these courses are required prior to taking degree or transfer courses.

North Los Angeles County Regional Center for Persons with Developmental Disabilities: This office provides diagnostic evaluations, client program management and life-long planning services for persons with developmental disabilities and their families.

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 the findings with recommendations. This report is used to verify a Learning Disability.

Student Educational Plan (SEP): A required community college plan of study for students with disabilities developed by a Special Services counselor and the student.

Self-Advocacy: The ability to identify and explain needs of a disabled student. Students with disabilities should understand the laws that protect them and help them achieve their academic goals.

Section 504: Part of the Federal Rehabilitation Act passed in 1973 to protect the civil rights of children and adults with disabilities in schools or workplaces that receive Federal financial support. The 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 catalogue and the college's schedule of classes for each semester. Serious misconduct may result in suspension/expulsion. Students with disabilities are held to the same standards as all students (see Student Conduct Policy).

Syllabus: The course description and requirements for a class. Teachers are required to distribute the syllabus for their class to each student by the end of the first week of each semester.

TAG/Transfer Agreement Guarantee: A written agreement between the community college student and the receiving 4-year school as to the requirements and responsibilities of both regarding transfer to a 4-year college.

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, the number of 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 per week to get the one unit; for example, a laboratory class tends to meet 3 hours per week for the 1 unit of credit.

University of California: (UC) The University of California has 10 campuses through-out the state of California. The UC system is different from the CSU system in that it offers, Bachelor's and Master's Degrees as well as Doctoral degrees, Law degrees and Medical degrees. The UC system has a strong research component, higher grade point average requirements for entry and, in most cases, is more expensive.

Verification of Disability: 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 and/or educational limitations and possibly suggested accommodations.

