



Handbook for Alternate Media, Equipment and Adaptive Furniture

Disabled **S**tudents **P**rogram & **S**ervices

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Program Description

The DSPS program provides support services, specialized instruction, and educational accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers. A Student Educational Contract (SEC) is developed for each student which links student's goals, curriculum program, and academic accommodations to his/her specific disability-related educational limitation.

Eligibility Criteria: The specific disability must be verified, and there must be an educational limitation that precludes the student from fully participating in general education without additional specialized services.

Services: Examples of services available through DSPS that are over and above those regularly offered by the college would be test-taking facilitation, assessment for learning disabilities, specialized counseling, interpreter services for hearing-impaired or deaf students, mobility assistance, note taker services, reader services, speech services, transcription services, transportation, specialized tutoring, access to adaptive equipment, job development/placement, registration assistance, special parking and specialized instruction.

Student Rights and Responsibilities

Disabled Student Programs & Services (DSPS) receives special funding to provide services to students with disabilities and is required to meet state and federal regulations. *SECTION 56008*

To help you comply with these regulations, you, as a student receiving DSPS services, have the following rights & responsibilities:

RIGHTS

- My participation in DSPS is voluntary
- As a qualified student with a verified disability, I have the right to receive reasonable academic accommodations based on my educational limitations in order to have access to activities, programs, and services
- I shall not be discriminated against in any way on the basis of my disability
- All of my records maintained by DSPS will be kept confidential

RESPONSIBILITIES

- I will provide DSPS with verification of my disability
- I will meet with a DSPS Professional or Counselor to update my DSPS file once every academic year
- I will make progress toward my academic goals outlined in my Educational Plan
- I will notify DSPS in advance if I am unable to attend scheduled appointments
- I will return any equipment on loan from DSPS at the end of each semester
- I will maintain appropriate behavior in the educational setting and abide by AP 5500 Standards of Student Conduct
- I will be responsible for my use of DSPS services and adhere to written service policies adopted by DSPS

Authority cited: Sections 67312, 70901 and 84850, Education Code. Reference: Sections 67310- 67313 and 84850, Education Code.

Getting Started with DSPS

Follow steps 1-5 below. If you need further assistance, please call or email us.

[CLICK HERE](#) for DSPS contacts information

STEP 1:

Complete steps 1-7 of the enrollment process

[CLICK HERE](#) for the MSJC enrollment steps



STEP 2:

Review the DSPS Student Online Orientation & the DSPS Student Handbook

[CLICK HERE](#) to view the DSPS Student Online Orientation

STEP 3:

Call DSPS to for available Walk-In times

[CLICK HERE](#) for DSPS contact information

STEP 4:

Bring your disability verification (options provided below) and the completed DSPS Intake Packet when you come to our office.

[CLICK HERE](#) for the DSPS Intake Packet

STEP 5:

All DSPS students MUST complete the following task every semester once registered in courses. Failure to do so will result in your accommodations not being activated for the current semester, as well as, your instructors will not be emailed with notification of the accommodations you are in need of.

[CLICK HERE](#) for instructions on completing your Request for Services

Disability Verification

If you are unable to provide documentation stating your diagnosis, download (save & print) the DSPS Disability Verification Form located below.

Give the printed form to your qualified medical professional and request for them to fill it out.

[CLICK HERE](#) to download the DSPS Disability Verification Form.

[CLICK HERE](#) for examples of qualified professionals who can diagnose disabilities

Below are options and examples of acceptable forms of disability verification:

- Individual Education Plan (IEP) including Testing results or psychological evaluation
- 504 Plan
- Current Audiogram
- DD214
- Psychological Exam/Testing
- Physical Exam
- LD Testing
- History from another college
- Eye exam from Ophthalmologist

How to Complete Your Request for Services

STEP 1:

Log into EagleAdvisor, [CLICK HERE](#) for instant access to My MSJC EagleAdvisor



My MSJC portal graphic 1

STEP 2:

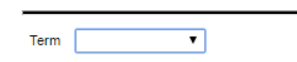
Under Payment and Purchases, select the last link labeled "DSPS Request for Services"



Payment and Purchases graphic 1

STEP 3:

From the drop-down menu, select the semester for which you are requesting services
- Click submit



STEP 4:

- Look under "Select Section" to find your current registered course(s) and under "Approved Accommodations" (within the drop-down menu) for your approved accommodations.
- Start by selecting the first course listed in the drop-down menu then select each accommodation needed for that course
- All DSPS students must also select "Notify Instructor" for all courses
- Complete this action for **all** listed courses

STEP 5:

- Review your selections to ensure accuracy
- Once satisfied with your request, check the "**Authorize**" box
- Lastly, click "Submit"

CONCLUSION:

Once submitted, all selected course instructors will receive an email (to their msjc.edu account) with your name and approved accommodations. DSPS recommends that you, the student, have a conversation with each instructor letting them know what you need. Let's set ourselves up for success!

If you later: enroll in additional classes for which you need accommodations change sections or learn that the class has moved to a different location.

You will need to complete all of the steps above, again, this will inform your new instructors as well as DSPS.

- Deaf & Hard of Hearing students who have requested an interpreter or real-time Captionist, and make changes to their schedules, in addition to submitting a NEW Request for Services form, are ALSO responsible for notifying the Lead Interpreter at dsps-lead-interpret@msjc.edu IMMEDIATELY to ensure that your accommodations are in place and appropriate to the change in your class schedule.

ADDITIONAL RESOURCES

SERVICE ANIMALS

[CLICK HERE](#) to review AP 3440 regarding Service Animals

Reference: Civil Code sections 54 et seq.; Penal Code Section 365.5; The Americans with Disabilities Act of 1990 – 42 U.S. Code §12101 et seq.; 28 CFR Part 35; 28 CFR Part 36; 34 CFR Part 104.44(b) The following procedures implement Board Policy 3440, and apply to students, faculty and staff, as well as members of the community coming on campus for occasional use. In compliance with state and federal law, the District will allow an individual with a disability to be accompanied by his or her service animal in all areas of the District’s facilities where members of the public, invitees, clients, customers, patrons, or participants in services, programs or activities, as relevant, are allowed to go.

CAMPUS MAPS

[CLICK HERE](#) to review Campus Maps

The above link may be inaccessible. If you have any difficulty using this website with a screen reader or assistive technology, call 951-487-3302.

EMERGENCY AND EVACUATION PLAN – MSJC DISTRICT WIDE

[CLICK HERE](#) to review Emergency and Evacuation Plan

The above link may be inaccessible. If you have any difficulty using this website with a screen reader or assistive technology, call 951-487-3302.

DISCOVERING YOUR LEARNING STYLE

Discovering the way you learn can help you perform better in your classes and it is a tool that you can use for the rest of your life.

AUDITORY LEARNER

You may be an auditory learner if...

- You repeat things out loud to try to learn or remember.
- You remember stories better if you hear them than if you read them.
- You can follow spoken instructions better than written ones.
- You say words in your head when you read silently.

If this sounds like you, you may be an auditory learner. You may want to try this.

- Reading and repeating important points out loud.
- Listing the steps of a task out loud.
- Learning from lectures and recordings.
- Discussing concepts with others.

VISUAL LEARNER

You may be a visual learner if...

- You picture things in your head when you're trying to learn or remember.
- You learn better from reading the material yourself.
- You prefer to see things written out.
- You picture things in your head to learn or remember.

If this sounds like you, you may want to try this.

- Watching the instructor and taking notes during lectures to stay focused.
- Drawing out diagrams, charts, or tables.
- Organizing, rewriting, highlighting, or color-coding notes.

KINESTHETIC LEARNER

You may be a kinesthetic learner if...

- You write with your finger on your hand or some other surface to learn or remember.
- You enjoy hands-on learning.
- You are good at doing puzzles and mazes.
- You can often put things together without instructions.

If this sounds like you, you may want to try this.

- Memorize or drill yourself while you walk, pace, or exercise.
- Making lists or writing things out several times.
- Using computers and hands-on study aids.
- Learning by doing and practicing, or by role-playing.

HELPFUL HINTS

Differences between High School and College

High School	College
The high school is responsible for finding students with disabilities and verifying the student's disability	The student is responsible for self-identifying as a person with a disability and for providing verification of that disability
If the student's behavior is bad, the high school is required to find alternate ways to deliver the education	Inappropriate behavior in college will not be tolerated – a student can be dismissed from a class or the college as a whole for inappropriate behavior
Most learning is done in the classroom with the teacher's guidance – learning is primarily the teacher's responsibility	Most learning is done at home using the texts, handouts, and lecture notes – the student is responsible for his / her own learning
Special education teachers act as liaisons between the students and other teachers, administrators, and sometimes parents	Student is responsible for his / her own self-advocacy
Instruction is more experimental – the teacher may change styles if the students do not understand	Instruction is more often provided via lecture Students must adapt and learn new ways that will help them to succeed.
Classes generally meet everyday	Classes meet less often
Classes are more structured – step-by-step instructions given	Tasks are less structured and students are held responsible for developing a method to complete classes
Grades are based on a variety of activities	Grades are often based on fewer tasks or larger projects
Attendance and progress are well monitored	Attendance and progress may not be monitored – time management and organizational skills are critical
Instructors prepare the students more thoroughly for exams	Students are left largely to their own devices for exam preparation
Exams tend to be objective	Exams tend to require more writing
Help is readily available – students do not have to seek it out	Students must independently seek help using effective communication skills
Smaller workload and slower pace lead to reduced stress	Increased workload and faster pace lead to more stress
Students generally have fewer responsibilities	Students generally have more responsibilities (family issues, jobs, etc.)
Career decisions are not expected	Students are expected to know what they want to do with their lives
Students are assisted with decisions or decisions are made for them	Students are expected to make more independent decisions
The student is required to go to high school, so s/he will be kept in school with even low grades and poor attendance	College is not required – the student can be dismissed from the college for bad grades and dismissed from a class for poor attendance or bad behavior
high schools pay for the text books – and returns at the end of the yr.	The student must buy his / her own text and keeps the book

HOW TO BE A SUCCESSFUL STUDENT

[CLICK HERE](#) to renew the Student Counseling Session Handbook

Here are some helpful hints:

- 1) Use a day planner to record appointments, class schedules, work schedules, exam dates, and assignment due dates.
- 2) Plan a reasonable school, study, social, and work schedule. Allow time for rest and recreation.
- 3) Establish a regular study schedule and study at least 2-3 hours for each hour you spend in class.
- 4) Organize long-term projects in a step-by-step manner. Schedule deadlines for each step in your day planner.
- 5) Arrive to class on time with homework and assignments completed.
- 6) Discuss and arrange disability services and accommodations with your instructor and the DSPS office staff at the beginning of each semester. You do not have to disclose your disability with your instructors, but it can help them help you to be successful. (You can talk to your counselor for ideas on what to say).

DECIDING HOW MANY UNITS TO TAKE

Consider your lifestyle before deciding how many classes you are going to take.

- How does your disability impact your daily activities?
- How many hours a week do you work?
- How much time do you need to devote to your other responsibilities like family and relationships?
- How much time do you need for traveling to and from school?
- How much time do you need for socializing, recreation and other interest?
- How might your disability affect your reading, listening in class, test taking abilities, or your energy level?

After considering these factors, you have an idea of how many hours a week you can realistically devote to school.

STUDY SKILLS

[CLICK HERE for more information on the Learning Skills Program](#)

Students can maximize their performance and success in college by taking a study skills class. Study Skills is a great class to learn how to become a more effective student. This class will teach you study skill that will help you improve your skills in listening, note-taking, reading textbooks, memory techniques, study habits, test taking strategies, time management, and library resources. These study skills can help you through your entire educational experience; it may also be helpful in your future when you are employed.

TIME MANAGEMENT

Time management isn't about doing more things; it's about doing the right things at the best time. The key is to plan. A key aspect of student survival is careful time planning.

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

MAKING THE MOST OF YOUR TIME

- Provide at least two hours of study for each hour of class
 - Example - if the class meets 3 hours per week, you need to plan to have six hours available per week to study.
 - Make sure if there is a subject that you struggle in, plan extra study time for that class.
 - Some accommodations do increase the time necessary to complete what you are working on and may require planning ahead of time, especially those accommodations that involve another person and their time.
- Create a plan of action
 - Breaks between classes can be used very effectively to study
 - Plan study time throughout the weekends and "days off."
 - A good way to do this is to have a time sheet available like the one on the following page.
- Consider if you qualify for Priority Registration
 - When planning your class schedule for the semester, consider your energy levels, if you have mobility issues, you may want your classes located close to each other or with enough time to get from one to the other.
 - If you have a hard time processing information you may not want your classes back to back.
 - If you have extended time on tests you would not want your classes back to back as your test time would run into the time you would be in your next class.

TIME PLANNING SHEET INFORMATION

Plan regular study breaks. Many students have difficulty concentrating for more than 50 minutes at a time. Adjust your time for what works best for you.

A good rule to follow is to plan to study for 50 minutes followed by a 10 minute break. If you notice that you are having difficulty concentrating, lessen your time so you can study effectively (especially if you have a disability that reduces your ability to concentrate or your endurance).

- Block off scheduled classes, times for family obligations, your job, times for religious commitments, and times for anything else you must do each week.
- Then block off the remaining times into realistic study sessions. State which class material you will study in each session (if you just use the word "study" you may neglect or overlook something). Remember to include all seven days and breaks between classes.

Time Planning Sheet

Use a sheet like the following to plan your schedule.

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00							
7:30							
8:00							
8:30							
9:00							
9:30							
10:00							
10:30							
11:00							
11:30							
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3:00							
3:30							
4:00							
4:30							
5:00							
5:30							
6:00							
6:30							

CREATING A LIST OF IMPORTANCE

- List the things you need to do.

List everything you need to do such as school assignments, studying for an exam, appointments, personal things, and errands.

- Determine how important and urgent everything is.

Label each item either Urgent-meaning it needs to be done now or soon, Important-meaning it matters to you, or Unimportant-meaning these things are less important.

- Number the items on your list.

Things that are urgent get a number 1. Things that are labeled important get a number 2, and things that are less important get a number 3 or 4.

- Schedule

Use your agenda to help you keep track of your priorities for the month, the week, or the day. Copy the little numbers you assigned for each item on your list too, and stick to the 1-2-3 order when you actually get down to business.

- Get to it.

Put your plans into action Do important things first so that they don't become big issues.

HELPFUL HINT: One of the most important things you can do to be a successful student is to go to class.

REWARDS

Examine your values and desires to create a series of rewards that you can use to motivate yourself to keep working. These are personal incentives; something that works for someone may not work well for another. When you have completed an effective study session or a major assignment reward yourself (a reward can be anything you enjoy such as watching a TV show, or visiting a friend; it does not have to cost you anything).