



Mt. San Jacinto College
Disabled Students Programs and Services
Student Handbook

TABLE OF CONTENTS

WHAT IS DSPS?	1
DSPS MISSION STATEMENT	1
REFERRAL TO DSPS	1
BECOMING A DSPS STUDENT.....	2
HOW TO PREPARE FOR YOUR APPOINTMENT.....	3
DISABILITY VERIFICATION.....	4
DSPS REQUEST FOR SERVICES	5

HELPFUL HINTS ADDENDUMS

DIFFERENCES BETWEEN HIGH SCHOOL & COLLEGE	6
STUDENT RIGHTS	8
STUDENT RESPONSIBILITIES	8
HOW TO BE A SUCCESSFUL STUDENT	9
HOW MANY UNITS TO TAKE.....	10
STUDY SKILLS	10

TIME MANAGEMENT ADDENDUMS

TIME MANAGEMENT.....	11
TIME-PLANNING SHEET.....	13

LEARNING STYLES ADDENDUMS

DISCOVERING YOUR LEARNING STYLE	15
---------------------------------------	----

OTHER IMPORTANT ADDENDUMS

SERVICE ANIMALS.....	17
Emergency Evacuation.....	20



WHAT IS DSPS?

The Disabled Students Programs and Services (DSPS) department at Mt. San Jacinto College is designed to provide reasonable accommodations to students with a documented disability, (physical, visual, hearing, communicative, psychological, acquired brain injuries, learning disabilities and other disabling conditions) in order to help them succeed in college.

Reasonable accommodations ensure equal access, and full integration of students with disabilities with the general college population to the fullest degree possible: maximizing the potential of each student to lead independent and productive lives.

DSPS Mission Statement

The mission of Disabled Students Programs and Services (DSPS) is to provide necessary accommodations, facilitate independence, self-advocacy and assist students to attain success with their educational and vocational goals.

The DSPS office is the campus department that is responsible for determining and coordinating appropriate academic accommodations for students with disabilities.

Referral to DSPS

Students can be referred to DSPS in a variety of ways. A student can self-refer, be referred by family members, community agencies, high school staff, college faculty and staff.

BECOMING A DSPS STUDENT

Before you receive DSPS services, you must first become a current student of MSJC.

1) APPLY TO THE COLLEGE:

Go to www.msjc.edu “prospective students-start here”. Fill out the on-line college application for admission (Note: High School Students must complete the High School Enrollment Packet and submit the necessary information to Enrollment Services for approval prior to the start of class).

2) OBTAIN YOUR USERNAME & STUDENT ID NUMBER:

Click on link “What is my User ID and college ID?” (This may take up to 24 hours), or visit Enrollment Services for a temporary card.

3) COMPLETE THE ONLINE ORIENTATION:

- Log in
- Click on “Student Eagle Advisor”
- Under Pre-Registration, select :Welcome to the Online Orientation”

4) TAKE THE COLLEGE ASSESSMENT FOR ACADEMIC PLACEMENT:

The assessment must be taken in person on campus. The assessment helps place students in the appropriate class level for success in college based on the results of their basic skill level in reading, writing, and math.

If you need an accommodation for this assessment inform the Assessment Center in advance.

5) GENERAL COUNSELING:

All first time students are advised to attend a New Student Counseling Session to meet with a counselor. Register at www.msjc.edu and click on “Prospective Students - Start Here!”

6) VIEW THE DSPS STUDENT ONLINE ORIENTATION

This is located on the DSPS website, “New Student, Step 2”.

7) MAKE AN APPOINTMENT with Disabled Students Programs and Services (DSPS)

How to Prepare for your Appointment:

The forms you will need for your first appointment are listed below. They are available on our MSJC DSPS website.

1. **Application**
2. **Student Rights & Responsibilities**
3. **Consent to Release Information**
4. **Disability Verification**

YOU MUST BRING THE COMPLETED FORMS TO YOUR INTAKE APPOINTMENT

with a DSPS counselor. If you need assistance filling out the forms or have questions, arrive 15-20 minutes before your appointment time, and we will be happy to help you complete them.

Your accommodations will be determined based on the following forms.

DISABILITY VERIFICATION

Acceptable disability verification documentation:

You will need to bring copies for us to keep in your file.

Bring any of the following:

*IEP (Individual Education Plan) **and** psychoeducational evaluation.

*504 Plan

*Current Audiogram

*DD214

*Psychological Exam/Testing

*Physical Exam

*LD Testing

*History from another college

*Eye exam from Ophthalmologist

*DSPS **Disability Verification Form** (Print this form, complete the top section, have appropriate medical/mental health professional complete their portion and sign document.

If you do not have all required forms at the time of your appointment, you will be rescheduled.

DSPS – REQUEST FOR SERVICES

Every semester, after you have registered for your classes, you must submit your request for services on line on the DSPS web site. (If you “**ADD**” a course late, please remember that you will need to complete this action for that late course only).

1. Log into www.my.msjc.edu
2. Click Student Eagle Advisor
3. Under Payment and Purchases, click DSPS Request for Services.
4. Select the term, then click submit.
5. Follow the listed instructions.

Be sure to check your student email account daily, there will be additional information sent to you based on the accommodations requested.

Being a student at MSJC can be a fun, rewarding and demanding experience. Let DSPS help guide you to a successful educational outcome.

HELPFUL HINTS ADDENDUMS

Differences between High School and College **What all students need to consider**

High School	College
Most learning is done in the classroom with the teacher’s guidance – learning is primarily the teacher’s responsibility	Most learning is done at home using the texts, handouts, and lecture notes – the student is responsible for his / her own learning
Special education teachers act as liaisons between the students and other teachers, administrators, and sometimes parents	Student is responsible for his / her own self-advocacy
Instruction is more experimental – the teacher may change styles if the students do not understand	Instruction is more often provided via lecture Students must adapt and learn new ways that will help them to succeed.
Fewer social distractions	More social distractions
Classes generally meet everyday	Classes meet less often
Classes are more structured – step-by-step instructions given	Tasks are less structured and students are held responsible for developing a method to complete classes
Grades are based on a variety of activities	Grades are often based on fewer tasks or larger projects
Attendance and progress are well monitored	Attendance and progress may not be monitored – time management and organizational skills are critical
Instructors prepare the students more thoroughly for exams	Students are left largely to their own devices for exam preparation
Exams tend to be objective	Exams tend to require more writing

Help is readily available – students do not have to seek it out	Students must independently seek help using effective communication skills
Smaller workload and slower pace lead to reduced stress	Increased workload and faster pace lead to more stress
Students generally have fewer responsibilities	Students generally have more responsibilities (family issues, jobs, etc.)
Career decisions are not expected	Students are expected to know what they want to do with their lives
Students are assisted with decisions or decisions are made for them	Students are expected to make more independent decisions
Evaluations are done by others and student relies on external motivators	More self-evaluations and motivations must be internalized
Public high schools pay for the text books – the student must return the texts at the end of the term	The student must buy his / her own text – this can often cost several hundred dollars per term – the student can keep the book at the end of the term or sell them back for a small percentage of what s/he paid for them
The student is required to go to high school, so s/he will be kept in school with even low grades and poor attendance	College is not required – the student can be put on probation or dismissed from the college for bad grades and dismissed from a class for poor attendance or bad behavior
The high school is responsible for finding students with disabilities and verifying the student’s disability	The student is responsible for self-identifying as a person with a disability and for providing verification of that disability
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

STUDENT RIGHTS

- My participation in DSPS is **voluntary**.
- My participation in DSPS will not limit me from getting other services offered by MSJC.
- As a qualified student with a verified disability, I have the right to receive reasonable academic accommodations based on my educational limitations and proper documentation 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.

STUDENT RESPONSIBILITIES

- I will provide the DSPS office with documentation of my disability.
- I will meet with a DSPS Counselor to complete a Student Educational Contract (SEC) every **academic year**.
- I will make progress toward my academic goals outlined in my Student Education Contract (SEC).
- I will notify DSPS in **advance** if I am unable to attend scheduled appointments, failure to notify DSPS might result in the suspension of my services.
- I will return any equipment on loan from DSPS at the end of each semester, failure to do so will put a hold on my records.
- I will maintain appropriate behavior in the educational setting and abide by the Student Code of Conduct as well as the Academic Honesty Policy. The Code of Conduct can be found on the MSJC website and in the school catalogue.

HOW TO BE A SUCCESSFUL STUDENT

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

Students can maximize their performance and success in college by taking a study skills class. LNSK 53 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 ADDENDUMS

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

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

Be sure to consider all times you have available. Breaks between classes can be used very effectively to study. Be sure to plan study time throughout the weekends and "days off." A good way to do this is to have a time sheet available like the one on the following page.

Keep in mind that you may have early registration. When planning your class schedule think about your stamina, 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

- 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.

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).

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							
12:00							
12:30							
1:00							
1:30							
2:00							
2:30							
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).

LEARNING STYLE ADDENDUM

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.

OTHER IMPORTANT ADDENDUMS

AP 3440 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.

These procedures shall also be applicable to an individual who is training a service animal.

Service Animal Defined

A "service animal" for purposes of this procedure means a dog or miniature horse trained to do work or perform tasks for the benefit of an individual with a disability.

Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purpose of this definition.

The work or tasks performed by a service animal must be directly related to the handler's disability. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purpose of this definition. If an animal meets this definition, it is considered a service animal under the ADA, even if it has not been licensed or certified by a state or local government,

or by a private agency. While it is reasonable to ask whether an animal is necessary because of a disability and/or what tasks the animal is trained to perform, a demonstration cannot be required.

Licensure or certification is not required in order to meet the definition of service animal under this procedure.

Responsibilities of Persons Using Service Animals

The care and supervision of a service animal is the responsibility of the individual with a disability using the animal's services. The service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use the harness, leash, or other tether, or the use of the harness, leash, or tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g. voice control, signals, or other effective means).

All service dogs must be immunized against rabies and wear a vaccination tag in accordance with State of California Health and Safety Code, §121690.

If the District normally charges individuals for damage caused by pets, an individual with a disability may be charged for damages caused by his or her service animal.

Responsibilities of the District

The District may ask an individual with a disability to remove a service animal from the premises if:

- (A) The animal is out of control and the animal's handler does not take effective action to control it;
- (B) The animal is not housebroken;
- (C) The animal is a direct threat to the health or safety of others;
- (D) The animal causes a fundamental alteration in District services, programs or activities.

If a service animal is excluded under one of these exceptions, the District will give the individual with a disability the opportunity to obtain goods, services, and accommodations or to participate in the service, program, or activity without having the service animal on the premises.

The District will not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets.

Should there be questions or concerns about permitting the presence of a service animal in classes, the matter will be referred to the Director of DSP&S. Should there be questions or concerns about permitting the presence of a service animal accompanying a visitor on campus, the matter will be referred to the District ADA Coordinator.

Appeal Process

An individual with a disability who is denied the use of a service animal may file a complaint with the District ADA Coordinator utilizing the District's Unlawful Discrimination Complaint Procedure. If the District ADA Coordinator is the person who denied the initial request, the complaint should be filed with the Director of DSP&S.



