



# Special Programs and Services DSPS Program

A Guide to help students transition into the college environment successfully. It will guide students, parents, teachers, and administrators as students begin planning for college. Checklists may be duplicated for student use or for program planning. We hope that students will be “Joining the Race !!”



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## Differences Between K-12\* Education and College

K-12 IDEA '97	K-12 504 Plan	College 504 and ADA
Success more of a right	No guarantee	No guarantee. Student responsible for own success
District identifies disability	Parent provides documentation	Student provides documentation of disability and need for accommodation
District develops individual Ed Plan (IEP)	Parent/school develops plan	Student identifies accommodation needs
Entitled to services identified on IEP	Services determined by plan	College services not automatic; each college decides eligibility and services
District ensures that the IEP is implemented	District/parent/student responsible	Student responsible for own progress
Teacher advocate	Parent/student advocate	Student advocated for self
Fundamental alterations to program of study permitted as identified on IEP	Fundamental alterations to program of study permitted as identified on 504	None allowed: Accommodation may not alter fundamental nature of course or impose an undue burden on an institution
Personal services: e.g., transportation, personal attendant, nurse	None provided	None provided

The term K-12 refers to the years in school from kindergarten through the end of high school.

# Laws that Protect the Rights of Adults with Disabilities

## TITLE VI

### CIVIL RIGHTS ACT OF 1964:

Prohibits discrimination based on race, color, or national origin in all employment situations involving programs or activities aided by federal financing.



## TITLE VII

### CIVIL RIGHTS ACT OF 1964:

Prohibit job discrimination based on race, color, religion, sex or national origin in all employment practices: hiring, firing, promotions, compensation, and in all other terms, conditions, and benefits of employment, including vacations, pensions, and seniority.

## SECTION 504

### REHABILITATION ACT OF 1973:

“No otherwise qualified handicapped individual in the United States shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program of activity receiving federal financial assistance...”.

### AMERICANS WITH DISABILITIES ACT OF 1990:

Extends universal civil rights protections to individuals with disabilities, covering public and private sector employment, public accommodations, transportation, and telephone communications.

## Checklist for College Application

The disability services office is the campus office responsible for determining and providing appropriate academic accommodations for students with disabilities. Unlike K-12, services are not provided automatically—you, the student, must discuss your needs with a disability service provider. Do not delay in arranging a meeting, because some services, such as interpreters and books on tape, require three weeks advance arrangements.

In order for the disability support office to determine a student's eligibility for service and to provide services, the following steps are recommended:

- APPLY TO THE COLLEGE (this is a requirement)**  
Fill out a college application. It is only available online. Help with this application is available in the DSP&S office.
  
- APPLY FOR FINANCIAL AID**  
Pick up a financial aid packet from the financial aid office early to apply for financial aid. There are three types of financial aid. The BOGW waiver for California residents, which waves your enrollment fees. The PELL grant, which is a cash grant, and EOPS, which helps to pay for books.
  
- APPLY FOR DISABILITY PROGRAM SERVICES**  
Depending on the nature of your disability, you need to provide a copy of your most recent psycho educational evaluation and/or medical verification of a health or physical disability
  
- TAKE THE COLLEGE ASSESSMENT TEST**  
Take the college placement tests in the Computer Commons in the Library. Enrollment in English and math classes is determined by your assessment test scores.

- ❑ **MAKE AN APPOINTMENT WITH COUNSELOR/SPECIALIST**  
Schedule appointment to meet with your disability support office counselor  
Complete intake procedures, discuss accommodations, and plan classes.
  
- ❑ **REGISTER FOR CLASSES**  
Instructions are in the class schedule. Be prepared to pay all fees when you register.  
When the Department of Rehabilitation pays tuition, documentation from the Department of Rehabilitation is required when you register.
  
- ❑ **BUY TEXTBOOKS**  
Books are expensive. Visit the campus bookstore for specific prices. If the Department of Rehabilitation pays for your books, contact your DOR counselor with the necessary information. Check with the EOPS office in a timely manner to see if you qualify for book services.



Notes:

# Verification of Disability

Verification is written proof that a current disability exists.

**Verification of the disability is the responsibility of each student seeking accommodations and services.** The verification must be provided by a qualified professional in the disability related field. Services and accommodations are offered after the formal verification of a current disability.

## Application Process to Receive Disability Services

1. Complete an intake with program specialist.
2. Formally disclose and name your disability.
3. Provide current written verification that names the disability.
4. Documentation verifying the disability must be recent and from a professional.

## Verification can be received from:

1. Doctor: if you have a physical disability
2. School District: If it names an existing disability.
3. Social Security Office:
4. State Department of Rehabilitation



According to federal laws, you must be able to identify the reasonable accommodations you want to request from the college.

It is strongly recommended that you contact the disability support office at the college for assistance with this process.

## Steps to Self-Advocacy

**Self-advocacy is the ability to identify and explain your needs. A successful self-advocate recognizes the need for self-responsibility and independence.**

**1<sup>st</sup> step** to self-advocacy is to say to yourself, “I am the one who is responsible for my success or failure.”

**2<sup>nd</sup> step** is to ask yourself, “How does my disability affect me as a student? How do I explain my disability to others? What are my abilities and how can I use them to lead to my success?”

**3<sup>rd</sup> step** is to develop good communication skills to request accommodations and services. Successful students plan ahead so they can effectively explain their needs.

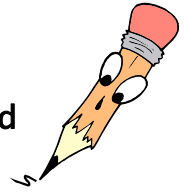
**4<sup>th</sup> step** is to recognize when you need help and to ask for it.



**5<sup>th</sup> step** is to be organized. Organization relieves stress and demonstrates good planning ability. Here are some helpful hints:

- Use a day planner to record appointments, class schedules, work schedules, exam dates, and assignment due dates.
- Plan a reasonable school, study, social, and work schedule. Allow time for rest and recreation.
- Establish a regular study schedule and study 2–3 hours for each hour you spend in class.
- Organize long-term projects in a step-by-step manner. Schedule deadlines for each step in your day planner.
- Arrive to class on time with homework and assignments completed.
- Discuss and arrange disability services and accommodations you will want at the beginning of each semester with your counselor and instructors.
- Allow time for the unexpected such as traffic jams on the way to campus, illness, transportation glitches, or work schedule changes.

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



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

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

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When I explain my disability and the accommodations I need, it is important that ...

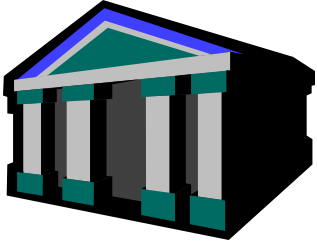
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# Protecting Your Rights



## LEGAL RIGHTS FOR ADULTS WITH DISABILITIES

Protection of rights for people with disabilities began with the Civil Rights Act of 1964. Since then, two important laws, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, have been enacted. These laws prohibit discrimination solely on the basis of a disability. Additionally, both laws require a college to provide reasonable accommodations so that a student with a disability has equal opportunity to take part in a college's programs, activities, and courses.

### STUDENT RESPONSIBILITIES:

As a student with a disability you:

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

## INSTITUTIONAL RESPONSIBILITIES:

The college or university:

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

# SELF QUIZ

## EVALUATING YOUR READINESS FOR COLLEGE

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

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

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

## Glossary

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

**ADA:** American's with Disabilities Act of 1990: A Civil Rights Law for adults that extends the protections of Section 504 to private schools and businesses.

**College Entrance Examinations:** Examinations taken in the high school years to determine college eligibility.

**SAT:** Scholastic Aptitude Test

**ACT:** American College Test

**CSU:** California State University: Public universities in California.

**Disability:** A structural, physical or psychological difference resulting in functional limitations that cause significant problems with learning or work.

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

**DSPS:** Disability Students' Programs & Services

**DSS:** Disabled Student Services or Disability Support Services

**OSD:** Office for Students with Disabilities

**DR:** Department of Rehabilitation: State agency that provides support to adults with disabilities in seeking education/training toward employment. Adult must apply and meet employment-related eligibility requirements.

**Due Process:** Legal procedures that determine if a law is being followed. Every college has a procedure for Due Process. When it is believed that a legal right has been denied to a student, the student has the right to request a review using Due Process.

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

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

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

Barstow College has no *loan* services.

**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 information processing problem, and significant difference between ability and achievement in school.

**Psychoeducational Report:** Reports of psycho-educational assessment results, including names of ability and achievement tests used, scaled and standard scores earned, and a statement of findings with recommendations.

**ROP:** Regional Occupational Program (see Community Resources).

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

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

**Section 504:** Part of the Federal Rehabilitation Act passed in 1973 to protect the civil rights of children and adults with disabilities in schools or workplaces that receive Federal financial support.

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

**Student Code of Conduct:** Defines expected behavior of a college student and consequences. Colleges have both policy and procedures about expected behavior. This information is usually found in the college catalog. Serious misconduct may result in suspension/expulsion. Students with disabilities are held to the same standards as all students.

**Title VI–Civil Rights Act of 1964:** Prohibit 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 all other terms, conditions, and benefits of employment, including vacations, pensions, and seniority.

**Transition:** Refers to passage from K-12 to postsecondary education.

**UC: University of California:** Public universities in California.

**Verification:** The written proof that a disability exists. It must be signed by a doctor or professional in the field. It names the disability and identifies functional limitations.

## COMMUNITY RESOURCES

Barstow Chamber of Commerce  
409 E. Fredericks St.  
Barstow, CA 92311  
760-256-8617

State Dept. of Rehabilitation  
12421 Hesperia Rd. Suite 10  
Victorville, CA 92392  
760-243-0830

Oasis Counseling  
309 E. Mountain View  
Barstow, CA 92311  
760-256-0376

Department of Behavioral Health  
(must be on public assistance)  
760-256-4303

Barstow Counseling Center  
805 E. Mountain View  
Barstow, CA 92311  
760-256-5026

Aging and Adult Services  
1300 Mountain View  
Barstow, CA 92311  
760-256-4306

Department of Children's Services  
170 N. Yucca Ave  
Barstow, CA 92311

Barstow Teen Mother Program  
405 N. 2<sup>nd</sup> Ave  
Barstow, CA 92311  
760-256-5848

San Bernardino County Health Dept  
301 E. Mountain View  
Family Planning.....256-4705  
Immunizations.....256-4715  
Nursing Services.....956-4400  
TB Skin Test.....956-4400

Barstow CalWORKs/Gain  
1300 E. Mountain View  
760-256-4352

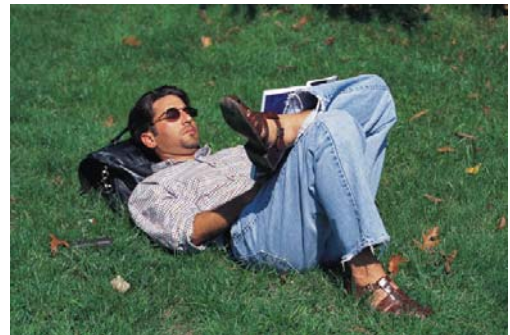
Desert Manna  
209 No 1<sup>st</sup> Ave  
Barstow, CA 92311  
760-256-7797

New Hope Village (transitional  
housing)  
203 W. Fredericks St  
Barstow, CA 92311  
760-256-3656

District Attorney  
Victim-Witness Advocacy Program  
235 E. Mountain View  
Barstow, CA 92311  
760-256-4896

## *Welcome to Barstow College !!*

The Barstow College main campus is located at 2700 Barstow Road in Barstow, CA. Classes also are offered at two smaller campuses: Ft. Irwin and Miramar. Barstow College offers many options to students: enhancement of basic skills, vocational training, certificate programs, fulfillment of general education requirements to transfer to four-year institutions, and associate in arts degrees. Regardless of your particular needs and plans, you will find Barstow College provides outstanding instruction in a warm, friendly atmosphere.



The DSP&S Office

Telephone: (760) 252-2411 ext. 7225

The DSP&S office, located in back of the cafeteria, is one of the friendliest spots on campus. The office provides academic counseling, on-campus mobility assistance, test accommodations, interpreter services for the deaf/hard of hearing, and note taking assistance when appropriate. The adaptive computer lab, located in the DSP&S office, offers a variety of specialized equipment such as voice command systems, Kurzweil programs, and computers adapted for the blind and visually impaired.

DSP&S faculty teach specialized classes that provide support to students enrolled in general education Barstow Classes. These non-transferable for-credit classes do not take the place of “regular” general education classes; rather, they offer development of learning and compensatory strategies to help master various subjects that may be affected by individual disabilities.

## Course Offerings (listed under Disabled Student Programs & Services)



**ACSK150–Beginning Writing for Students with Learning Disabilities**–Beginning composition course for LD students; progressive, individualized instruction in fundamentals of English grammar, essential elements of writing, and conventions of sentence and paragraph development. Computer composing. Designated “special class” (Title V, Section 56028.) Grades: CR/NC. Non–degree applicable.

**ACSK151–Intermediate Writing for Students with Learning Disabilities**  
**Prerequisite–DSP 150.**

Intermediate composition course for L.D. students: review English grammar and basic elements of writing; concentration on the writing of representational discourse; expansion of computer composing. Designated “special class” (Title V, Section 56028.) Grades: CR/NC. Non–degree applicable.

**ACSK152–Advanced Writing for Students with Learning Disabilities**  
**Prerequisite–DSP 151**

Advanced composition course for L.D. Students: review of basic maxims of written communication and composing of representational discourse; introduction to fundamentals of expository writing; refinement of computer composing. Designated “special class” (Title V, Section 56028.) Grades: CR/NC. Non–Degree applicable.

**ACSK153–Beginning Arithmetic for Students with Learning Disabilities.**

Progressive, individualized instruction in basic arithmetic computation: addition, subtraction, multiplication, and division of whole numbers. Designated “special class” (Title V, Section 56028.) Grades: CR/NC. Non–degree applicable.

**ACSK154–Intermediate Arithmetic for Students with Learning Disabilities**  
**Prerequisite–DSP 153**

Intermediate arithmetic course for L.D. students: individualized, progressive instruction in addition, subtraction, multiplication, and division of fractions. Designated “special class” (Title V, Section 56028.) Grades: CR/NC. Non-degree applicable.

**ACSK155–Advanced Arithmetic for Students with Learning Disabilities–**  
Progressive, individualized instruction in fundamentals of reading: phonics, word attack skills, vocabulary building, spelling and improvement of reading comprehension. Designated “special class” (Title V, Section 56028.) Grades: CR/NC. Non-degree applicable.

**ACSK156–Beginning Reading for Students with Learning Disabilities–**  
Progressive, individualized instruction in fundamentals of reading: phonics, word attack skills, vocabulary building, spelling and improvement of reading comprehension. Designated “special class” (Title V, Section 56028.) Grades: CR/NC. Non-degree applicable.

**ACSK157–Intermediate Reading for Students with Learning Disabilities**  
**Prerequisite–DSP 156**

Intermediate reading course for L.D. Students: review of attack skills, concentration instruction in vocabulary building, spelling, and development of techniques and strategies for improvement of reading, comprehension at the literal and interpretive levels of understanding. Designated “special class” (Title V, Section 56028.) Grades: CR/NC. Non-degree applicable.

**ACSK158–Advanced Reading for Students with Learning Disabilities**  
**Prerequisite–DSP157**

Advanced reading course for L.D. students: continued instruction in vocabulary building and spelling, improvement of reading rate and reading comprehension, and basic instruction in reading and understanding literature. Designated “special class” (Title V, Section 56028.) Grades: CR/NC. Non-degree applicable

## DSP&S Staff



Director of Special Programs and Services  
Corey Rodgers

DSP&S Counselor  
Ellsworth Merrell

Coordinator/LD Specialist  
Robert Pacheco

Assistant Coordinator  
Ricki D. Passig