



STUDENT HANDBOOK



Disability Support Services
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Cypress, CA 90630
714.484.7057
email: disabilitysupport@noce.edu

Mission of North Orange Continuing Education (NOCE)

To serve the needs of individuals, business, and the community, we educate a diverse student population in successive essential skills that support learning goals across the lifespan.

Vision of North Orange Continuing Education

NOCE has a comprehensive presence in the community and is recognized for excellence. NOCE embraces multiple facets of diversity and is committed to outcome-oriented educational opportunities in preparing students for productive civic engagement. NOCE is an effective and affordable option for students who are acquiring personal, academic, and career skills. NOCE is responsive to evolving community needs.

Mission of Disability Support Services

DSS is committed to providing access to the educational offerings of NOCE, facilitating the provision of accommodations and services necessary for successful student participation in programs. This commitment is based on the premise that adults with disabilities have the need for, and the right to, continuing learning opportunities and will benefit from this instruction. Instruction is designed to assist students in achieving their independent living, employment, and higher education goals.

Campus Locations

Anaheim Campus

1830 W. Romneya Drive
Anaheim, CA 92801

Cypress Center

9200 Valley View Street
Cypress, CA 90630

Wilshire Center

315 E. Wilshire Avenue
Fullerton, CA 92832

Students participating in IVES, C2C, and/or the Workability III program may also receive support services if attending Cypress College or Fullerton College.

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WELCOME!

Dear NOCE DSS Student:

Welcome to North Orange Continuing Education (NOCE) Disability Support Services (DSS) program! We are happy to have you as a student in our school, which is part of the North Orange County Community College District (NOCCCD). Our DSS faculty and staff are here to provide you with support as you work toward your educational, vocational, and personal goals. DSS proudly offers several options for you to reach your goals. You can learn in classes with your peers who have disabilities to strengthen and develop your independent living and work skills, you can receive accommodations (services) to help you in general NOCE noncredit offerings, and can participate in programs that are geared to help you navigate public transportation or obtain employment.

Our instructors, counselors, and staff are committed to empowering you. We want to help you develop and attain your goals. We embrace our role of providing effective services that will help you to achieve the highest level of independence possible. We celebrate with you not only when you *achieve* your goals, but also when you demonstrate measured *progress* toward such goals. This is the true definition of student success!

This handbook was created to help you be a successful student. Postsecondary education is very different from high school. You get to make choices for yourself and with those choices come consequences and responsibilities. It is important that you learn the rules of our school (Code of Conduct) so you can be successful. We hope this handbook will help you take full advantage of all the services offered here at North Orange Continuing Education.

Sincerely,

Adam Gottdank, Ph.D.
Director, Disability Support Services

Eligibility for Services

In order to be eligible for support services, you must provide documentation of a disability. Such documentation may include a psychoeducational, triennial, or multidisciplinary report from your high school district, psychological and/or medical reports, Regional Center IPP/CDER, or specialized testing reports (audiogram, vision tests, Learning Disability assessment, etc.). It is best to meet with a DSS Counselor to get started. Please bring any/all documentation to your initial intake appointment with a DSS Counselor.

The categories of disabilities served include: vision, hearing, speech and communication disorders, mobility impairments, learning disabilities, psychological disabilities, acquired brain injuries, developmental disabilities, and other health impairments (such as, but not limited to Attention Deficit Disorder, Autism or Seizure Disorders). These categories are outlined in Title 5 of the California Code of Regulations.

Once we have verification of your disability, DSS can make you eligible for support services. During your intake meeting, the DSS counselor will give you an orientation to the college and DSS, develop an Academic Accommodation Plan (AAP), discuss accommodations and services, and answer any questions you may have. In order to continue receiving services for NOCE classes, you will need to meet with the Counselor to update your file at least once every trimester. The DSS Counselor will discuss your progress and ensure the accommodations are appropriate.

Some students who have “hidden disabilities”, such as a learning disabilities or difference may be encouraged to take an assessment to help determine appropriate accommodations. The Learning Disability (LD) Specialist will review all supporting documents and complete an LD assessment, if needed.

Descriptions of Services and Accommodations

DSS Counselors prescribe services/accommodations to qualified students to help them be successful in classes and activities offered by NOCE. The support services and accommodations must be directly related to the educational limitations of the student's disabling condition and the educational program of the student. Some accommodations may include the following:

Counseling

- Specialized Counseling
- Specialized Individual or Small Group Orientation (incoming high school students)

Classroom Related

- Interpreter (Manual/Oral)
- Note-taking Assistance
- Test Taking Accommodations
- Transcription Services (Braille/Non-Braille)
- Tutoring Support
- Alternate Media/Reading Accommodations

Other Services

- Adaptive Equipment Training
- Alternate Media Formats
- Adaptive Equipment and Resources
- Registration Assistance
- Learning Disability Assessment

SPECIALIZED TUTORING SUPPORT

NOCE offers Learning Centers on each of its three campuses. Tutors are available to provide support to all students who have a specific educational goal. DSS tutors may be assigned to provide specialized tutoring for students in the IVES program.

DSS offers an Open Lab at the Cypress Campus to provide specialized tutoring to students, as needed. DSS students may obtain a referral for tutoring from their instructors or from one of the Learning Disability Specialists/DSS Counselors.

NOTE-TAKING ASSISTANCE

Note-taking assistance may be provided in a variety of ways. Ideally, the instructor makes his/her notes available to all students thus complying with Universal Learning Design principles. In addition, a student may be authorized to record his/her classes with various pieces of technology, such as an Echo Smart Pen, smart phone, digital recorder (students must have approval from a DSS Counselor before recording).

Peer Note-taking involves getting copies of notes from a volunteer peer note-taker in the class. In this process, the student will hand deliver the request for a note-taker with the information regarding the process on how to assist in finding a peer note-taker to the instructor. The peer note-taker will be given NCR (carbonless copy) paper on which to take notes. Advanced technology may be incorporated as well.

PLEASE NOTE! Note-taking arrangements must be made in a way that DOES NOT identify the DSS student who needs the notes. The DSS student may choose to self-disclose and be identified to the note-taker, but the instructor should never disclose identities of DSS students unless explicitly asked by the student to do so on his/her behalf.

The instructor and student should contact DSS if a note-taker is not identified so that other arrangements can be made as soon as possible!

In certain situations, DSS hourly staff may be utilized to help provide additional supports to a DSS student within your classroom. Please contact a DSS Counselor if you have any questions about note-taking accommodations.

INTERPRETING SERVICES

Sign language interpreters are provided by DSS for students who are deaf or hard-of-hearing. Eligibility for interpreting services will be determined by a DSS professional and will be based on verification of disability. To schedule interpreters for classes, it is important for students to meet with a DSS Counselor as soon as they are enrolled in classes to ensure that interpreting services are coordinated in a timely manner.

Students receiving interpreting services are required to sign a contract agreeing to provide at least 24-hour notice when they are unable to attend a class or appointment.

SPECIALIZED EQUIPMENT

Specialized equipment may be available based on student need. When necessary, training may be provided by DSS staff to enhance skills needed to use this specialized equipment. It is recommended that students receive training in the assistive technology prior to enrolling in a class where this technology is needed.

ALTERNATE MEDIA/READING ACCOMMODATIONS

Alternate media/reading services are used to provide an alternate format of students' textbooks, tests or other written matter. This enables a student to access printed material in an audio or electronic version. There are a few different formats that are commonly used:

- Kurzweil is an electronic audio/visual format for reading textbooks or tests. It enables a student to read the text on the computer using a specialized program. The program reads the text out loud while highlighting each word as it reads.
- Learning Ally (formerly RFB&D - Recording for the Blind and Dyslexic) is an audio format for textbooks. DSS Counselors and/or the Alternate Media Specialist can assist students with setting up a Learning Ally account. Students can open their own personal account through Learning Ally for a small membership fee.
- Braille, e-text, and other formats are available for students with vision impairments.

TEST TAKING ACCOMMODATIONS

Disability Support Services follows the guidelines listed below to protect the integrity, confidentiality and security of each exam administered by DSS Testing Services.

1. All DSS administered tests are proctored by authorized DSS proctor or staff.
2. DSS calculates testing times for students based on a length of test time communicated by the instructor.
3. Unauthorized items are not allowed in the testing area. All books, book bags, cell phones, recorders, etc., will be placed in a secured area. DSS staff is not responsible for belongings or technology stored in the testing room while students are taking tests.
4. No food or drinks may be taken into the testing rooms, unless it has been identified as an accommodation.
5. Any changes or additions regarding authorized testing materials (i.e. calculator, open book, notes, etc.) to be utilized during a test will not be allowed unless notification from the instructor has been received.
6. DSS staff and proctors cannot interpret, modify, or clarify the questions or instructions on testing materials.
7. Students who have questions or concerns about their exam while testing should communicate them as soon as possible in order to address them in a timely manner. DSS staff may provide support by either walking students to their classrooms to ask their instructor questions or contacting the instructor on their behalf.
8. Students must stop and surrender a test when informed by a test proctor that the allotted time is up. Failure to do so will be considered an act of misconduct.
9. All testing rooms and areas are equipped with clocks for students to monitor their testing time independently. If possible, DSS staff and proctors will provide 5-15 minute warnings, but this cannot be guaranteed.

Scheduling Policy

Tests are by appointment only and can be made in several different ways: (1) in person, (2) by phone, (3) by email, (4) through the online DSS testing accommodation form. Test appointments should be made at least 1 week in advance of the testing date, and 2 weeks before if the student has special needs such as: assistive technology, alternate formatting, scribe, etc.

“Walk-in” arrangements will not be accommodated. Final exams must be scheduled 2 weeks in advance of the scheduled test date.

Students should take tests on the same day and time as other students in their class, unless DSS has received notification from the instructor that alternative arrangements can be made. Testing hours are: Mon – Thur 8:00 – 5:30 pm; Friday 8:00 – 12:00 pm. Students who are taking evening or Saturday classes must make arrangements with the DSS Testing Coordinator to take a test outside of regular DSS testing hours.

Any requests to reschedule an exam must be approved by the student's instructor. Scheduling changes will not be made unless the student's request and documented approval of the instructor have been communicated to DSS prior to the student's initial start time.

If a student fails to make a testing appointment twice in any given term, their testing accommodation will be suspended pending a meeting with a DSS counselor.

Late Arrival Policy

Students should plan to arrive 5-10 minutes early so testing can begin on time. If students are late for testing appointments, the time difference will be automatically deducted from the total time allowed. This means that the end time will not be changed.

Students who are more than 30 minutes late, will not be allowed to start their test. DSS testing will administer the test once we have received documented approval from the instructor.

Academic Dishonesty and Conduct

Students who are caught or suspected of any form of academic dishonesty or misconduct during their test, will have the testing session stopped and testing materials collected. The incident will be reported to the student's instructor, DSS counselor and DSS Director.

Acts of academic dishonesty may require the involvement of the Student Discipline Officer or designee and may result in disciplinary actions as outlined in the Standards of Student Conduct and Discipline Policy (5500.1.3).

REGISTRATION ASSISTANCE/SPECIALIZED COUNSELING

DSS Counselors are available to provide for specialized disability-related academic counseling appointments and for registration assistance appointments.

Receiving Accommodations

Services are provided for enrolled students only. Once the matriculation process is completed, students make an appointment to see a DSS Counselor for verification of disability and to make arrangements for support services. Authorized services are determined and discussed with the student based upon the functional limitation of the disability.

It is the student's responsibility to meet with a DSS Counselor *every trimester* if s/he wishes to receive accommodations; renewal of accommodations is **not** automatic. Students are highly encouraged to meet with a DSS Counselor as soon as possible after registration is complete. Failure to do so may cause a delay in their accommodations and other support services.

Summary of Process for Student to Receive Accommodations:

1. Student makes timely contact with DSS and requests accommodations according to policy and procedure.
2. Student provides DSS with verification of disability and/or Learning Disability testing or is referred for updated testing by the Learning Disability Specialist.
3. A DSS Counselor, in consultation with the student, identifies educational limitations and determines academic accommodations. They draft a Letter of Accommodation.
4. Student shows the Letter of Accommodations to instructor in a timely manner.
5. Any accommodation requests are the responsibility of the student.
6. DSS assists Instructors in providing accommodations, as needed.

Relevant Laws, Bills, and Statutes at a Glance

Section 504, Rehabilitation Act of 1973 (also known as the “Access Law”):

Provides program and physical access for students with disabilities. States that: “No otherwise qualified individual with a disability in the United States shall, solely by reason of his/her 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 others. 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.” Mechanism for enforcement of this law is the withholding of federal funds.

Americans with Disabilities Act (ADA) 1990

Americans with Disabilities and Amendments Act (ADAAA) 2008

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.

Title I – Employment: Prohibits employers of 15 or more to discriminate against a qualified applicant or employee with a disability and also prohibits retaliation against any individual who has opposed any act or practice made unlawful by the ADA.

Title II – Public Services and Transportation: Prohibits state and local governments from discriminating against people with disabilities in their programs and activities. Includes entities receiving state or federal funding such as community colleges in anti-discrimination clauses. New public buses, new train cars in commuter, subway, intercity, and light rail systems as well as new stations and facilities must be accessible.

Title III – Public Accommodations: Prohibits privately operated public accommodations from denying goods, programs and services to people based on their disabilities. Businesses must accommodate patrons with disabilities by making reasonable modifications to policies and practices, providing auxiliary aids and improving physical accessibility.

Title IV – Telecommunications: Telephone companies need to provide continuous voice transmission relay services that allow people with speech and hearing disabilities to

communicate over the phone through teletypewriters (TTYs). Also requires that federally funded television public service messages be closed captioned for viewers who are deaf or hard of hearing.

Title V – Miscellaneous Provisions: Specifics for enforcement of the act and provisions for attorney’s fees.

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

The Act was amended in 1992, 1994, and again in 2008. 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 postsecondary institution, whichever comes first.*

Student Rights and Responsibilities

Students with disabilities have the right to:

- Participate voluntarily in DSS.
- Participate in courses, programs, or activities offered by NOCE.
- Be evaluated based on ability, not disability.
- Appeal a decision regarding accommodations through the student grievance process.

Students with disabilities have the responsibility to:

- Provide professional, documented verification of disability to NOCE.
- Request accommodations in a timely manner.
- Follow policy and procedure for obtaining and using accommodations.
- Work cooperatively with DSS and faculty to determine and implement accommodations.
- Adhere to the academic and conduct standards of the college.

Student’s Right to Confidentiality

Confidentiality of disability and accommodation-related information is essential. All disability information that a student chooses to share with an instructor should be used only for arranging accommodations. Instructors and staff must maintain a policy of strict confidentiality about the identity of the student with a disability, the nature of the disability, and the disability-related accommodations s/he requires.

An instructor must not disclose or discuss information about a student's disability or accommodations with other persons, unless the student has authorized the disclosure in writing. It is not legal, for example, to announce by name the student who needs a note-taker or to discuss the student's disability in class or in the presence of other students.

Faculty are expected to adhere to DSS standards regarding confidential communication. Faculty are not to share confidential information with other faculty members, staff members, students, or members of the public. If a faculty member has a concern regarding safety and/or well-being of a student, staff or others, that concern should be brought immediately and privately to the DSS Director, appropriate faculty member, or the DSS Counselor.

DSS Rights and Responsibilities

DSS has the right to:

- Request and receive current documentation that supports the need for accommodations.
- Deny a request for accommodations if the documentation demonstrates that the request is not warranted or if the individual fails to provide appropriate documentation.
- Suspend services if a student persistently violates DSS policies and procedures regarding academic accommodations.

DSS has the responsibility to:

- Assist faculty/staff in providing or arranging accommodations and/or auxiliary aids.
- Hold student information confidential except where permitted or required by law.
- Communicate to students, faculty, and staff the process to request accommodations.
- Verify the student's disabilities and authorize accommodations based on functional limitations caused by the disability.

Appeals/Complaints Process

North Orange Continuing Education (NOCE) strives to treat all students equitably and fairly. In regard to accommodating students with disabilities, SCE complies with all state and federal laws and regulations including Title 5 of the California Education Code, Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990. Any student who believes that there has been a violation of the regulations is encouraged to discuss the matter with the Disability Support Services (DSS) Director.

Although DSS prides itself on providing appropriate accommodations in a timely manner, there are rare instances in which students feel that they have been treated unfairly. In cases in which students have complaints about services or accommodations they should contact the DSS office to schedule a meeting with the Program Manager. If preferred, students may submit a letter of complaint or complete a complaint form that is available in the DSS office. The Program Manager will investigate the complaint and make every effort to issue a written response within three weeks of the initial contact with the student.

If students are dissatisfied with the Program Manager's decision they may appeal in writing* within three weeks to the DSS Director. The Director will also investigate the complaint and endeavor to issue a written decision within three weeks of receipt of the appeal.

Students who are dissatisfied with the Director's decision may file a written appeal within three weeks to the Dean at the appropriate site. The Dean will strive to issue a decision within three weeks of receipt of an appeal. Any further appeals must be submitted to the Provost, NOCE.

Timelines shown for submitting and ruling on complaints and appeals may be extended at the discretion of the DSS Director or the Administrator investigating the complaint. In situations in which the Administrator is unavailable to review a complaint, an alternate administrator will be designated to carry out the procedures.

Questions about the Appeals/Complaints Policy and Procedures should be directed to the DSS Director or Program Manager.

* Students who have difficulty with writing or reading may request accommodations from the DSS office to assist in filing a complaint or appeal. All appeals must be in writing and signed by the student.

NOCE DSS Programs

DSS Educational Assistance Classes

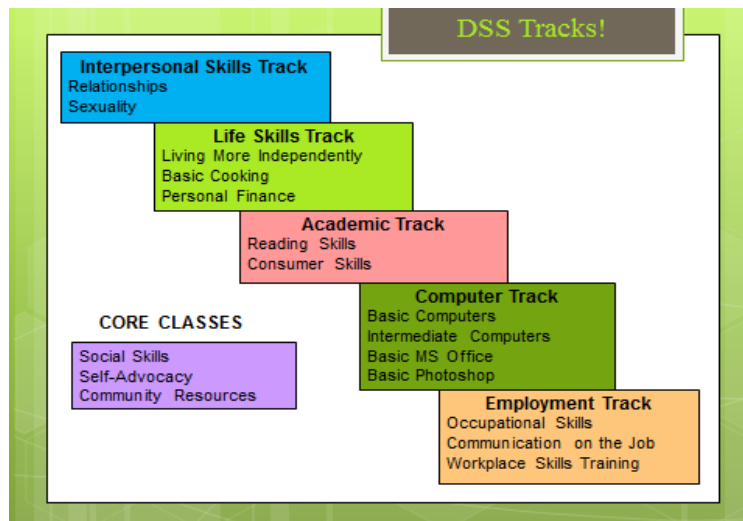
DSS Educational Assistance classes are college-like classes designed as an accommodation for students with ID (Intellectual Disabilities) and other disabilities with similar needs (students with ID in the more mild range). The classes are geared to help students learn to live and work as independently as possible. The classes are scheduled similar to typical college classes, for example Monday/Wednesday 9:00 - 11:30 or Tuesday/Thursday 12:00 - 2:30. Students are not supervised during breaks or lunches and are strongly encouraged to only be on campus when they have a classes.

Students meet with a DSS Counselor annually to select 1-3 classes that meet their educational, vocational and/or personal goals. Students are the decision makers and parents are welcome to join the counseling meetings if invited by the student.

Full time status in the college district is 12-15 hours per week. Three DSS classes amount to 15 hours per week. Student are responsible for facilitating communication between their instructors and their parents/supports. Students must request a counseling meeting if they and their parents want an update on progress. DSS Instructors, Counselors and Staff are not permitted to discuss confidential information such as student progress, attendance or issues with parents per FERPA (see above in law section *Laws at a Glance*).

Promoting independence at school, work, and in the community is the ultimate goal of our program. **STUDENTS** are in the Driver Seat!

DSS classes are usually offered in clusters of three courses (Fall, Winter, Spring). The core classes begin in September and run through June of the following year.



Registration and Annual Review Appointments

Students who are new to the DSS program will first complete an intake with a DSS Counselor. If a student completes an intake during the fall or winter trimester, s/he may be permitted to enroll in 1-3 DSS classes should any classes have openings (assuming the student would like to begin DSS classes immediately). Students may also be put onto the waitlist for classes that are full.

Students who complete an intake during spring trimester will schedule an Early Registration appointment with a DSS Counselor. DSS Counselors typically schedule these appointments before the student and his/her family leave the final intake meeting. Early Registration appointments for new students will take place in the early morning or late afternoon between May 15th and June 30th.

Students currently enrolled in DSS classes will have an Annual Review (AR) appointment with a DSS Counselor at their campus. Students are randomly assigned a specific week between May 15th and June 30th. Campus Coordinators help to schedule the AR appointments for all current DSS students at their campus; scheduling for **current** students is *not* done by DSS Counselors or via the appointment line. During the AR appointment the DSS Counselor will discuss progress made in current classes and assist the student with selecting his/her DSS classes for summer (optional) and upcoming school year. DSS Counselors will also indicate if a student is nearing graduation.

Attendance Policy

Attendance is extremely important not only for student's academic success, but for their future employment success. This policy exists to help teach students what will be expected of them in the workplace.

1. All students will be expected to attend the first class meeting of each trimester. Absence from the first two meetings may result in the student being dropped from the class.
2. Students must notify the campus of unplanned absences before 9:00a.m. Absences including medical appointments, business appointments, and personal necessities such as funerals, court appearances, etc. should be requested in advance using the "Request for Absence" form. All students must maintain a 90% attendance in each class. Students who attend 80% or less will be placed on probation. Students who attend 60% or less will be dropped from the course.

For example, a class that meets two times per week includes 24 class sessions:

100%	24 class sessions
96%	23 class sessions
91%	22 class sessions
88%	21 class sessions
83%	20 class sessions
79%	<i>19 class sessions</i>
73%	<i>18 class sessions</i>

3. Students who do not abide by the DSS Attendance Policy may be placed on a waiting list to allow other students to attend class. Students who are on Academic Probation or who have been dropped from their course due to low attendance will be offered Annual Review appointments last in the registration cycle.

DSS Instructors and/or Counselors may choose to implement a Student Success Agreement with any student who falls below 90% attendance during a given trimester.

NOCCCD Student Code of Conduct

Below is a student friendly version of the Student Code of Conduct. All students enrolled in NOCE classes (including DSS classes) must follow these guidelines. For a copy of the NOCCCD Student Code of Conduct in its entirety, please visit the following website: <http://www.nocccd.edu/Policies/PoliciesAndProcedures.htm>. Scroll down to **Section 5: Student Services** and locate **BP 5500**.

STUDENT GUIDELINES

These guidelines are designed to introduce you to our DSS class policies and procedures and to ensure that you have a rewarding experience in our program.

ATTENDANCE

When you enroll in a class you are expected to attend every class session. In the event you are ill, you must call in to your campus or the main DSS line and leave a message stating who you are and why you will not be in class. Please schedule doctor visits and other appointments after school or in the evenings. When making an appointment, indicate that you are in school so that your appointment is not booked during class time. You are also encouraged to schedule appointments for time when classes are not in session such as holidays and vacation times.

The instructor designates when breaks will take place, and the rule is that five minutes of break time will be given for every hour in class. So if your class is three hours long you are entitled to a 15-minute break. Lunch breaks are taken between classes, or as assigned by the instructor. Loitering (HANGING OUT) on campus is prohibited (NOT ALLOWED). If you are not taking classes, you should not be on the campus.

CONDUCT

The NOCE DSS classes are adult programs, and you are expected to act accordingly and follow the Student Code of Conduct. When in class and on campus, you are expected to work quietly on your assigned tasks and participate in an adult manner. Students who do not conduct themselves in an appropriate manner are subject to disciplinary action, which could be reason for suspension or expulsion. Listed below are some reasons (but not all) for disciplinary actions:

1. Excessive talking and/or disturbing other students
2. Lack of courtesy to instructors, staff, or students
3. Inappropriate or vulgar language
4. Use of drugs and/or alcohol
5. Marking or destroying school materials
6. Excessive breaks or loitering
7. Cheating or plagiarism (copying other peoples' work)
8. Removal of classroom textbooks or other materials
9. Inappropriate use of computers
10. Not making academic progress in the class

We wish to be of assistance to you in helping you to complete your educational, vocational, and life goals; however, we will not tolerate any rule violations. Violation of any of these rules may result in disciplinary action, including removal, suspension, or expulsion from NOCCCD – NOCE- DSS classes.

Student Success Agreements

A DSS Instructor or DSS Counselor may write a Student Success Agreement (SSA) for any student who continually violates the Attendance Policy, demonstrates behaviors that are not in accord with the Student Code of Conduct, or are not showing measured progress in their class. An SSA is a tool to help a student improve his/her behavior and be more successful in the college setting. Typically, an SSA will be implemented for either one trimester or for the remainder of the academic year depending on the behaviors being displayed. The Instructor and/or Counselor will read over the Student Success Agreement with the student and ask if s/he has any questions/concerns. Both the student and Instructor/Counselor will sign the document. A hard copy will be provided to the student.

Examples of behaviors that may lead to the implementation of a Student Success Agreement:

- Consistently tardy to class or excessive absences
- Behavior that is disruptive to the learning environment (ie: speaking out in class without permission, not respecting other students' boundaries, falling asleep in class, etc.)
- Difficulty following directions
- Incomplete homework assignments/failure to submit homework assignments



WISE PROGRAM (Work, Independence, & Self-Advocacy through Education)

WISE is a collaboration between regional center and NOCE. Regional center vendors the WISE program and pays a daily rate. The NOCCCD (North Orange County Community College District) also supports the program with fiscal resources. WISE students receive closer instructional support (1:4 ratio) than typical DSS classes. It is a supervised program, however, our students still tend to be very independent. The WISE program has all the same reporting and Quality Assurance requirements as any other regional center program. Regional center staff often hold annual review and other meetings at school with the student, NOCE Faculty, and the family. There is more direct communication between the faculty and family members. The WISE program is a 5 year program. At the conclusion of their fifth year, students participate in a graduation at the NOCE Student Success Night.

Entrance Criteria:

- Student is able to provide transportation to and from campus each day
- Student will abide by the policies of the NOCE/DSS WISE Program and NOCCCD
- Student will facilitate effective communication in some form (communicates wants and needs)
- Student can independently use the restroom and tend to personal care needs or has made arrangements for a Personal Care Attendant
- Student is able to be unsupervised during small group or individual breaks/lunch
- Student is able to ambulate at least one mile in 20 minutes each day or has made arrangements for a Personal Care Attendant
- Student does not have an uncontrolled medical condition that would disrupt the learning environment
- Student is able to attend class five days per week from 9:00 – 2:30 throughout the year when class is in session.



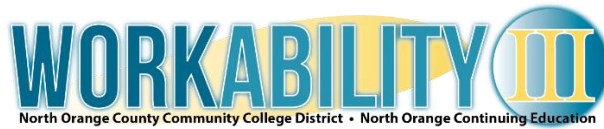
The ARISE lab has been established to provide additional support to students with Autism Spectrum Disorder (ASD) and students with similar needs so that they can transition, persist, and complete their postsecondary educational goals. Examples of instruction and services provided in the ARISE lab include:

- A dedicated safe space for students to go when they feel overstimulated or overwhelmed
- Specialized lighting, equipment, furniture and materials that make the lab a safe, calm, comfortable place to be
- A lab that is staffed by a DSS Counselor who provides counseling and instruction
- An instructional assistant with expertise in serving students with ASD
- 1:1 and small group counseling
- 1:1 and small group instruction
- The lab focuses on providing counseling and instruction that helps students with executive functioning skills, decision making, problem solving, social skills, developing organizational skills, understanding social cues, communication with other students and faculty, understanding what their own physiology is telling them (e.g. overwhelmed, frustrated, etc.), requesting services and accommodations, and much more
- Professional development, training, and technical assistance to other faculty and staff on campus so that they can better support students

Eligible Students:

- 18 years of age or older
- Have verifiable disability
- Enrollment in at least one class through NOCCCD

The ARISE lab is located in Room 404 at the NOCE Anaheim campus. Services are also provided to students at both the Cypress and Wilshire Centers, with lab hours and location varying each trimester. Please contact Casey Sousa at 714-808-4932 or csousa@noce.edu for additional information.

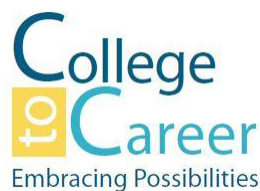


WORKABILITY III (WIII)

Workability III is a program dedicated to assisting work-ready and prescreened college students with preparing for, developing, and retaining meaningful and on-going employment. WIII is a collaborative program between NOCE and the Department of Rehabilitation (DOR). Students from NOCE, Cypress College, and Fullerton College are referred to the program by counselors, instructors, and other staff members. Students meet with a vocational specialist and employment experts to determine skill-sets, vocational aptitudes, and work-readiness.

Eligible Students:

- 18 years of age or older
- Have verifiable disability
- Possess necessary documentation to work
- Enrollment in at least one class through NOCCCD



COLLEGE TO CAREER (C2C)

NOCCCD is currently one of 8 educational institutions in California receiving funding from The Department of Rehabilitation (DOR) for the College to Career program. C2C is an educational program designed to promote inclusion of students with intellectual disabilities into postsecondary education while pursuing individual employment goals. The C2C program is designed to improve employment outcomes for individuals with intellectual disabilities. Through inclusion in postsecondary education, persons with intellectual disabilities can expand the range of jobs available to them. NOCCCD works in partnership with the Regional Center of Orange County, DOR, faculty, and employers to provide prevocational and vocational services to students with intellectual disabilities. C2C enrollment ranges from one to three years and includes educational and vocational support.

Students are eligible for C2C if they:

- Are a Regional Center Consumer of Orange County
- Are eligible for DOR
- Have a documented diagnosis of an intellectual disability
- Are at least 18 years of age
- Have an educational goal leading to employment

Educational and vocational supports offered through C2C can include assistance with coursework, access to adaptive technology, support in study skills, notetaking strategies, organizational techniques, employment readiness preparation, and job placement assistance. Twenty new students are accepted into the C2C program through an application and interview process each year. Applications are typically available at the beginning of each new calendar year.



IVES PROGRAM (Independent Vocational and Educational Supports)

IVES is a program vended by the regional center. It allows students individualized support to successfully complete postsecondary educational programs, to increase their opportunities to become employed in competitive employment of their choice and to gain and sustain employment. IVES can provide educational support in the areas of: executive functioning skills, self-understanding of sensory issues, problem solving, organizing, verbal and nonverbal communicating, basic skills through tutoring, social mentoring, building skills needed to live and work independently. IVES can provide vocational support in the areas of: employability skills, employment searching skills, interviewing skills, job acquisition and job coaching on the job. IVES students may receive up to seven hours per week. IVES is not a behavior management service.

Entrance criteria for IVES:

- Regional Center consumer
- At least 18 years of age
- Have transportation to/from campus or a worksite
- Ability to be unsupervised
- Adhere to a mutually agreed upon schedule with Educational/Job Coach
- Demonstrate measured progress towards an educational/vocational goal



MOBILITY SKILLS TRAINING

NOCE DSS offers roundtrip bus training between home, work, and/or school. The program is funded by Job Access Reverse Commute (JARC) grant through the Orange County Transportation Authority (OCTA).

One-On-One Mobility Training

A mobility trainer works with the student to plan a personal bus route to and from work, school, and/or home, teaches the student the requested route, through one-on-one instruction, provides instruction for reading the bus book, and provides support in learning to interact safely in the community. There are three phases of training, Phase I is side-by-side training where the mobility trainer creates a personalized bus route and trains the student through side-by-side instruction on various schedule appointments. The student is tested and evaluated to determine current level of safety procedures while taking the city bus. In Phase II, the shadowing phase, the mobility trainer sits in the back of the bus and observes the student from afar noting how the student follows safety rules, pulls the cord on landmarks, and utilizes their learned route. Phase III is following the bus. The mobility trainer arranges and observes the student applying their route at the exact designated times and locations previously observes/practiced from a separate car that follows the bus.

A student can participate in One-On-One Mobility Training at any time throughout the academic year. To be eligible for training, a student needs to have a verifiable disability. A student *does not* need to be currently enrolled in NOCE and/or DSS to participate in Mobility Training; however, he/she does need to have a student ID through NOCCCD.

Mobility Bootcamp

The Mobility Bootcamp course is a DSS class offered in the summer and winter terms. This course teaches students how to access the community. Students learn to plan a bus route, identify timely routes, create physical landmarks in recognizing bus stop locations, as well as basic knowledge in reading a bus book. Students learn safety in the community, such as personal etiquette, how to be safe in their community, and what to do in case of an emergency. Students learn about employment options through tours and visit different places of employment. Students also learn community resources as they become more familiar with their community.

Qualities of a Successful Student

Successful students:

1. Obtain all books, supplies, and course materials before classes start.
2. Attend all classes and are on time to classes.
3. Sit attentively in the front of class.
4. Actively participate in class.
5. Come to class prepared.
6. Review the previous lecture before each class.
7. Make sure they understand assignments correctly and completely before plunging into the assignment.
8. Turn in assignments that look neat and sharp.
9. Use a word processor with spell check to identify misspelled words.
10. Always read assigned readings prior to class.
11. Review and revise their class notes within 24 hours of class.
12. Keep track of their grades throughout the semester.
13. Meet with their instructor either before or after class or during office hours to discuss course material, clarify assignments, or ask for feedback on exams and papers.
14. Take advantage of extra credit opportunities.
15. Make use of an academic planner.
16. Schedule routine study times each week and study in a distraction-free place.
17. Break study time up into manageable segments.
18. Know their class schedule and names of their instructors.

Self-Advocacy

Self-advocacy is the ability to identify and explain your needs.

- You are responsible for your own success.
- Consider how your disability affects you as a student and what abilities you have that will lead you to success.
- Develop good communication skills to request accommodations and services.
- Recognize and ask when you need help.
- Get organized.

Time Management

Time management is a very important tool used by successful college students. College classes require students to learn a portion of the material outside of class. As a general rule, students should spend two hours studying outside of class for every hour spent in class. This is known as the 2:1 ratio.

Advantages of time management:

- Creates enough time to study.
- Reduces stress and anxiety caused by time pressures.
- Reduces procrastination and avoids cramming.
- Allows time to do the things you enjoy.
- Helps you feel more in control of your life.
- Helps you use your time effectively.
- Increases motivation.

Test Taking Strategies

Some students believe they are not good at taking tests; however, test taking is a skill you can master. The following steps are designed to help you remember what you have studied, make fewer errors, and feel more relaxed.

1. Before going to class, make sure you have all materials needed for the test.
2. Arrive at least 5 minutes early. Sit down, get settled, close your eyes for a moment, take a deep relaxing breath, and relax the muscles in your body.
3. Once you receive the test, look over the whole test – note the number and types of questions, and consider how much time you will have to complete the test. Carefully read the directions.
4. Read each question carefully, completely, and more than once. Underline key words in the question. Be sure to read all of the choices on multiple choice questions, even if you see the right answer immediately.
5. Do not spend too much time on a really difficult problem.
6. Answer the easy questions first then go back to the questions you skipped.
7. Leave no blanks! Even if you have no idea of the answer, make some kind of attempt. If you write something down, you may receive partial credit.
8. Before turning it in, read through the test. Check for missed pages or questions, etc.
9. Attempt all extra credit. You have nothing to lose and might gain some extra points.

Tips for Reducing Test Anxiety

1. Avoid procrastination! Keep up with the course syllabus. Read textbook chapters prior to the lecture and allow plenty of time to complete assignments. The week before an exam is NOT the time to begin reading your textbook.
2. Avoid cramming! Be well prepared for exams, and don't wait until the last minute to study. Plan to begin studying for a test one week in advance.
3. Think positive! Remind yourself of experiences you've had where you felt competent. Don't overemphasize the importance of the grade – it is not a reflection of your self-worth. Remember, a test is only a test – there will be others.

4. Put things in perspective! A test is not a life or death situation. Receiving a bad grade is not pleasant; however, you can certainly recover from it.
5. Visualize success! As you are waiting for your test to be passed out, close your eyes, take a few slow relaxing breaths, relax your muscles, and picture yourself taking the test.
6. Take care of your body! Poor diet and lack of sleep contribute to feelings of anxiety. Eat right, exercise, and get enough sleep – especially before an exam.

Frequently Asked Questions

Is DSS the same as Special Education?

There is no special education in postsecondary education. The Individuals with Disabilities Education Act (IDEA), the federal law that applies to education of students with disabilities in K-12, does not apply to postsecondary schools. Because K-12 education is mandated while postsecondary education is not, the rights and responsibilities of students with disabilities are different in K-12 than in college. The primary focus of postsecondary disability services is to ensure that students with disabilities receive classroom accommodations to which they are legally entitled. The law mandates equal access to instruction but does not require fundamental alteration of a program.

Who is responsible for determining appropriate accommodations?

Disability Support Services (DSS) has the obligation and the professional expertise to determine appropriate accommodations. Accommodations are based on documentation collected from a student with a disability and on the student's functional limitations.

Do all students with disabilities have to register with disability support services?

No, it is the student's choice whether or not s/he would like to register with disability support services. However, in order to receive accommodations, one must complete an intake with DSS and provide documentation verifying the area of disability.

What if a faculty member does not allow accommodations?

Federal law, state law, and Board policy state that the institution is mandated to provide equal access. In the area of academic accommodations, the role of DSS is to assist the college and instructors in meeting their legal obligations to students with disabilities. If an instructor receives an accommodation form and doesn't understand or disagrees with the accommodation, it is the instructor's professional responsibility to contact DSS to discuss the issue. In the event the instructor discusses the issue with DSS and there is still disagreement, the District 504/ADA Compliance Officer will review the case and make an interim decision pending resolution through the student grievance procedure. Until a decision is made, the accommodation must be provided. Disallowing the accommodation or telling the student, "You don't need this," or "I don't believe in learning disabilities," is illegal and puts the instructor, college, and district at risk.

of legal action. Blatant denial of accommodation can also lead to the instructor being held personally liable.

Are general education and/or major requirements ever waived or altered for students with disabilities?

Under the provisions of Title 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, institutions of higher learning must not exclude a qualified student with a disability from any course of study, and must not establish rules and policies that may adversely affect students with disabilities. On a case-by-case basis, community colleges may find it necessary to modify requirements in order to accommodate the student's disability. Modifications might include substitutions or waivers of courses or degree requirements.

How will I know what services I need from DSS?

Through the intake process your DSS Counselor will identify any educational limitations you may have that are related to your area of disability. An Academic Accommodation Plan (AAP) will be drafted which not only lists your educational goals, but identifies the appropriate services to accommodate such educational limitations.

What is an educational limitation?

An educational limitation means disability related functional limitation in the educational setting. This occurs when the limitation prevents the student from fully benefiting from classes, activities, or services offered by the college to non-disabled students, without specific additional support services or instruction as defined in Section 56005.

Resources for Students and Families

Regional Center of Orange County

<http://www.rcocdd.com/>

Harbor Regional Center

<http://www.harborrc.org/>

Department of Developmental Services

<http://www.dds.ca.gov/>

Department of Rehabilitation

<http://www.rehab.cahwnet.gov/>

OCTA (Orange County Transportation Authority)

<http://www.octa.net/>

Resource Directory

<http://www.rcocdd.com/wp-content/uploads/2014/10/2014-15-OCDE-Transition-Planning-Resource-Directory.pdf>

Recreation Resource Guide

<http://www.rcocdd.com/wp-content/uploads/peopleweserve/resources/Recreation-Resource-Guide-5.2018.pdf>

RCOC Resources

<http://www.rcocdd.com/frc/ccfrc/resources/>



Provided is the contact information for staff in the Disability Support Services Program:

Disability Support Services Main Office/Appointment Line.....(714) 484-7057
DJ Smith - Student Support Specialist/Testing Accommodations.....(714) 808-4581

Absence Lines for DSS Classes:

Be sure to include your full name, instructor's name, name of class, and reason for absence in your email or voice message.

Email: StudentAbsence@noce.edu

Anaheim Campus	(714) 808-4580
Cypress Center	(714) 484-7063
Wilshire Center	(714) 992-9541

All faculty/staff NOCE email addresses are the first letter of their first name followed by their full last name @noce.edu

For example, flastname@noce.edu

Acknowledgements

The handbook documents were adapted from the following institutions:

California Community College's Chancellor's Office
California State University, Fullerton, *Faculty and Staff Handbook*
California State University, Long Beach, *Disabled Student Services' Faculty Handbook*
College of Alameda, *A Faculty Guide to Working with Students with Disabilities (2005)*
Cuyamaca College, *The College Student With a Disability: A Faculty Handbook (1998)*
Cypress College, *Faculty Handbook*
De Anza College, *Student with Disabilities: Faculty and Staff Resource Guide*
Foothill College, *Information for Faculty*
Fullerton College, *Faculty and Staff Resource Guide for Students with Disabilities (5th ed.)*
MiraCosta College, *Faculty Handbook for Students with Disabilities*
Mt. San Jacinto College, *DSP&S Faculty Handbook*
Ohio State University, *Instructor Handbook: Teaching Students with Disabilities*
Riverside Community College District, *DSPS Faculty Handbook*
Saddleback College, *Partnership: A Faculty Guide to Special Services*