

ARE YOU READY to Transition to COLLEGE?

STUDENT'S PRACTICAL GUIDE FOR COLLEGE READINESS

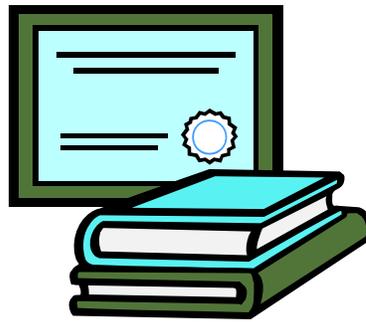
City College of San Francisco
Disabled Students Programs and Services

WELCOME TO CITY COLLEGE OF SAN FRANCISCO

Disabled Students Programs and Services (DSPS)

This guide is designed to help students with disabilities as they transition from high school to college. Information found here should assist students, parents, teachers and administrators in developing an informed plan for this transition. Attending City College of San Francisco is the right choice for many as they leave high school; please consider the information provided in this guide when deciding if college is the right choice for you and which of the many academic and vocational programs best meets your needs.

Congratulations on achieving this important milestone.



Ocean Campus: Main Campus

50 Phelan Ave., (415) 452-5481, 452-5451 TDD

The DSPS office is in the Rosenberg Library, third floor, room 323

* Credit Courses; Certificate and Degree Programs

Basic Services: Counseling, accommodations such as priority registration, increased test time, reduced distraction testing environment, note taking services, enlarged print and audio textbooks, sign language interpreting and captioning services for students who are deaf or hearing impaired, relocation of inaccessible classrooms and on-campus mobility assistance (scooters for use on campus). Additionally, students may be provided learning disabilities assessments and hearing screenings. DSPS also offers 6 credit classes. Course descriptions are provided later in this guide.

The High Tech (adaptive) Computer Lab and Strategies Lab for students with disabilities is located in Batmale Hall room 231.

John Adams Campus

(will be relocated temporarily due to construction for school year '06-07 Call for location details) (415) 561-1001, 561-1007 TDD

Credit and Non-Credit Courses

Basic Services: Counseling, accommodations such as priority registration, increased test time, reduced distraction testing environment, note taking services, enlarged print and audio textbooks, sign language interpreting and captioning services for students who are deaf or hearing impaired and relocation of inaccessible classrooms when required. Additionally provided are programs for completing high school diplomas, GED and Basic Skills instruction, computer skills, art, vocational exploration and job placement and an adaptive computer lab with skill building software. Also based at this campus are DSPS hearing screening program, ABI-Cognitive Retraining and Stroke-Communication classes.

- There are 9 additional campuses of City College located throughout the city. Though there is no separate DSPS office located at these off site campuses, a DSPS counselor is assigned on site on set days and is also available to meet on any campus, as needed, by appointment.

CAMPUS	ADDRESS	PHONE	PROGRAMS OFFERED
Mission	1125 Valencia st.	(415) 551-1120	Credit/Non Credit Day & Evening
Southeast	1800 Oakdale Ave.	(415) 239-3000	Credit/Non Credit Day, Eve. & Sat.
Alemany	750 Eddy St.	(415) 561-1875	Non Credit Day & Eve.
Evans	1400 Evans Ave.	(415) 550-4440	Credit/Non Credit Day, Eve. & Sat.
Downtown	88 4 th St.	(415) 267-6500	Credit/Non Credit Day, Eve. & Sat.
Castro/Valencia	1220 Noe St.	(415) 239-3127 550-4500 (eve)	Credit/Non Credit Evenings
Chinatown Northbeach	940 Filbert St.	(415) 561-1850	Credit/Non Credit Day, Eve., & Weekend
Airport	SF International Airport	(415) 239-3901	Credit Day
Ft. Mason	Laguna St. & Marina	(415) 561-1840	Credit/Non Credit Day & Eve Continuing Ed.

7 STEPS TO SELF-ADVOCACY

Self-advocacy is the ability to identify and explain your needs.
In High school, your advocates were your parents and teachers.

In college, you must become your own advocate.

A successful self-advocate recognizes the need for self-direction and independence.

- Step 1:** Recognize that college success or failure is your responsibility.
- Step 2:** Understand your disability and learn ways to compensate.
Learn how to explain your disability and needs to others.
- Step 3:** Develop good communication skills to request accommodations and services.
- Step 4:** Know when you need help and ask for it. Understand that it is OK to use appropriate accommodations.
- Step 5:** Know and understand your strengths and areas where you need to improve.
- Step 6:** Develop and use mature social and personal skills.
- Step 7:** Be organized. It relieves stress and demonstrates good planning ability.

Here are some helpful suggestions to help you be a successful self advocate:

- Use a calendar or 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 student 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. Learn and practice time management skills.
- Pay close attention to important information provided in the class syllabus typically given to you on the first day of class.
- Attend class each day, on time, participate and ask questions.
- Discuss and arrange DSPS approved classroom or test accommodations at the beginning of each semester, with your instructor during their office hours.
- Allow time for the unexpected such as illness, transportation glitches or work schedule changes.
- Meet with your instructors and/or DSPS counselor when you are first having difficulty – do not wait until “disaster strikes”.

SELF QUIZ

EVALUATING YOUR READINESS FOR COLLEGE

Attending CCSF involves many new responsibilities. How prepared are you?
Be honest with yourself and check your readiness with this list.

Circle the Y for Yes and the N for NO.

- Y N 1. I plan study time and study without reminders.
- Y N 2. I need someone to remind or encourage me to study.
- Y N 3. I can ask questions in class.
- Y N 4. It is hard for me to talk with or ask questions of teachers, counselors or other school staff.
- Y N 5. I complete school assignments on time.
- Y N 6. I put off assignments until the last minute or often hand them in late.
- Y N 7. I take clear and complete class notes.
- Y N 8. My class notes are not clear when I review them later.
- Y N 9. I can pay attention even if the class is not interesting to me.
- Y N 10. It is difficult for me to pay attention when the class subject is not personally interesting to me.
- Y N 11. I avoid studying subjects I do not like.
- Y N 12. I study all subjects even ones I find less interesting.
- Y N 13. I usually arrive at places on time.
- Y N 14. I do not always plan my time well and have trouble finishing things on time or finish at the last minute.
- Y N 15. I know that my college success or failure is up to me.
- Y N 16. I believe success is a matter of luck and depends on what others do or tell me.
- Y N 17. I have good computer skills.
- Y N 18. I do not know how to use computers well.
- Y N 19. I accept that my disability poses challenges, but I look for opportunities to overcome them.
- Y N 20. I tend to focus more on what I cannot do and avoid challenges.

KEY:

Odd numbered questions, answered yes, show important steps you have already taken toward being ready for college.

Even numbered questions, answered yes, show areas you need to work on.

Start making changes today toward a successful college career by
discussing this quiz with your family, teachers and
DSPS Counselor!

RECOMMENDED READINESS CRITERIA FOR SUCCESSFUL PARTICIPATION IN CCSF CREDIT CLASSES

Discuss this list with your family, teachers and counselors

1. Potential to benefit from instruction in a group setting.
2. Ability to do work independently with minimal cues and assistance.
3. Adequate attention span to follow directions and benefit from 1 ½ hours of continuous instruction in a setting with distractions.
4. Sufficient reading and language comprehension skills to benefit from the education program.
5. Ability to perform meaningful classroom activities, using some form of both receptive and expressive language.
6. Behavior and emotional responses which are appropriate to the situation.
7. Sufficient independent living skills to allow independent on-campus function, unless routinely accompanied by a personal assistant to perform necessary activities of daily living.

NOTE: *Repeated absences, misuse of services, lack of measurable progress toward goals identified in the Student Education Contract and/or inappropriate behavior as identified in the CCSF Student Code of Conduct, may result in termination of services and or instruction.*

CHECKLIST FOR CCSF AND DSPTS SERVICES



1. Complete an Application for Admission to CCSF
 - * File online at www.ccsf.edu or hard copy application if *Early Entrance*, (*prior to expected graduation date*)
 - * Follow steps for enrollment as described on the website, in the catalog and class schedule

2. Contact the Disabled Students Programs and Services (DSPTS)
(415) 452-5481// 452- 5451 TTY
 - * Attend a DSPTS Orientation -- call for orientation schedule

3. Take the English and Math Placement Tests as appropriate
 - * Look at CCSF website for schedule or ask a counselor
 - * Discuss disability related accommodations needed with DSPTS

4. Complete the CCSF Orientation
 - * Available online or in person - schedule on CCSF website

5. Pick up a copy of the current semester CLASS SCHEDULE and buy a current school year CATALOG at the bookstore.
You can also find both online at www.ccsf.edu.

6. Apply for Financial Aid
 - * Online at www.fafsa.ed.gov or pick up a financial aid packet from your high school counselor or CCSF Financial Aid office at Cloud Hall Room, room 324.
 - * Check into the Board of Governors Fee Waiver (BOGFW)

7. Schedule and attend an appointment with a DSPTS counselor
 - * Bring current IEP, medical verification or contact information
 - * Complete DSPTS intake procedure
 - * Discuss accommodations
 - * Discuss educational goals
 - * Ask for priority registration
 - * Plan classes

8. Schedule and attend an appointment with a New Student counselor
 - * Discuss educational goals
 - * Complete an Initial Educational plan

9. Register for Classes

* Online Registration – *Note Priority Registration Date*

* College Success Skills (LERN 50) and DSPS Strategies Lab (DSPS M & O) are excellent classes that will help you be successful at CCSF.

10. Buy Textbooks

* Books are expensive. Plan ahead for this expense before the term begins.

* Check your eligibility for the Extended Opportunity Programs and Services (EOPS), financial assistance which can cover some textbook costs

* Buy books early. Visit the bookstore for prices.

* If you are a DOR consumer, be sure to discuss book costs and purchasing procedures with your Rehabilitation Counselor.

11. Attend classes on first day of semester as scheduled

* Remember, if you do not attend the first day of all your classes, you may be automatically dropped from the class by your instructor.



DISABILITY LAWS

Your Rights and Responsibilities as a Student at CCSF



(The following has been excerpted and edited from meeting minutes of the Region X Transition Committee meeting on October 9, 1998.)

Transition out of high school to college life can be difficult for any student. It is more so for students with disabilities. The rights previously in place in the K-12 special education systems under IDEA, ends abruptly with graduation or at the age of 21.

The new system of rights and protections under Section 504 and 508 of the 1973 Rehabilitation Act, the Americans with Disabilities Act of 1990 and Title 5 of the California Education Code differ radically from the previous system. These laws prohibit discrimination solely on the basis of disability and require a college to provide **reasonable accommodations** so that a student with a disability has equal opportunity to take part in college programs and services. In addition, this new system requires that the individual with the disability take charge of their requests for support and services.

- Post-secondary education is not guaranteed or a right. Students must meet academic criteria and qualifications for initial and continued enrollment.
- Accommodations or adjustments from high school may not transfer to college.
- Students need to know what it means to be a college student (i.e., students need study skills and knowledge of how to plan study time.)
- Students need to monitor their own progress. They need to know when and how to ask for help. Continued attendance in college depends upon GPA (grade point average) and/or successful completion of courses. If students are not making progress, they will be placed on probation, and may eventually be disqualified if they do not improve.
- Students have the responsibility for planning, requesting accommodations and for their own success in college.
- Course modifications at the post-secondary level are not allowed.
- There are no provisions for or entitlements to differential grading standards.

- The college/university does not offer personal services such as attendant care. These services are the student's responsibility.
- Transportation to and from the college is the student's responsibility.
- Students are responsible for college tuition and fees, purchase of textbooks, and payment of parking fees. Apply for financial aid and fee waivers if eligible.
- Confidentiality: Colleges and agencies cannot disclose student information to parents or others without the student's permission.
- Students must disclose their disability if an accommodation is requested. Contact the Disabled Students Programs and Services office (DSPS) to arrange an appointment with a counselor.
- Students need to have or know how to get documentation of their disabilities. Medical disabilities need to be verified by a physician. Learning disabilities need to be verified by current testing on an adult measure that documents both a significant processing disorder and a significant aptitude-achievement discrepancy.
- Students are responsible for talking with college instructors about accommodations authorized by DSPS. DSPS can facilitate this communication if needed.
- All students, regardless of disability, need to follow the college's code of conduct for behavior and maintain appropriate behavior in classes and on campus.
- Expect social changes in college. College can be isolating for some students since they may not have daily contact with teachers or friends. Students need to know how to access college resources and services (i.e., counseling, peer mentoring, clubs, Associated Student Organizations' activities. etc.).

View the following web sites for more information on The Rehabilitation Act of 1973, section 504 and 508 and the Americans with Disabilities Act of 1990.

<http://www.jan.wvu.edu/links/adalinks.htm>

<http://www.usdob.gov/crt/ada/adahome1.htm>

<http://www.section508.gov>

Remember, disability laws in High School do not apply to college.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

What are accommodations?

Accommodations are the means by which the college allows the student to compensate for limitations resulting from a disability. Accommodations are not designed to give students an advantage, but rather to allow them an equal opportunity in the classroom. Although equality of opportunity will not guarantee equality of results, accommodations will give students with disabilities the opportunity to live up to their potential for success.

Who qualifies?

Students may be eligible for accommodations if they meet course requirements and have a documented disability which interferes with learning. Accommodations are always determined on a case-by-case basis.

How does a CCSF student apply for accommodations?

Students with disabilities are encouraged to be seen by a DSP&S Counselor who will assess the student's functional limitations and determine reasonable accommodations.

Why do we have accommodation?

Under provisions of Section 504 & 508 of the Rehabilitation Act and the ADA, CCSF is required to provide reasonable accommodations for students with disabilities to ensure that s/he receives an equal opportunity. To ensure equal opportunity, the post-secondary experience of students with disabilities must be comparable to that of non-disabled students. Modifications of academic requirements may be necessary to accommodate qualified disabled students. This may include changes in the length of time necessary for completion of degree requirements and substitution of specific required courses. Requirements essential to the program of instruction or related to licensing requirements are not regarded as discriminatory. For example;

- Students with impaired sensory, manual, language or processing skills must be allowed to use educational auxiliary aids. Such aids may include taped texts, readers, interpreters, note takers, tape recorders, adapted classroom equipment, and other similar services or equipment. DSP&S assists students with auxiliary aids requirements.
- Tests that the institution uses must not discriminate against students with disabilities. Tests must be administered in such a manner that results for students with impaired sensory, manual, or speaking skills measure the students' aptitudes or achievement levels rather than the functional limitations of their disabilities.

SAMPLES OF POSSIBLE REASONABLE ACCOMMODATIONS

This chart shows samples of accommodations that may be appropriate for CCSF students with a disability. The chart is only illustrative: all accommodations are determined on a case- by-case basis and must be reasonable. The DSP&S Counselor will use information from the students' disability verification when determining all accommodations.

FUNCTIONAL LIMITATIONS <i>due to verified disability</i>	POSSIBLE ACCOMMODATIONS
Student cannot ascend and descend stairs Student cannot or has difficulty with travel between classroom/office sites	Elevator keys provided Classroom moved to accessible location Use of scooter while on campus Registration assistance
Student unable to stand in lines	Registration assistance
Student unable to complete in-class test within specified time limits	Extra time on tests
Student's test performance is hindered by distractibility	Reduced distraction test taking environment
Student unable to carry heavy learning materials while on campus	Lockers provided in Cloud Hall
Student unable to or has difficulty with written tasks	Note taker assistance Tape recorder for lectures Scribe for written tests Use of word processor in DSPS office
Student unable to utilize standard classroom furniture or unable to sit for long periods of time	Special classroom seating Alternative test-taking procedures Extra breaks Modified furniture
Student unable to see or has difficulty with reading printed text	Books on Tape Print material enlarged Print material provided in braille Reader Franklin Speller® Computer assisted magnification Note taker assistance Registration assistance
Student unable to hear or has difficulty in hearing verbal information	Special classroom seating Sign language Interpreter Captioning Assistive listening device Registration assistance Note taker assistance

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TERMS YOU SHOULD KNOW

Accommodations: How the college allows the student to compensate for limitations resulting from a disability. May include both alternative ways to access information and ways to show what a student has learned. Accommodations are based on the student's functional limitations.

Americans with Disabilities Act of 1990 (ADA): A Civil Rights law that extends the disability protections of Section 504 to private schools and businesses.

Classroom and Test Accommodation Verification - (CATAV): DSPS form provided to students each semester they are enrolled indicating the approved accommodations for the current semester. Instructors will expect to see this document before providing accommodations. Student must request this form each semester.

Class Schedule: Provided each semester by the college listing classes available and all relevant information such as instructor, time etc. Current calendar and other general information are also provided.

Catalog: Provided for each school year outlining all general and administrative information, student services, programs and degree requirements and class descriptions.

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

Disabled Students Programs and Services: Department at City College of SF providing services and accommodations for students with disabilities. Many colleges use similar names such as:
DSRC: Disabled Students Resource Center
DSS: Disabled Student Services or Disability Support Services
OSD: Office for Students with Disabilities

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

Financial Aid: Financial assistance to students who might otherwise be unable to continue their education due to financial need. For example, the Board of Governor's Fee Waiver (BOGFW) is one source of financial aid offered only to Community College students. If eligible, enrollment fees may be waived.

Free Application for Federal Student Aid (FAFSA): This is the required application to receive federal grants, loans, and work study assistance.

Functional Limitation: Identified area(s) of weakness caused by a disability. Functional limitations are used to identify reasonable accommodations in school and work.

GPA: Grade Point Average. Each grade given is worth points (for example, A = 4pt.) An average is determined depending on grades received each semester as well as a cumulative GPA for all classes taken and graded. Students must maintain a GPA of 2.0 or risk being on probation.

Grievance procedure: Process used if a student believes that a legal right has been denied.

Individual Educational Plan (IEP): This is one form of documentation that a high school graduating senior is expected to provide to the DSPP in order to become eligible for services. (IEPs apply to K-12 ONLY).

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

Student Education Contract (SEC): 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.

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 found in the CCSF 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: Prohibits discrimination based on race, color, or national origin in all employment situations involving programs or activities aided by Federal funding.

Transition: At the college level, this term refers to passage from K-12 to postsecondary education.

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.