

Disability and Educational Support Program

Student Handbook

West Valley College

**Please contact the DESP office at 408-741-2010 to obtain a large print,
Braille or electronic version of this handbook.**

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Introduction

The Disability and Educational Support Program was established to provide support services, special instruction, counseling, assessments, and educational accommodations to adult students with disabilities. The Program currently serves approximately 600-700 students each year.

The information and policies set forth in this handbook are meant to clarify the roles and responsibilities of both the Disability and Educational Support Program and of the students who take advantage of the services offered.

Mission Statement

The primary purpose of the Disability and Educational Support Program (DESP) at West Valley College is to integrate all students with disabilities into classes and programs with their fellow students consistent with the Rehabilitation Act of 1973, California Education Code Title V regulations and the Americans with Disabilities Act. A variety of supportive services and special classes are provided in an effort to eliminate barriers, maximize independence and promote educational opportunities that support the students' educational or vocational goals.

Acknowledgements

The Disability and Educational Support Program gratefully acknowledges Diablo Valley College for granting us permission to incorporate content developed for their student handbook.

We also wish to thank the Disability and Educational Support Program faculty, staff and other West Valley College staff for their support and contributions to this handbook.

General Provisions

How to Enroll In the Disability and Educational Support Program

New Students

If you are new to West Valley College (WVC) and/or the Disability and Educational Support Program (DESP) you should begin by scheduling an appointment with a counselor in the Disability and Educational Support Program (408 741-2010).

What to Bring to Your First Appointment

Bring any of the following documents that you might have: your most current written verification of disability, medical report and/or, if applicable, Department of Rehabilitation Plan or high school IEP. (We recommend you make copies of all documents and submit the copies)

To make the most of your appointment, it is important that you be on time. If you must cancel, please call as soon as possible. If you do cancel, be aware that it may take a while before you can reschedule.

Continuing Students

Continuing students who will be using the same services as in their previous semester(s) must meet with a DESP counselor at least once a year to maintain eligibility for services. If you want to request a service that was not previously authorized, you must meet with a DESP counselor or a learning disabilities specialist for authorization.

Returning Students

Students who have not been enrolled at West Valley College for a year or more need to schedule an appointment with a DESP counselor to reactivate their file and reauthorize services. If you have been away for more than five years, your file has been destroyed and you must enroll as a new student by resubmitting documentation of disability. (See New Students above).

Eligibility Requirements

1. Students receiving services through DESP must be enrolled at WVC and must have a temporary or permanent disabling condition that has been verified by an appropriate professional. The student's disabling condition must limit one or more major life activities, and also impose an "educational limitation." An educational limitation is a disability related functional limitation

in the educational setting that occurs when the limitation prevents a student from fully benefiting from classes, activities, or services offered by the college without specific additional support services or instruction. Examples of disabilities include physical, communication, acquired brain injury, psychological, developmentally delayed learning and learning disabilities.

2. Students must possess the ability to respond appropriately to questions, follow directions, and demonstrate the potential to benefit from college programs and services.
3. Students must demonstrate appropriate adaptive and/or self-help behavior. This includes providing their own personal attendant care. DESP staff will not provide this service.
4. Students must demonstrate annual measurable academic progress. Failure to do so may result in termination of services.
5. Students requesting services and/or academic accommodations offered at WVC need to arrange an appointment with a DESP counselor or learning disability specialist and complete an application for services. DESP will then establish a Student Educational Plan and verify the disability by using one of the following means:
 - a) Review of documentation provided by appropriate agencies or certified or licensed professionals outside of DESP;
 - b) Assessment by appropriate DESP professional staff;
 - c) Observation by DESP professional staff with review by DESP Program Coordinator.

Once a student's disability has been verified, the DESP professional will identify the educational limitations, document them in the Student Educational Plan and review and update the Educational Plan annually.

6. Services may be denied if it is determined that a student does not meet one or more of the above eligibility criteria.
7. Students seeking to appeal the denial of services should seek remedy through the Coordinator of DESP. If, after consulting with the DESP Coordinator, students are still not satisfied, they may appeal to the Vice President of Student Services or the campus ADA 504 Coordinator (for issues involving discrimination or sexual harassment).

Procedures for Requesting Academic Accommodations

1. Student meets with a DESP counselor or faculty specialist to establish eligibility for academic accommodations.
2. Counselor or faculty specialist will refer you to our Accommodations Specialist or other appropriate staff member to arrange the accommodation.
3. Accommodations Specialist notifies appropriate college faculty members of student's eligibility and requested accommodations.

4. If there is any difficulty in providing the necessary accommodations, the Accommodations Specialist will consult with the DESP Coordinator to resolve the difficulty.
5. Community College policy is to provide reasonable accommodations, academic adjustments or modifications to eligible students that do not result in unfair advantage, require significant alteration to the program or activity, result in the lowering of academic or technical standards, or cause the college to incur undue administrative or financial hardship.”

Accommodations List

Decisions about the appropriate accommodations for any given student are made on an individual basis by DESP professional staff, taking into consideration documentation the student provides as well as testing results that document a disability. Accommodations may include, but are not limited to, the following:

Adjustments Needed Due to Disability Related Absences

- Make-up tests
- Provision of assignments

DESP Computer Lab

Cognitive retraining using software that addresses the following areas:

- Association
- Attention
- Categorization
- Concentration
- Drawing conclusions
- Memory (visual)
- Memory (auditory)
- Visual reaction/tracking
- Visual scanning
- Sequencing
- Reasoning
- Problem solving

In addition, the following systems and/or programs are available in the DESP computer lab:

- Microsoft Office Suite
- Text Reader
- Screen Reader
- Screen Enlargement
- Voice Activated Software
- Braille Embossing
- Closed Circuit Television

Enrollment assistance

- Class selection advisement
- Priority registration

Equipment:

- Adjustable work stations and/or specialized seating
- FM Loop System
- Teledigital Device (TDD)
- Text Enlargement

Interpreter Services:

- Real-time educational transcriber
- Sign language interpreter

Learning Skills Classes

- Basic Skills Courses
- Adjunct tutoring (supplemental instruction)
- Additional tutoring provided by the Tutorial Center
- Special learning strategies for the student's study needs
- Support groups for writing, math, and additional subjects
- Beginning, Intermediate and Advanced Lip Reading
- Speech and Language classes

Mobility Assistance

- On campus tram services

Notetaking:

- Notetakers
- NCR paper for note taking by classmate

Reader Services:

- Enrollment assistance with Recordings for Blind and Dyslexic
- E-text

Testing Accommodations:

- Extended Time
- Print/Text enlargement
- Scribe/Reader
- Periodic breaks
- Distraction-reduced environment
- Computer use for tests

Testing Accommodations Services Policy

1. Testing accommodations will not be provided until a student's eligibility for such services has been verified.
2. You must also check with the Accommodations Specialist regarding notification deadlines for scheduling testing accommodations.
3. Testing accommodations will occur during the regularly scheduled class time. In the case of a time conflict due to the student's class schedule, the student must make special arrangements with the Accommodations Specialist at least one week in advance.
4. Once a DESP counselor has obtained verification of a student's disability, the student will be referred to the DESP Accommodation Specialist to arrange services. Step-by-step instructions for utilizing this service will be provided.
5. Instructors will be notified if cheating, unauthorized use of notes, books, calculators, or other improper behavior is observed during an examination. It is the instructor's decision at that point to take any action. Please refer to the West Valley College "Student Handbook".
6. Students may not be excused from the testing environment once the test has begun. Students must also complete the exam on the same day it is started.
7. Testing accommodations will be provided to students only in courses where their disability-related educational limitations indicate that they are necessary.
8. Failure to comply with these procedures may result in termination of this service.

Subsequent Requests for Accommodation/Adjustment

1. If, after the initial adjustment meeting has been held and the academic adjustments have been established, and the student believes that additional and/or modified adjustments are called for, the student must meet with his/her DESP counselor to discuss the reason for the requested adjustment. The counselor will then consult with the instructor, review relevant documentation (including medical and academic documentation) and revise the list of approved academic adjustments as necessary. The counselor will then revise the list of approved academic adjustments as necessary. The counselor will then communicate the revised academic adjustments to the instructor(s)
2. Instructors who receive direct requests for accommodation/adjustment from students should refer all such requests to DESP for review pursuant to this policy. No decisions to implement or deny adjustments should be made unilaterally by the instructor.

Student Grievance Rights

1. If a student is denied an academic adjustment or use of an auxiliary aid by an instructor, or finds that the academic adjustment provided is ineffective, the student can appeal by following these steps:
 - a. Students are encouraged to initially discuss the problem with the academic adjustment with the instructor. If this has already been attempted, or the student feels uncomfortable approaching the instructor or feels it will be ineffective, the student can choose to move to the next step in the appeal process. [The student's DESP counselor can be invited to participate in the discussion with the instructor.]
 - b. If no resolution to the complaint is found with the instructor, the student should contact the coordinator of the DESP who will investigate the complaint and seek an appropriate resolution. [Len Schreiberstein, Coordinator, (408) 741-2422].
 - c. If the issue is not resolved, the appeal should be directed to the ADA/504 Compliance Officer, who will make an interim decision pending a final resolution. The interim decision will be made within five working days. An investigation will be conducted leading to a final resolution within sixty days. [The District's ADA/504 Compliance Officer is Mr. James Andrews and can be reached at (408) 741-2060.]
 - d. If a student believes that he/she has been subject to discrimination related to a disability, they should file a written complaint pursuant to the District's policy against unlawful harassment and discrimination with the college's ADA Compliance Officer [James Andrews, (408) 741-2060.]

Important Points to Remember

1. To arrange an appointment with a DESP counselor or to inquire about learning disability or speech communication assessment services, please call the DESP appointment desk between 8:30 AM – 4:30 PM Monday through Thursday and 8:30 AM – 2:30 PM on Fridays at (408) 741-2010 or go directly to the DESP Office during posted office hours and arrange your appointment.
Note: Summer hours may be reduced.
2. If you have general questions regarding the DESP program, please call the DESP Office at (408) 741-2010.

Student Rights

1. Participation by students with disabilities in DESP is entirely voluntary.
2. Receiving support services from DESP does not prevent a student from participating in any other course, program, or activity offered by the college.
3. All records maintained by DESP personnel pertaining to students with disabilities are protected from disclosure and are subject to all other requirements for handling of student records.
4. Though the DESP process has been designed to be the most expedient in meeting student needs, students may choose to request services through the ADA 504 Coordinator. This coordinator will then designate a district official with knowledge of accommodation requirements to review such requests. Students will be required to provide disability verification before services are provided.

Student Responsibilities

Students receiving services and/or instruction through the DESP office shall:

1. Comply with the Student Code of Conduct adopted by the college as written in the college catalog.
2. Be responsible in their use of DESP services and adhere to written service provision policies adopted by DESP (see Abuse of Services below).
3. Make measurable progress toward the goals established in the student's Student Educational Plan, and meet academic standards established by the college (see Measurable Progress below).
4. Assume personal responsibility for taking any prescribed medications.
5. Be responsible for personal attendant care. DESP staff will not provide this service.

Failure to comply with the above standards may result in termination of DESP services.

DESP Responsibilities

Disability and Educational Support Program staff members help students obtain the academic accommodations necessary to allow equal access to West Valley College's programs and services. It is the responsibility of DESP to utilize resources so that all students can receive equitable services. We establish policies and procedures that adhere to the WVC and DESP missions and that provide students access to reasonable accommodations.

Termination of Services

DESP also has the responsibility of establishing requirements for measurable progress and abuse of services. If a student does not adhere to established policies, s/he will be notified of the possibility of termination of DESP services.

There are only two ways that eligible students may be terminated:

1. Lack of measurable progress, or
2. Abuse of services.

Measurable Progress

A lack of measurable progress may be defined in any of the following ways and may result in a loss of DESP services:

1. Failure to pass (by receiving grades of W, NC, or F) courses while utilizing appropriate accommodations.
2. Failure to meet WVC's academic standards as defined by the Academic Probation and/or Dismissal policies.
3. Failure to make progress, for two consecutive semesters, toward goals established in the individualized Student Educational Plan.

Abuse of Services

Abuse of services is defined as a failure to comply with the policies or procedures of the individual services that a student is using. Failure to comply with these policies or procedures may result in termination of that service.

1. Prior to the termination of a service, the student will be notified in writing that, unless s/he meets with a DESP counselor, the service will be terminated.
2. Once an "Intent to Terminate Services" letter has been sent, the student must agree to and sign a "Contract for Continuation of Services" before the date of termination in order to avoid termination of services.
3. Terminated services may be reinstated during the current semester only with the authorization of a DESP counselor, specialist or coordinator and only if there are extenuating circumstances which warrant reinstatement.

Appeal Process

Students seeking to appeal the termination of services should seek remedy through the Coordinator of DESP. If, after consulting with the DESP Coordinator, students are still not satisfied, they may appeal to the Vice President of Student Services.

If a DESP counselor, specialist or coordinator approves a student's appeal, that student will be asked to agree to and sign a "Contract for Continuation of Services" to avoid service termination.

Confidentiality

All disability-related contacts with the DESP office and resulting information remain confidential unless a student signs a specific written release to share that information. In addition, DESP shares information with other appropriate West Valley administrators, faculty members or staff ONLY to the extent that it is necessary to facilitate the student's educational process and at all times is sensitive to the student's right to privacy and confidentiality. DESP will ask for student permission to obtain appropriate documentation to verify eligibility for services.

Liaison to Campus and Community

For reasons of confidentiality, DESP staff members will not discuss a student's disability with either faculty or staff without the student's permission. As a result, students are encouraged to talk with their instructors about their specific accommodation needs. When requested by a student, DESP staff may intervene on the student's behalf to facilitate provision of services or to help students communicate their needs to others. Also, DESP staff may help students obtain services in the community by providing information and, in some cases, introductions to community resources.

Absence Notification Guidelines

Classes:

It is the student's responsibility to notify instructors of any absences. If the absence is related to your disability or medication condition, you must contact your DESP counselor and make a request for subsequent modification/adjustment. You may request that the counselor assist you in contacting instructors if you are not able to do so yourself.

Services:

Students receiving support services (interpreters, mobility assistance, testing accommodations, etc.) must notify the DESP office of their absence prior to the time these support services are scheduled to be delivered. Three (3) failures to do so may result in termination of the service. For students' convenience, messages may be left at:

(408) 741-2451 - mobility assistance (tram service)

(408) 741-2453 - all other support services

(408) 741-2658 -TTY

(408) 741-2010 - DESP Front Office

Duplication Services Guidelines

The DESP office provides duplication services only for the enlargement of tests, handouts and classroom notes. There is a CCTV text enlarger located in the DESP Adapted Computer Lab in the Learning Services Building, the Library and Tutorial Center to read textbooks and other resource materials.

Telephone Usage Guidelines

The telephones and Teledigital Devices (TDD) in the DESP office are for official use only. Student usage is limited to emergencies.

TDD pay telephones are also available in the following locations (see campus map):

- Outside the Learning Services Building (DESP is housed in this building)
- Inside the Administration Building in the Human Resources Office

Financial Aid

DESP does not have funds available to directly assist DESP students with their financial needs. Students may apply for Financial Aid to assist with purchases of books, supplies and other educational necessities. There are specific guidelines and deadlines for applying for financial assistance. Please go to the Financial Aid office for further information (located in the Admissions and Records Building). Students may qualify for funds from the California Department of Rehabilitation or the Extended Opportunity Program and Services (for low income and educationally disadvantaged students). Students may also apply for a variety of scholarships through the Scholarship Committee which grants scholarships for both continuing and transferring students.

Campus Access

The college has an ongoing process for evaluating architectural barriers and recommending changes.

If students encounter difficulties with access, please inform the DESP Coordinator and steps will be taken to evaluate and address the problem. Students may also contact the ADA 504 Coordinator to address his/her concerns.

Courses and Services

See the current schedule of classes for a complete listing of DESP course offerings.

Special Course Attendance Guidelines

Attendance policies, established by each instructor, are included on course syllabi, and follow general college guidelines.

Special Course Repeatability

Students are allowed to repeat some special courses for up to four times. Please see a DESP counselor or the class instructor for information.

Accessible Parking

Students who have a designated license plate or a temporary parking placard issued by the Department of Motor Vehicles do not need a West Valley College parking permit; they are eligible to park in any specially marked disabled parking space. If these spaces are full, parking is permitted in any other parking stall. Parking in driveways, on lawns or other illegal parking locations is not permitted.

Priority Registration Guidelines

It is often important for students with disabilities to enroll in specific sections of a course to accommodate their disability. They may need to arrange for interpreter services, participate in a DESP class, or coordinate other accommodations. As a result, DESP offers priority registration to qualified students.

Priority Registration Policy

Priority registration will be provided for students who:

1. Supplied DESP with verification of their disability;
2. Completed the intake process with DESP;
3. Are enrolled in a DESP class or make contact with a DESP counselor or Accommodations Specialist during the first six weeks of the semester, and
4. Met with a DESP counselor at least once per year to review and update their Student Educational Plan.

This registration will follow basic guidelines established by the Admissions and Records Office (e.g., deadlines, application guidelines, use of telephone registration, tuition and fee payments, Board of Governor's Waiver (BOGW), and/or authorizations from the Department of Rehabilitation).

Academic Substitution Policy

Students with disabilities are expected to meet the same requirements as all other students. Both the California State University (CSU) and University of California (UC) provide information to counselors regarding how requests for special admission considerations are handled at each campus. Procedures vary - contact your DESP counselor or call the disability services office at the campus you wish to attend.

Some campuses of the University of California recommend that you include information in your personal statement of the application that addresses ways in which your disability may have impacted your educational program. Private universities and colleges often ask for letters of recommendation. Get to know teachers outside DESP so that you will have additional support for your application.

If you need assistance with any part of the application process, meet with your counselor.

Laws

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against individuals with disabilities in recruitment, admission and treatment after admission. It mandates all recipients of federal funding to make adjustments and accommodations in their programs and activities in order to provide qualified individuals with disabilities with opportunities equal to those enjoyed by individuals without disabilities.

Section 508 Amendment to the Rehabilitation Act of 1973

Section 508 amended the Rehabilitation Act to require federal agencies to make electronic and information technology accessible to individuals with disabilities. It provides students with disabilities access to electronic and information technology comparable to the access available to students without disabilities.

Americans with Disabilities Act of 1990 (ADA)

The Americans with Disabilities Act of 1990 (ADA) extends federal civil rights protection in several areas to people who are considered disabled. To be considered disabled under the ADA, a person must have a condition that impairs a major life activity, or a history of such a condition, or be regarded as having such a condition. A disabled person must be qualified for the job, program or activity to which s/he seeks access. That means the person must be able to perform the essential functions of the job or meet the essential eligibility requirements of the program or benefit. Reasonable accommodations provide students with adjustments that assure equal rights and privileges.

Full text of these laws can be found on: www.usdoj.gov

The ADA can also be found in the DESP Library.

**Disability and Educational Support Program Staff
West Valley College**

Accommodations/Support Services

Mike Scaletta <mike_scaletta@westvalley.edu> 408 741-2453

Adaptive Physical Education

Joan Worley <joan_worley@westvalley.edu> 408 741-2420

Adapted Computer Courses

Linda Gibson <linda_gibson@westvalley.edu> 408 741-2452

Alternate Media Services

Anne Crosby-Lundin <anne_crosby-lundin@westvalley.edu> 408 741-2063

Communication Disability Courses

Cheryl Miller <cheryl_miller@westvalley.edu> 408 741-2620

Coordinator

Len Schreiberstein <len_schreiberstein@westvalley.edu> 408 741-2420

Counseling

Jean Finch <jean_finch@westvalley.edu> 408 741-4034

Sylvia Selleck <sylvia_selleck@westvalley.edu> 408 741-2423

Ross Smith <ross_smith@westvalley.edu> 408 741-4027

Learning Disability Services (LDS)

Judy Colson <judy_colson@westvalley.edu> 408 741-2450

Mobility Services

Chris Bateh <chris_bateh@westvalley.edu> 408 741-2451

Reception/Counseling Appointments

Heather Sawler <heather_sawler@westvalley.edu> 408 741-2010

Senior Office Coordinator

Colleen Butterfield <colleen_butterfield@westvalley.edu> 408 741-2010

APPENDIX A

Definitions of Disability Categories:

Acquired Brain Injury

Acquired Brain Injury means a deficit in brain functioning which is non-degenerative and is medically verifiable, resulting in a total or partial loss of one or more of the following: cognitive, communication, motor, psychosocial and sensory perceptual abilities. (Administrative Code, Title V.)

Among the cognitive deficits persons with head injuries may experience are difficulties with concentration, memory, problem solving and abstract reasoning.

Attention Deficit Hyperactivity Disorder (ADD/ADHD)

Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADD/ADHD) are chronic neurological conditions characterized by problems with attention, focusing and persistence and often, but not always, hyperactivity. ADD/ADHD must be diagnosed by a medical doctor, psychiatrist or licensed psychologist.

Communication Disabilities

Title V defines a communication disability as an impairment in the processes of speech, language or hearing (see Deaf and Hard of Hearing section). Communication disorders take many forms. Students can be born with these disorders, or accidental injury or illness can cause them at any age. Some common disorders include stuttering; articulation problems that cause people to pronounce sounds incorrectly, making their speech difficult to understand; language disorders that limit a person's ability to understand or use spoken or written words; and voice disorders that make speaking extremely difficult. Aphasia is a speech and language disorder that frequently follows stroke or brain injury. People with aphasia often can think clearly, but cannot effectively express their thoughts. Whatever the kind or cause, a communication disability can have serious academic, social and vocational consequences.

Deaf and Hard of Hearing

The generic term Hearing Impairment is used to describe all types of hearing deficits, ranging from a mild loss to profound deafness. Hearing impairment is the most prevalent chronic physical disability in the United States with over 13 million individuals being affected. More specifically, Hard of Hearing is a condition where

hearing is defective to varying degrees (usually a hearing aid can enhance the understanding of speech.) Deaf/Deafness is a condition in which perceivable sounds have no meaning for ordinary life purposes (hearing aids enhance awareness of vibrations such as horns and sirens, but not speech.) Title V lists Hearing Impairments under the heading of Communication Disability.

Developmentally Delayed Learners

The Title V Definition of a Developmentally Delayed Learner is a student who exhibits the following: (a) Below average intellectual functioning; and (b) Potential for measurable achievement in instructional and employment settings.

Accommodations appropriate to the functional limitations exhibited in the regular instructional setting are mandated for all students with disabilities. Developmentally Delayed Learners must be otherwise qualified to be in the class in order to be entitled to such accommodations. This means that they must meet any properly established and validated prerequisites for the course.

Learning Disabilities

Learning disability in California Community College adults is a persistent condition of presumed neurological dysfunction which may also exist with other disabling conditions. This dysfunction continues despite instruction in standard classroom situations. Learning disabled adults, a heterogeneous group, have these common attributes:

- a) Average to above average intellectual ability;
- b) Severe processing deficit;
- c) Severe aptitude-achievement discrepancy(ies); and
- d) Measured achievement in an instructional or employment setting

Mobility and Physical Disabilities

Physical Disability means visual, mobility, orthopedic or other health impairment. Mobility and orthopedic impairment means a serious limitation in locomotion or motion functions.

Psychological Disabilities

According to Title V, psychological disability means a persistent psychological or psychiatric disorder, or emotional or mental illness.

A psychological disability must be verified by an appropriately licensed or certified professional (licensed psychologist, psychiatrist or MFCC), and the

accommodations for the students with psychological disabilities must adhere to disability-related support services defined in Title V regulations and may not include psychotherapy.

Seizure Disorders

Recurrent transient attacks of disturbed brain function. These may be characterized by various combinations of the following: motor, sensory, or psychic malfunctions with or without convulsions.

There are three main types of seizures: grand mal, petit mal, and partial. Grand mal is characterized by loss of consciousness, stiffening or shaking of the entire body, violent jerking of the limbs and irregular breathing.

Petit mal seizures can take the form of having a "blank spell", losing awareness, twitching and/or staring and blinking. This is sometimes mistaken for daydreaming or inattentiveness. Partial seizures may involve mental confusion accompanied by aimless movements (e.g., pacing, hand-rubbing and irritability). This is occasionally mistaken for alcohol/drug abuse.

Visual Impairment

Visual Impairment means total or partial loss of sight.

Other Disabilities

This category includes all students with disabilities, as defined who do not fall into any of the categories described previously, but who indicate a need for support services or instruction, (as defined by Title 5).

This includes medical and physical disabilities such as acquired immune deficiency syndrome (AIDS), attention deficit and attention deficit hyperactive disorder (ADD and AD/HD), chronic pain, diabetes, environmental illness, cardiac disorders, multiple sclerosis and muscular dystrophy.

APPENDIX B

West Valley – Mission Community College District Board Policy

5.11 PROGRAMS AND SERVICES FOR DISABLED STUDENTS

- 5.11.1 The Disability Instructional Support Center and Disability and Educational Support Program are the primary providers of support programs and services that facilitate equal educational opportunities for disabled students who can profit from instruction as required by Federal and State laws. The services to be provided include, but are not limited to reasonable accommodations, academic adjustments, accessible facilities, equipment, instructional programs, rehabilitation counseling, and academic counseling. Services shall be available to students with verified disabilities.
- 5.11.2 The Board recognizes the increasing importance of equal access to electronic and information technology as more learning opportunities are based on these resources. The District is committed to providing equal access to all members of the District community and to supporting the open access policy of the California Community College system by providing barrier-free access to all students, including access to electronic and information technology in accordance with State and Federal mandates (Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and California Senate Bill 105). The District is committed to expanding the boundaries of access beyond the physical setting for students with disabilities recognizing that students are entitled to equal access to electronic information and technology.
- 5.11.3 The Board recognizes that a disability may preclude a student from demonstrating required proficiencies or from completing course requirements necessary for an AA or AS degree in the same manner as non-disabled students. The Board also recognizes the need to accommodate students with documented disabilities to the greatest extent possible without compromising the student's course of study, the student's confidentiality and dignity, and the integrity of the student's degree.
- 5.11.4 The Board intends for all graduates to master the competencies required by The California Code of Regulations, Title 5 and to complete the courses required for graduation. The Board recognizes that most disabilities that preclude a student from completing a course can be overcome by altering the method of course delivery and providing a combination of appropriate accommodations. Therefore, for most students with documented disabilities, the first level of accommodation will involve extra help: tutorial assistance, auxiliary aids, test accommodations, and/or a slower-paced version of the course are examples of the kinds of assistance the District may extend to

students. For some students with a disability, such accommodations and alterations of course delivery will not be enough to enable completion of the course. For these students, a course substitution will be individually considered under the conditions described in District procedures. Only in the most extreme cases will a course waiver be considered. All policies and procedures that apply to approval of course substitutions or waivers also apply to proficiency requirements.

5.11.5 The Chancellor or designee shall assure that the Disability Instructional Support Center and Disability and Educational Support Program conform to all requirements established by relevant law and regulations.