



**A STUDENT'S GUIDE  
to the  
SPECIAL RESOURCE  
CENTER**

---



*Accommodations for Students  
with Disabilities*



### ***Special Resource Center***

Supporting El Camino College's commitment to full inclusion and effective communication, this ECC/SRC publication is available in alternate formats upon request by calling Alternate Media Services. You may call direct (310) 660-3295 or via California Relay Systems by dialing 711 and then the above phone number.

This handbook is also available on the El Camino College website at [www.elcamino.edu/academics/src/docs/ecc-src-handbook.pdf](http://www.elcamino.edu/academics/src/docs/ecc-src-handbook.pdf)



Special Resource Center\*, El Camino College  
16007 Crenshaw Boulevard, Torrance, CA 90506  
Voice: 310-660-3295 • Fax: 310-660-3922  
Video Phone (VP): 424-236-6264  
[www.elcamino.edu](http://www.elcamino.edu) • [www.elcamino.edu/student/studentservices/src/](http://www.elcamino.edu/student/studentservices/src/)

*Updated Version - 2019 edition El Camino College*

*\*Formerly known as DSP&S, Disabled Students Programs and Services*

Cover artwork from [Dreamstime.com](http://Dreamstime.com)

## A NOTE FROM THE DIRECTOR

Dear Student:



On behalf of the staff, faculty and administration of El Camino College, I would like to take this opportunity to welcome you to El Camino College and the Special Resource Center. Our mission is to facilitate academic success for students with disabilities by providing equal access to educational opportunities in an integrated campus setting. It is our sincere hope that our services will enhance your educational development and academic success while supporting your academic goals.

Our staff and faculty are dedicated to helping you achieve your goals and guiding you on a path to success. Your initial orientation and this Guide to the Special Resource Center will help you become familiar with and benefit from services offered.

If you have any questions or need further services or accommodations, please contact any of the resource personnel listed in this Guide. I hope that you will take this opportunity to review the following information and use it in conjunction with the El Camino College Catalog and Schedule of Classes as reference tools to support your academic endeavors.

*Sincerely,*

Gary Greco, M.Ed., NIC  
*Director, Special Resource Center*

*By participating in the Special Resource Center, students will develop skills to effectively advocate for educational services to meet their specific needs.*

# TABLE OF CONTENTS



FACULTY, STAFF & AREA OF SPECIALITY.....	5
SRC CONTACT INFORMATION AND OFFICE HOURS.....	6
INTRODUCTION .....	7
DETERMINATION OF ELIGIBILITY .....	8
STUDENT RIGHTS AND RESPONSIBILITIES .....	9
SUPPORT SERVICES AND ACCOMMODATIONS .....	10
TIMELINE FOR REQUESTING ACCOMMODATIONS .....	11
PRIORITY REGISTRATION .....	12
TEST ACCOMMODATIONS.....	13
INTERPRETING, RTC AND ASSISTIVE LISTENING DEVICES .....	15
IN-CLASS AIDES (ICA) & OUT-OF-CLASS AIDES (OCA).....	16
ALTERNATE MEDIA.....	17
COPY OF CLASS NOTES.....	19
EQUIPMENT LOAN .....	20
HIGH TECH CENTER (HTC) .....	21
MAINTAINING SUPPORT SERVICES .....	23
SUSPENSION/TERMINATION OF SERVICES .....	24
SRC CURRICULUM.....	25
DIFFERENCE BETWEEN HIGH SCHOOL AND COLLEGE .....	27
SUCCESS STRATEGIES .....	29
DISABILITY LAWS AND LANGUAGE	
DEFINITIONS .....	33
THE LAW.....	35
ECC BOARD POLICIES .....	36
BOARD POLICY 4055 or AP 4055 .....	37
THE LEGAL MANDATES .....	41
GRIEVANCE POLICY AND PROCEDURES .....	42
EMERGENCY PREPARATION .....	44
ACRONYMS .....	47
CHECKLIST.....	48

# FACULTY, STAFF AND AREA OF SPECIALTY

MAIN EL CAMINO COLLEGE LINE .....310-660-3593

## ACADEMIC COUNSELING & ADVISEMENT

KATE BELEY ..... EXT. 3251 ..... [KBELEY@ELCAMINO.EDU](mailto:KBELEY@ELCAMINO.EDU)  
TAWNIA COLA ..... EXT. 6410 ..... [TCOLA@ELCAMINO.EDU](mailto:TCOLA@ELCAMINO.EDU)  
CRISTINA PAJO ..... EXT. 6047 ..... [CPAJO@ELCAMINO.EDU](mailto:CPAJO@ELCAMINO.EDU)

## ADAPTIVE PHYSICAL EDUCATION PROGRAM

MARK LIPE ..... EXT. 3662 ..... [MLIPE@ELCAMINO.EDU](mailto:MLIPE@ELCAMINO.EDU)  
RUSSELL SERR..... EXT. 3662 ..... [RSERR@ELCAMINO.EDU](mailto:RSERR@ELCAMINO.EDU)

## CLINICAL PSYCHOLOGIST

JAN SCHAEFFER ..... EXT. 6005 ..... [JSCHAEFFER@ELCAMINO.EDU](mailto:JSCHAEFFER@ELCAMINO.EDU)

## DISABILITY SPECIALISTS / LEARNING DISABILITIES

JAYMIE COLLETTE ..... EXT. 3252 ..... [JCOLLETTE@ELCAMINO.EDU](mailto:JCOLLETTE@ELCAMINO.EDU)  
JULIE LAND ..... EXT. 3259 ..... [JLAND@ELCAMINO.EDU](mailto:JLAND@ELCAMINO.EDU)  
TIFFANIE LAU ..... EXT. 3295 ..... [TLAU@ELCAMINO.EDU](mailto:TLAU@ELCAMINO.EDU)

## DIRECT SUPPORT SERVICES/INSTRUCTIONAL SERVICES ADVISORS

STUDENT SUPPORT SERVICES .....EXT. 6935  
TEST ACCOMMODATIONS.....EXT. 3293  
MAYRA THRUSH ..... EXT. 3258 ..... [MTHRUSH@ELCAMINO.EDU](mailto:MTHRUSH@ELCAMINO.EDU)  
APRIL BERNABEO..... EXT. 6093 ..... [ABERNABEO@ELCAMINO.EDU](mailto:ABERNABEO@ELCAMINO.EDU)

## HIGH TECH CENTER SERVICES/ASSISTIVE TECH TRAINING

BRIAN KRAUSE ..... EXT. 5923 ..... [BKRAUSE@ELCAMINO.EDU](mailto:BKRAUSE@ELCAMINO.EDU)  
ROB SUTTON ..... EXT. 6041 (v/vp) ..... [RSUTTON@ELCAMINO.EDU](mailto:RSUTTON@ELCAMINO.EDU)

## INTERPRETING SERVICES (dhh@elcamino.edu)

(424) 236-6264 (VP) .... EXT. 6097 ..... [DHH@ELCAMINO.EDU](mailto:DHH@ELCAMINO.EDU)  
JAMES CUMMINS ..... EXT. 6190 ..... [JCUMMINS@ELCAMINO.EDU](mailto:JCUMMINS@ELCAMINO.EDU)  
ELIZABETH GREENE ..... EXT. 6189 ..... [EGREENE@ELCAMINO.EDU](mailto:EGREENE@ELCAMINO.EDU)  
ROBBIE SUTTON ..... EXT. 6077 ..... [RMSUTTON@ELCAMINO.EDU](mailto:RMSUTTON@ELCAMINO.EDU)  
CYNTHIA PARRALL ..... EXT. 6701 ..... [CPARRALL@ELCAMINO.EDU](mailto:CPARRALL@ELCAMINO.EDU)

## ALTERNATE MEDIA SERVICES (srcaltmedia@elcamino.edu)

LYN CLEMONS ..... EXT. 3315 ..... [LCLEMONS@ELCAMINO.EDU](mailto:LCLEMONS@ELCAMINO.EDU)

*You may call any of the campus numbers direct or via California Relay Systems by dialing 711 and then the person/office phone number you are trying to reach.*

FOR APPOINTMENTS  
AND INFORMATION ON  
FACULTY AVAILABILITY,  
CALL (310) 660-3295

## ACADEMIC DIVISIONS

BEHAVIORAL &  
SOCIAL STUDIES .... EXT. 3735

BUSINESS ..... EXT. 3770

HEALTH SCIENCES  
& ATHLETICS..... EXT. 3545

HUMANITIES ..... EXT. 3316

INDUSTRY &  
TECHNOLOGY ..... EXT. 3600

LEARNING  
RESOURCES ..... EXT. 3511

MATHEMATICAL  
SCIENCES..... EXT. 3202

NATURAL  
SCIENCES..... EXT. 3343

# SPECIAL RESOURCE CENTER

*“Destiny is not a matter of chance, but of choice. Not something to wish for, but to attain.”*

—William Jennings Bryan

THIS IS WHAT I SEE  
OUR STUDENTS  
DOING EVERYDAY!

*Sharin Nakayama –  
DSP&S Supervisor*

VOICE: (310) 660-3295  
Video Phone (VP): (424) 236-6264 or (424) 236-6261  
FAX: (310) 660-3922  
WEB: [www.elcamino.edu/student/student-services/src/](http://www.elcamino.edu/student/student-services/src/)

## **SRC OFFICE HOURS**

*(Hours are subject to change)*

MONDAY	8:00am – 5:30pm
TUESDAY	8:00am – 5:30pm
WEDNESDAY	8:00am – 4:30pm
THURSDAY	8:00am – 4:30pm
FRIDAY	9:00am – 12:30pm

## **SUMMER HOURS**

MONDAY – THURSDAY  
8:00am – 4:30pm

When contacting the SRC by phone, you may be asked to leave a message on the voice-mail system. Please leave a detailed message, with your name and a contact number so your call can be returned. If you need services or help outside the posted hours, please check with the counselors or specialists to make arrangements for accommodations.

### ***Non-Discrimination Policy***

*The El Camino Community College District is committed to providing equal opportunity in which no person is subjected to discrimination on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, physical or mental disability, or retaliation.*

## INTRODUCTION



**T**HE MISSION OF THE EL CAMINO COLLEGE SPECIAL RESOURCE CENTER IS TO facilitate academic success for students with disabilities by providing equal access to educational opportunities in an integrated campus setting. The Special Resource Center (SRC) provides support services, adaptive equipment and computer technology, assistive technology training, and specialized instruction to serve students with verified disabilities. Our primary goal is to provide the accommodations necessary to assist students with achieving their educational and vocational goals, while promoting self-advocacy and independent learning. Our office promotes shared responsibility with the student, professor, and college staff for student success. Students with disabilities are an integral and vital part of the El Camino College community. The SRC provides accommodations for academic college activities.

The purpose of this guide is to describe our policies and procedures for students to better utilize the services of the SRC. We have also included supplemental information on the laws, strategies used by successful students, and emergency preparedness. The last page of the handbook is a checklist of SRC services that we hope will assist you in using the SRC services. The SRC provides several avenues for students to learn about and use the services of the Special Resource Center. We encourage you to familiarize yourself with our services and procedures through this guide, SRC workshops and asking questions of the faculty and staff.

Information about the SRC can also be found in the El Camino College (ECC) catalog, the schedule of classes, and the website.

### **SCOPE OF PROGRAM**

The Special Resource Center provides support services, equipment and instruction to students with disabilities. The assistance provided by the SRC is in addition to services and instruction otherwise available to all students; directly related to the educational limitations of the verified disabilities of the students to be served, directly related to the students' participation in the educational process, designed to promote the maximum independence and integration of students with disabilities, and to support participation of students with disabilities in educational activities consistent with the mission of El Camino College and in compliance with Title 5 of the California Code of Regulations, Americans with Disabilities Act (ADA), and Sections 504 and 508 of the Rehabilitation Act of 1973.

The SRC does NOT provide assistance for personal use or for help during individual study time. Readers, writers, and mobility aides may be provided for classroom and test-taking use, only as agreed during consultation with a counselor or specialist.

The student may use outside agencies to assist, but this should be approved by the college's human resources. You can begin the process by completing a volunteer form from the SRC.

Note: This handbook and all contents within follows the guidelines of AP 4055 - Academic Accommodations for Students with a Disability. Refer to Page 39 for more information.

## DETERMINATION OF ELIGIBILITY

**I**N ORDER TO BE ELIGIBLE FOR SUPPORT SERVICES, EQUIPMENT OR INSTRUCTION, a student with a disability must have an impairment which is verified in one of three ways:

- by review of documentation provided by suitable agencies or certified or licensed professionals outside of the Special Resource Center
- by assessment by appropriate Special Resource Center professional staff
- by observation of the Special Resource Center professional staff

Additionally, the student's educational limitations must be identified by appropriate Special Resource Center professional staff and described in the Academic Accommodations Plan.

### DOCUMENTATION OF DISABILITY

It is the student's responsibility to provide meaningful documentation of a verified disability. The documentation must be signed and provided by a professional with the expertise to diagnose the identified disability. The documentation should identify the disability and functional limitations. Documentation must be current enough to be meaningful and updated periodically or when the student experiences a substantial change in his or her condition impacting the identified functional limitation and need for services. The stability or changeableness of a disability will impact the timeline in which documentation must be updated. A student's functional limitations may change over time. Students with a stable disability will not need to bring in current documentation as often as a student with a more variable disability.

The SRC may facilitate the request for documentation. Students can provide the contact information of the professional or agency, sign permission to release the information, and the SRC will submit the request to the provider.

Common sources of verification of disability are medical providers, psychologists, psychiatrists, the Department of Rehabilitation, Regional Center, and the Individualized Educational Plan (IEP).

Recent high school students should bring in a copy of their Individualized Educational Plan (IEP) to assist with the initial discussion of accommodations and services and other potential sources of documentation of disability. Additional documentation beyond the IEP will likely be required.

Services may be provided on a provisional basis with incomplete or outdated documentation, or when a disability is clearly discernable while we await complete, current documentation to allow for reasonable accommodations during the interim. However, the accommodations will only be provided within a limited timeframe and are not guaranteed to be repeated or continued unless the student provides complete and current documentation that supports the prescribed accommodation. This provision would be at the discretion of the specialist.

Once the Special Resource Center receives documentation of a student's disability, the documentation becomes the property of the Special Resource Center. It will not be returned to the student. Students must sign a Consent For Release of Information before we can share to other institutions or for student's personal use. Some limitations may apply to third party documentation.



"IT'S NOT THE  
MOUNTAINS WE CONQUER,  
BUT OURSELVES."

— *Jaymie Collette*  
*Disability Specialist*

**DISABILITY SPECIFIC GUIDELINES ON PROVIDING  
ACCEPTABLE VERIFICATION OF DISABILITY**

Common sources of verification of disability are medical providers, psychologists, psychiatrists, the Department of Rehabilitation, Regional Center, and the Individualized Educational Plan (IEP). Students with Learning Disabilities may need to be reassessed at the college level. The SRC is able to assess students for a learning disability. The following table illustrates applicable sources of documentation by disability category.

<b>APPLICABLE SOURCES OF DOCUMENTATION</b>	<b>BY DISABILITY CATEGORY</b>
<b>DISABILITY CATEGORY</b>	<b>DOCUMENTING PROFESSIONAL</b>
Mobility, Visual or other Medical Impairments	Doctor – MD or DO Department of Rehabilitation
Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD)	Prescribing or Diagnosing Doctor PhD MD or DO
Psychological or Mental Health Disabilities	Psychiatrist Psychologist
Learning Disabilities	Neuropsychiatric evaluation <i>(Documentation should include specific scores of testing.)</i>
Developmental Disabilities	Regional Center Doctor – MD or DO
Deaf /Hard of Hearing	Audiogram Department of Rehabilitation
Autism	Regional Center Department of Rehabilitation Doctor – MD or DO

Students have the right not to disclose the specifics of their disability, but the SRC will need to document the student's non-disclosure.

Because participation with the Special Resource Center is voluntary, the student can choose not to participate in the SRC and/or its programs and services. The student will be referred to the Dean of Student Services for support.

\*DSPS funding nor DSPS staff is to be used to provide services for student non-participation.

# STUDENT RIGHTS AND RESPONSIBILITIES

## STUDENT RIGHTS

Participation by students with disabilities in the Special Resource Center shall be entirely voluntary. Receiving support services, equipment or instruction shall not prevent a student from also participating in any other course, program, or activity offered by the college. All records maintained by the Special Resource Center personnel pertaining to students with disabilities shall be protected from disclosure.



## STUDENT RESPONSIBILITIES

As noted in the El Camino College Catalog, “A student with a disability seeking admission to El Camino College must meet these levels of independence:

1. The ability to negotiate the campus facilities independently or with the assistance of an attendant. See SRC staff for paperwork that attendant needs to complete to be allowed on campus.
2. The ability to take care of personal needs (such as feeding, toileting) unassisted or to provide one’s own personal care assistant.
3. The possession of a stable level of health to benefit from a full semester’s work.”

**Additionally, students receiving support services, equipment or instruction shall**

- provide current documentation of a verified disability
- meet with their specialist to identify accommodations
- ask for accommodations for specific needs and classes
- arrange for accommodations to be met
- update their Academic Accommodations Plan (AAP) annually
- maintain a level of health necessary to benefit from a semester’s instruction
- comply with the student code of conduct adopted by the college and all other applicable statutes and regulations related to student conduct (listed in the El Camino College Catalog)
- be responsible in their use of Special Resource Center services and adhere to service procedures as described in this guide and adopted by the SRC
- make measurable progress toward the goals established in the student’s AAP or, when the student is enrolled in regular college courses, meet academic standards established by the college
- to notify the appropriate SRC staff member of any changes in service plan. Changes may include but are not limited to absence from class or service accommodation, change in time or meeting location of class or service accommodation, or when class or service accommodation is canceled

**In addition, students requiring specific services are requested**

- to attend an orientation workshop to receive information on service policies and procedures, types of academic support services, and disability management
- to notify instructors of specific special needs. The staff of the Special Resource Center can intervene with special needs information only with written permission of the student
- to provide feedback of the success of the accommodations and services

## SUPPORT SERVICES & ACCOMMODATIONS

DO OUR JOBS AS IF WE  
ARE WORKING  
OURSELVES OUT OF A  
JOB...GIVING STUDENTS  
THE CHOICE TO  
INCREASE THEIR  
"STUDENT TOOLS!"

—Lyn Clemons,  
Alternate Media  
Technology Supervisor

**T**O ENSURE PROMPT, EFFICIENT, QUALITY SERVICES, THE GUIDELINES DESCRIBED in this handbook must be followed. The staff of the SRC will attempt to meet all reasonable requests for services. **GENERAL GUIDELINES FOR REQUESTING AND MAINTAINING SERVICES**

The student should complete the following in order to obtain general services (in accordance with Title 5 of the California Educational Code).

- Provide documentation of a disability.
- Meet with SRC disability specialist to identify functional limitations and to determine appropriate accommodations and referral to or Student Services Advisors.
- Complete applicable accommodation request form.

The Interpreter Coordinator or Service Advisor will need time to fulfill your request. For more information on the timeline see [Timeline for Requesting Services](#) in this handbook or the Service Advisor who can inform you how much advance time will be needed.

### GENERAL PROVISIONS

It is the student's responsibility to request an accommodation and to follow the guidelines established by the SRC. Together the student and the specialist should discuss the student's academic needs and accommodations in relation to the identified functional limitations of the student and the nature of the test or task. A student may not receive his or her preferred mode of accommodation due to skill readiness, timeliness or resource availability. However a comparable accommodation that still meets the needs of the education limitation will be provided.

It is the student's responsibility to request an accommodation in a timely manner as outlined in this guide (see [Timeline for Requesting Services](#) or the section addressing the accommodation requested). Some accommodations require more time to arrange than others. If the student did not know about the need within the established timeline, the student should contact the SRC and request the accommodation as soon as he or she learn of the need.

- Retroactive accommodations cannot be provided.
- The student is responsible for notifying the service provider of changes in service need.

Services may be suspended or terminated if the student has three consecutive no-shows for interpreting, real-time captioning (RTC) services, in-class assistance or test accommodation services. The services will not be reinstated until the student meets with the specialist to discuss the difficulties the student is having and the specialist recommends reinstatement of the services.

# TIMELINE FOR REQUESTING SERVICES

**S**OME ACCOMMODATIONS REQUIRE MORE TIME THAN OTHERS TO ARRANGE. Giving the proper advance notice greatly facilitates timely service delivery.

## **PRIOR TO THE START OF THE SEMESTER**

The accommodations listed here require advance notice. They should be requested before school starts. Request these services as soon as you plan your class schedule or register for classes:

- Textbooks in an alternate format (e-text, Braille, audiotape, etc)
- Interpreter or Real Time Captioner
- In-class/Out-of-Class Aides
- Support Staff Note-taker or Peer-to-peer Note-taker
- Equipment (computer tablets/laptops, audio-recorder)
- Software, special furniture or equipment installed in a classroom

REQUEST SERVICES  
FOR UNUSUAL OR  
OTHER ACTIVITIES  
(i.e. FIELD TRIPS,  
CONFERENCE WITH  
INSTRUCTOR) WHEN  
YOU LEARN OF  
THE ACTIVITY.

## **THE FIRST WEEK OF CLASSES AND ONGOING THROUGHOUT THE SEMESTER**

Request these services the first week of school:

- Notetaking paper (for peer-to-peer students)
- Test Accommodations.
  - Complete the Test Accommodation form at the beginning of each semester.
  - Make appointments for test at least three school days in advance.
- Use of High Tech Center

## PRIORITY REGISTRATION



**T**HE FOLLOWING SECTIONS GIVE INFORMATION ON REQUESTING accommodations commonly used by students. All possible accommodations are not addressed here. If you have a question about accommodations, whether they are listed here or not, the first step is to see your SRC specialist.

### **PRIORITY REGISTRATION**

SRC students with current documentation of disability on file in the SRC and a current AAP are eligible for priority registration on the first or second day of the Fall and Spring registration cycles. In order to continue receiving priority registration, it is imperative that SRC students see their counselor at least once a year to update their records. New and returning students are eligible for priority registration at the end of their first semester. High school students with dual enrollment at El Camino College are able to register on the first day of High School Student registration for the Fall and Spring registration cycles.

If you receive a registration appointment that does not match your expectation of priority registration, notify the SRC so we can verify your status and provide priority registration as appropriate.

# TEST ACCOMMODATIONS

**M**EET WITH A SPECIALIST OR COUNSELOR TO DETERMINE IF YOU ARE ELIGIBLE FOR testing accommodations. If so, you should plan for your test accommodation needs at the start of the semester. During the first class meeting, most instructors provide information on the type of exams given and some even provide dates for exams. You should immediately start the test accommodation process so that the accommodations are in place when you will need them. The Test Accommodation form must be completed and received by the Test Accommodation booth before an exam will be proctored. The Special Resource Center requires students to make appointments for exams at least three working days in advance.

## FOLLOW THESE STEPS TO REQUEST TEST ACCOMMODATIONS



1. **Pick up a Test Accommodation form** from the specialist or counselor. The form has three sections to be completed.
2. **Complete all items in STEP 1** of the Test Accommodation form. This will be the student's information.
3. **STEP 2 is for the specialist/counselor to complete.** The accommodation is decided by the specialist in consultation with the student, the nature of the test or course, and the identified functional limitations.
4. **STEP 3: Discuss the Test Accommodation form** with your professor to request the testing accommodations. The professor will complete the third section. Be sure you discuss with your instructor how the accommodations will be arranged. Some instructors arrange the accommodations themselves; others will refer the student to the SRC to provide the accommodations. If you are planning to take the test or quiz in the SRC, the following information is important for the instructor to include: 1) time allowed for the class to take the test or quiz, and 2) the materials allowed for the test or quiz (such as use of a specific calculator, open book or notes, index card or sheets) and 3) method of delivery or how the test is going to be received and returned by the SRC (i.e. professor drop off/pick up, campus mail, student, e-mail), and 4) whether the student is allowed to take the test at a different time/date than the rest of the class.
5. Once completed, **return the form to the Test Accommodation booth.** The form has multiple copies (white, yellow, pink). The white copy is for the Test Accommodation booth, the yellow copy is for the student and the pink copy is for the professor.
6. **Make an appointment for each test.** If you are taking the test in the SRC, schedule your test appointment at least three working days in advance. This is especially crucial if your accommodations involve technology, a transcriber, alternate media services or other accommodations. You can schedule tests for the entire semester, if your instructor has provided you with this information. Schedule your tests to provide sufficient time to complete your test and **NOT** conflict with or miss lecture/lab or your other classes.

It is the student's responsibility to schedule the date and time of tests and quizzes: making an appointment to take tests and quizzes is not the responsibility of the professor, in-class assistant, family member or a classmate.

If your professor does not inform you of the test date within the SRC timeline, contact the SRC staff as soon as you learn of the need.

TESTING SERVICES MAY  
BE REACHED AT  
(310) 660-3293

OR

[SRCTA@ELCAMINO.EDU](mailto:SRCTA@ELCAMINO.EDU)

Test accommodations may only be provided during the posted hours of service provision. The hours of service provision may be different from the posted hours of the SRC. When requesting an accommodation, the student should discuss with their professors the hours when SRC services are available, and make arrangements with professors as to the acceptable parameters. The SRC specialist or service provider may assist with this dialog at the student's request.

### **CANCEL OR RESCHEDULE APPOINTMENTS**

It is the student's responsibility to cancel a scheduled test 24 hours in advance when

- you know that you will be absent
- the location, day or time of the test is changed
- the class is canceled
- you drop the class
- the test is moved or rescheduled by the professor

### **IMPORTANT REMINDERS TO STUDENTS UTILIZING TEST ACCOMMODATIONS**

If you do not arrive within the first 15 minutes of your scheduled time, you may need to reschedule your appointment.

If you have three (3) consecutive late arrivals or "No Shows," your test accommodation services may be suspended until you meet with your specialist/counselor and receive approval for the accommodation to be reinstated.

Come prepared. It is the student's responsibility to bring all necessary supplies (pens, pencils, colored pencils, erasers, Scantron, calculator, blue book, ruler, etc.).

The SRC provides a locker for you to use while you are in the testing room. It is locked and only the testing staff has the key. Therefore, to provide a reduced distraction environment for all students, we require you to observe the following rules.

- Leave all backpacks, purses, notebooks and keys in the locker.
- Turn off all pagers and cell phones, and leave them in the locker.
- Leave all electronic devices (such as audio tape, tape recorders, cell phones, smart watches) in the locker.
- Use the restroom first before starting your test
- No food is permitted in testing rooms. Water is permitted.
- No talking or disruptive noises, which are a distraction to other students taking tests.

There is a camera monitoring the test accommodation room to ensure the integrity of the testing environment.

Before entering the testing room, please inform the Service Advisor of any concerns you may have.

# INTERPRETING, RTC, AND ASSISTIVE LISTENING DEVICES

**T**hese support services are provided to facilitate communication for students who are Deaf or hard of hearing. It is the student's responsibility to request or make changes for all support services. **REQUEST INTERPRETERS / RTC / ALD FOR CLASSES**

To request classroom interpreters, real time captioning (RTC) or assistive listening Devices (ALD), you will need to take the following steps preferably before the semester:

- After your counseling appointment and after registering for classes, meet with a specialist to discuss accommodations including interpreter, RTC, ALD, notetaking, test accommodations, assistive technology, etc.
- Complete the green service request form and submit it to the Deaf and Hard of Hearing (DHH) Services office.
- If there are any changes to your schedule, it is the student's responsibility to inform the DHH Services staff immediately. Also notify the office of any changes once the semester begins to class meetings such as field trips, class cancellations, or alternate meeting sites.

## PREPARATION TIME (PREP TIME)

Prep time is time arranged for the Deaf student and the interpreter to meet and agree on technical, specialized, class jargon that is signed in class.

### To request Prep Time Services:

1. Interpreter and student must agree on a time to meet.
2. The student completes a light blue Service Form requesting the prep time and gives it to the DHH Services office who will determine the allotment of time and facilitate the scheduling.

## REQUEST INTERPRETERS / RTC FOR NON-CLASSROOM EVENTS

To request an interpreter for educational activities outside the classroom such as a conference with a teacher or counselor, club meeting, field trips, or weekend events:

1. Meet with a DHH Services staff member as soon as you know of the event.
2. Complete the light blue service form and submit it to the DHH Services staff immediately. The more notice the staff has of your request for service, the more successful you will be in obtaining quality interpreting services.

## NO SHOWS

### Interpreter No-Show

If your interpreter does not show up in a timely manner, you have the following options:

1. Stay in class without an interpreter.
2. Report to the DHH Services staff to see if a substitute interpreter may be dispatched. **Immediately after your class** report the "No Show." Complete the light blue servicesform and give it to one of the DHH Services Staff. The staff will make every effort to assure an interpreter is dispatched to the next class.

### Student No-Show

Please make sure you notify the DHH Support Services staff that you will not be attending a class or event. Repeated no-shows without prior notification or misuse of services may result in a suspension of services.

DEAF AND HARD OF HEARING SERVICES CAN BE REACHED AT

(310) 660-3593,

EXT. 6097 OR

[DHH@ELCAMINO.EDU](mailto:DHH@ELCAMINO.EDU)

## SUSPENSION OF SERVICES

*If the student is absent from a class without prior notification for three (3) classes during the term, the student will receive notification via email regarding suspension of services for that course. The student must meet with the specialist within one week to discuss the area of concern. If the student does not schedule the meeting or fails to attend interpreting/RTC services will be suspended (on hold) until you meet with the specialist. Suspended services may be reinstated during the current semester upon recommendation of the specialist and the concurrence of the SRC Director.*

## IN-CLASS AIDES (ICA) & OUT-OF-CLASS AIDES (OCA)

*Note:* COMPLETION OF THE STUDENT REQUEST FORM DOES NOT GUARANTEE INTERPRETING OR IN-CLASS ASSISTANCE SERVICE. EVERY POSSIBLE EFFORT TO PROVIDE THE REQUESTED ACCOMMODATION WILL BE MADE ON YOUR BEHALF.

**I**N-CLASS AIDES AND OUT-OF CLASS AIDES ARE PROVIDED TO ASSIST WITH THE manipulation of objects or to provide real-time reader or scribe services for academic purposes.

**To request these aides you will need to take the following steps:**

- After your counseling appointment or after your registration, meet with your specialist and complete the Student Services Request Form.
- The Instructional Services Advisors will match support staff schedules to fit the student's schedule.
- In-class aides assist the students while in the classroom while Out-of-Class aides provide assistance outside the class - at the High Tech Center, Tutoring Lab, etc.
- If there are any changes to your schedule, you are required to contact the Student Services Advisor at least 24 hours prior to the scheduled date or time.

**NOTE:** *Completion of the student request form does not guarantee interpreting or in-class assistance service. Every possible effort to provide the requested accommodation will be made on your behalf.*

### NO SHOWS

#### Aides No-Show

If your In-Class/Out-of-Class Aide does not show up in a timely manner, you have the following options:

1. Stay in class without the assistant.
2. Report to the Instructional Services Advisors or see if a substitute assistant may be dispatched.

**Immediately after your class** report the “No Show” to the Student Services Advisor.

#### Student No-Show

**Please be sure to notify the Student Services Advisor that you will not be attending a class or event.** If the student is absent from a class without prior notification for three (3) classes during the term, the student will receive notification via email regarding suspension of services for that course. The student must meet with the specialist within one week to discuss the area of concern. If the student does not schedule the meeting or fails to attend in-class assistant services will be suspended (on hold) until he/she meets with the specialist. Suspended services may be reinstated during the current semester upon recommendation of the specialist and the concurrence of the SRC Director.

## ALTERNATE MEDIA (AUDIO, ELECTRONIC, AND TACTILE FORMATS)

**A**LTERNATE MEDIA IS AN ALTERNATIVE FORMAT OR presentation of printed or electronic instructional and academic information. It is the same material and content just presented in a different form. Examples of alternate media include a book transformed from print to audio, Braille (tactile) or electronic/digital format and captioning added to film/video.

You should plan for your alternate media needs as soon as you have registered for your classes for the next semester. Additional requests (in-class handouts, flyers) should be made as soon as you are aware of the need.

You will need to provide proof-of-purchase for the requested textbook title(s) in order for the Special Resource Center (SRC) – Alternate Media Services (AMS) staff to proceed in obtaining/converting your alternate media. You may need to leave your textbooks for processing—these and other details can be determined in consultation with the AMS staff. End products of any conversion – audio, electronic, and tactile formats – may be used solely by you, the authorized student, for your own educational purposes and must not be copied or duplicated for use by others.

### Proactive Steps that Students Can Take:

- Obtain course information (syllabus, textbook, etc.) as soon as possible.
- If you have access to community support organizations (Department of Rehabilitation, Regional Center, etc.), check with your support organizations on what you can obtain from them in covering any costs that might be involved with your alternate media (i.e. membership costs, textbook purchases, equipment to use the alternate format, etc.). Schedule a meeting with your support organization as soon as you start planning your classes.
- Have an idea of what alternate formats work for you and why. You will need to be able to explain what you need and what “tools” you are able to use. If you are not sure about this information, make an appointment with one of the SRC Specialists to assist in determining need and the appropriate action plan.
- Keep track of what you have done with regards to alternate media. This information helps if you should need assistance from the SRC AMS staff or if you plan to meet with any other SRC staff.
- Find out what is already available to you or identify what assistance you might need in ordering/obtaining alternate media.

The following are resource suggestions for finding academic material in alternate formats (the textbook title, author, publisher, ISBN and edition may be helpful for your search):

- Textbook publisher Web site...usually found on the title page
- Recording for the Blind and Dyslexic at [www.rfbd.org](http://www.rfbd.org)
- Alternate Media Database for California Community Colleges at [www.amxdb.net](http://www.amxdb.net)
- If you have independent computer skills, you may want to do some of your own scanning and electronic conversion. If this is the case, please meet with an SRC Specialist and have a SURF Form completed allowing use of the High Tech Center’s Text-to-Speech software that scans and reads printed material.

### REQUESTING ALTERNATE MEDIA (Student Role)

1. As soon as you register for your classes, complete the top section of the Support Services Request form and meet with your SRC specialist to complete the form, which identifies the specific alternate media needs in relation to functional limitations and skill base.
2. Identify the course materials and/or textbook information from the bookstore, instructor of class, faculty website and/or course syllabus.
3. For textbook requests, purchase the desired textbook(s) and keep the receipt.
4. Make an appointment to meet with the AMS staff.
5. Bring the following items with you when you meet with the AMS staff:
  - completed Support Services Request form
  - course materials to be converted
  - textbook information
  - textbook(s) to be converted
  - receipt(s) showing proof-of-purchase for textbooks
  - syllabus
6. Discuss specific preferences/class timelines/and feasibility of request completion with AMS staff.

## **PROCESSING YOUR ALTERNATE MEDIA REQUEST (SRC/AMS role)**

1. If a textbook, video, or other requested material is held to copyright, then the AMS Staff will begin the process of obtaining alternate media directly from the publisher or the rights to provide an alternate format copy for your use. The response time from publishers vary and may cause a need to discuss alternatives while waiting for approval.
2. Using the textbook information that you provided, the AMS staff will research the availability of the alternate media from an outside source.
3. If the alternate media is not available by any outside resources and we have obtained publisher permission, we will begin to process the request in-house. If we have not obtained publisher permission, we will proceed with creating alternate media on an as-needed basis per course syllabus and administrative consultation.
4. Processing your request in-house typically means that the binding of your textbooks will be removed, the pages will be disassembled in order to be scanned, and the resulting electronic file will go through an editing process in order to produce the finished alternate media product. The materials/textbooks you provide will be returned to you in an **altered condition**. Please keep in mind that the El Camino College Bookstore or the retail site where you purchased the materials will most likely not provide refunds for materials/textbooks that have been altered.
5. The AMS staff will keep you informed of your alternate media request status and notify you when your alternate media is ready for pick-up.

## **TIMELINE FOR ALTERNATE MEDIA REQUESTS**

Every effort is made on the part of the AMS staff to have the quickest turnaround time for processing alternate media requests – as close to real-time as possible – considering all of the variables involved (timeliness of receiving the request, response time from publishers and availability of alternate media from an outside source). If the book is ordered from an outside agency or sent out for service, the student will be notified of any timeline changes. There are occasions where either the product or the format might require additional time. The order in which the materials will be used in class will be examined using the course syllabus and alternatives will be discussed with you to

develop a secondary plan of product delivery. In cases where textbooks or course materials are required by students before they are available in alternate formats, you will be directed to a Specialist to complete a SURF Form allowing use of the High Tech Center's Text-to-Speech software that scans and reads printed material.

Depending on the complexity of the content or the desired condition of the final product, the following reflects possible time frames for conversion of textbooks, lecture materials, handouts, and exams into the alternate media format:

- **AUDIO** – may take up to four weeks
- **CAPTIONING** – may take up to six weeks depending on the length, content, and resource availability
- **ELECTRONIC OR DIGITAL** – may take from five working days up to four weeks
- **TACTILE** – may take up to six weeks

If you feel that your request for alternate media has not been reasonably handled or completed, you may use the Special Resource Center Grievance Procedure as stated in this handbook in order to discuss dissatisfaction with the service.

## **USING ALTERNATE MEDIA**

Materials in alternate format are provided in compliance with Section 508 of the Rehabilitation Act of 1973. It is in your best interest, as a college student, to make sure that the alternate media you receive meet your academic needs. In order to access some of the alternate formats, additional training and/or equipment may be necessary. Check with the AMS staff for training opportunities, procedures for equipment loan, and/or other resources for obtaining equipment. Make sure to dialog with the AMS staff and provide feedback regarding your alternate media needs.

# NOTETAKING Services

## **SRC STUDENTS HAVE BEEN VERY SUCCESSFUL WITH GETTING QUALITY NOTES** from students in their classes.

- Complete the Support Service Request form for notetaking services with your counselor or specialist.
- Observe your classmates to identify who takes complete, readable notes.
- Ask one or more students if you can get a copy of their notes.
- Plan time to review the notes as soon as class is over. Looking at the notes right after the lecture will help you to decode the notes and fill in additional information while the lecture is still fresh on your mind. When possible, review the notes with the peer notetaker present and/or exchange contact information in case you have any questions about the notes.
- Complete the Support Service Request form to get copying or printing privilege for your notes
- The student can ask a classmate to get a copy of their notes. Typically, the notes are obtained right after the class has ended. Here are some options:
  - The student can ask if they can take a picture of the notes using softwares similar to scanning documents. The SRC can provide training for this. The student can then ask Service Providers to print the notes.
  - The student can bring the notes to the SRC and the Student Support Services Office will make copies of the notes for the student.



In addition to or in lieu of notetaking from classmates, a student may choose to record lectures. Students may use their own recording device or request to borrow equipment from the SRC. We recommend students inform their instructors prior to recording lectures and complete an agreement regarding the appropriate use of those recordings. Students can discuss effective strategies for recording and using recording lectures, as well as complete the agreement for appropriate use with their counselor, specialist or service advisor.

## EQUIPMENT LOAN

"HAPPINESS IS NOT  
HAVING MORE, IT'S  
WANTING LESS."  
THIS IS HOW  
I LIVE MY LIFE.

—*Mayra Thrush,*  
*Front Desk*

**S**OME EQUIPMENT IS AVAILABLE FOR LOAN THROUGH THE SRC. THE EQUIPMENT loan can allow a student to try different options before purchasing his or her own equipment or it can be intended for use to meet the student's educational limitations.

When the equipment is in the care of the student, it is the student's responsibility to properly care for the equipment, to use it within SRC and legal guidelines, and to return it at the agreed upon time. The student is liable for any damages or loss of equipment borrowed.

Most equipment is checked out and returned each day and time the equipment is needed. For the occasions that students will be keeping the equipment in their possession for more than one day, the student is required to complete an equipment loan form.

### STEPS TO REQUEST TO BORROW EQUIPMENT

1. Meet with the specialist to determine appropriate accommodations and to complete the Support Service Request form.
2. Arrange with the Student Services Advisor to borrow the equipment.
3. Be sure you understand how to use the equipment.
4. Be sure you understand your responsibility in borrowing and returning the equipment.
5. If keeping the equipment for more than one day, complete an Equipment Loan form which requires approval by the SRC Director before the equipment is released.

# HIGH TECHNOLOGY CENTER (HTC)

**T**HE HIGH TECHNOLOGY CENTER (HIGH TECH Center or HTC) is a specialized computer lab addressing student and campus assistive computer technology or access technology needs. The High Tech Center fulfills this broad function in a variety of ways. The High Tech Center is located inside the SRC and

- provides evaluation of student's functional needs related to technology
- provides training support in the use of assistive computer technology to help students integrate into other computer labs and settings on campus
- provides a location to use the assistive technology with support until the students become proficient and are able to move to the other computer labs on campus
- provides a lab for students in SRC Educational Development (Ed Dev) classes to complete their Ed Dev assignments

The High Tech Center is primarily a training support location. If comparable hardware and software is available elsewhere on campus, students will be referred to the other locations for lab use.

## Steps to Request Training on Computer Assisted Technology and Use of the High Tech Center

- For non-Educational Development classes, meet with your specialist or counselor to request accommodations and complete a Student Services Request (SSR) form. Make an appointment with the Assistive Computer Technology Specialist (ACTS)/ HTC support staff to discuss training, assistive technology needs and to make arrangements for lab use.
- The SRC specialists and counselors provide the appropriate accommodation and authorization for assistive technology and training in consultation with the ACTS, who determines the appropriate action plan.

## Instructional Components

The High Tech Center is designed to assist instructors teaching the Educational Development classes. The instructional components of the lab fall under the direction of the SRC specialists/instructors. The specialists/instructors will lead the HTC staff in the support and assignments needed for their classes. Students using the lab as a part of their Ed Dev classes must complete a HTC Computer Access form (SURF form) from their instructor and take it to the HTC.

## Equipment Loan and Equipment Moved To Campus Locations

The HTC lab has equipment that can be checked out by SRC students and equipment and software which can be located in other computer labs on campus.

To request an equipment loan or to request that equipment or resource to be located in classrooms or labs on campus, the student meets with the specialist or counselor to discuss his or her needs and to complete the SSR form.

The specialist or counselor will consult with the ACTS to determine if the equipment/resource request is reasonable and feasible and that the request is the best way to accommodate the student.

Before the SRC student can check out any assistive technology, the student completes an orientation from the HTC staff to fully understand how to use equipment, signs an Equipment Loan form and agrees to the terms of borrowing equipment.

## IMPORTANT REMINDERS TO STUDENTS USING COMPUTERS

### LEGITIMATE USES OF COMPUTERS & FACILITIES

Students may use the computer for

- Completion of course assignments
- Academic research
- Learning to use Assistive Technology

### Practices to Follow

- Never write down your password where it can easily be seen or copied.
- Obey all officially posted signs when using campus computing facilities.
- Never attempt to repair or modify equipment or software.
- Relinquish access of campus computer equipment when requested by Computer Center personnel or Campus Security Officers.

### Use of Internet and E-Mail

Student may access the Internet or e-mail under the following conditions

- use of the Internet is required as part of a class assignment or approved by the specialist or counselor and the ACTS (completing the FASFA for example)
- to access El Camino College Portal
- to access an instructor's Web page
- Student may use only their El Camino College e-mail account to communicate with their instructor or El Camino College staff.

### Non-legitimate Uses of Computers and Facilities

- use of college computers and other resources for private business activities
- copy or illegally use proprietary (licensed) software
- sending electronic information to others that is offensive or obscene
- "Hacking" – to illegally obtain access to someone else's computer account, data, or computer system
- making multiple copies
- destroying data or software that belongs to someone else
- disrupting computer access by placing any undue burden on resources that would cause slow or impaired operation of the computer, or any other manner of malfunctioning
- using accounts and passwords belonging to others

### Behavioral Expectations

For the HTC to function at its best, it is essential to maintain a pleasant, professional environment. Students and staff are expected to behave in a professional manner.

### Dos and Don'ts

- Do not socialize in the lab.
- Profanity and insulting, crude, or racial comments are prohibited.
- Bringing personal laptop to do personal work is prohibited unless permission is granted by the ACTS.
- Do not bring food or drinks of any kind into the lab.
- Do not bring children into the lab.
- Students must adhere to the standards of conduct (Board Policy 5138).

### Required Behavior

- Show respect to all staff in the High Tech Center. If you have a specific problem with a staff member, request to speak to the staff supervisor.
- Maintain personal hygiene. Remember the High Tech Center is for public use. HTC staff has the right to ask you to leave if your hygiene is disruptive.
- Take good care of the equipment and furniture in the lab and be thoughtful of other students who will be using the equipment and furniture after you.
- Be on time and log off the computer promptly when your time is up or when asked to by staff.
- Be familiar with HTC rules and follow them. If you have questions, ask.

### Termination of Services

Abuse of certain computing privileges can result in disciplinary action. In extreme cases, such discipline could result in a failing course grade and/or suspension from the college.

The ACTS has the authority to disallow use of the HTC to any students who display behavioral problems, insubordination problems, or personal hygiene problems. In order for the student to be reinstated in the HTC lab, the student will need permission from his or her assigned specialist or instructor and the ACTS and have an action plan in place on file.

### Due Process and Disciplinary Action

In order to ensure the quality of services and fairness to our students and staff in the High Tech Center lab, disciplinary procedures are set in place to deal with unacceptable performance and behavior. The disciplinary procedure is as follows but not limited to:

- Verbal warning.
- Written reprimand.
- Suspension of student agreement and use of the HTC



## MAINTAINING SUPPORT SERVICES

# S

TUDENTS UTILIZING ACCOMMODATIONS AND SERVICES HAVE A RESPONSIBILITY to utilize the services responsibly. The services may be denied if the student misuses services or does not follow established procedures. ALL support services or in-class services (e.g. test accommodations, interpreter/RTC, lab/in-class assistance, reader, and writer) must be requested within the established timeline for service (see [Timeline for Requesting Services](#) or the section on the specific accommodation you are requesting).

It is your responsibility to notify the appropriate SRC staff member to cancel, change or reschedule support service or in-class service a minimum of 24 hours in advance when

- you know you will be absent
- the room, day or time of class is changed
- the class is canceled
- you drop a class
- you are canceling any other activity for which a support service (e.g. test accommodations, interpreter/RTC, lab/outside assistance, reader or writer) was requested.

### MAINTAINING SERVICES OF A SERVICE PROVIDER

If you are using a service provider such as interpreter, RTC, or in-class assistant and you do not arrive on time, the service provider will leave and notify the appropriate supervisor of your “No Show” per the following: if the class session is less than three hours, the service provider will wait 15 minutes; if the class session is three hours or longer, the service provider will wait 30 minutes.

If you miss a scheduled direct support services commitment such as in-class assistance, learning facilitation, test accommodation, assistive technology training, etc. without prior notification on three (3) occasions during the term, you will receive notification via El Camino College email regarding suspension of that specific service. You will need to meet with a specialist within one week to discuss the area of concern. If you do not schedule the meeting or fail to attend, the service will be suspended (on hold) until you meet with the specialist. Suspended services may be reinstated during the current semester upon recommendation of the specialist and the concurrence of the SRC Director.

“THE BIGGEST COMPLIMENT TO US AS SERVICE PROVIDERS IS WHEN STUDENTS TELL US WHAT THEY NEED, WHY IT IS NEEDED AND WHEN IT IS NEEDED, AND THEN COMES BACK TO LET US KNOW WHAT WORKED!”

—Lyn Clemons,  
*Alternate Media  
Technology Supervisor*

## SUSPENSION OR TERMINATION OF SRC SERVICES

**T**HE SRC STANDARDIZES THE USE AND ALLOCATION OF resources so that all students can receive equitable services. To that end, the SRC also has a duty to see that services are used in a reasonable manner. When a student fails to use SRC services responsibly, adhere to service provision procedures, and/or make measurable progress, his/her services may be suspended or terminated (in accordance with Title 5 Section 56010b of the California Code of Regulations). In such an event, the Special Resource Center will notify the student in writing before services are suspended (put on hold) or terminated (ended). The student will have the opportunity to meet with his/her specialist or counselor to appeal the decision.

There are two ways that students may have their services suspended or terminated: 1) Inappropriate use of services and 2) lack of measurable progress. If a student does not follow the established procedures for notification of change in requested services or if there is a lack of measurable progress, the student will be notified of the possibility of cessation of SRC services, and the SRC may discontinue services and refer the student to more appropriate services or to a more appropriate learning environment.

### INAPPROPRIATE USE OF SERVICES

Inappropriate use of services includes failure to provide advance notification of change or cancellation of requested services, or misuse or abuse of loaned or district equipment or facilities.

### FAILURE TO FOLLOW NOTIFICATION OF CHANGE IN REQUESTED SERVICES PROCEDURES

When you make arrangements or an appointment for a specific accommodation, you are expected to use the accommodation or to cancel it.

Specifically for test accommodations, interpreters, RTC, or in-class assistants, if you have three (3) "No Shows" without canceling the service in advance, the service provider (interpreter, RTC, in-class assistant, writer/transcriber, etc), or test accommodation services may be suspended or terminated for the current semester. You will receive notification via El Camino email regarding suspension of services. You will need to meet with a specialist within one week of receiving notification to discuss the area of concern. If you do not schedule the meeting or fail to attend, services will be suspended (on hold) until you meet with the specialist. Suspension or termination of serv-

ice(s) is relevant to the current semester only, and may be reinstated during the current semester upon recommendation of the specialist and the concurrence of the SRC Director.

Meeting with the specialist does not guarantee reinstatement of services. All relevant factors such as the student's history of service use, the reasons for not giving sufficient notice, and other possible accommodations will be considered. You may appeal the decision of the specialist by following the grievance procedure.

### LACK OF MEASURABLE PROGRESS

1. Enrollment in El Camino College courses with appropriate accommodations for three consecutive semesters, and not passing the courses (receiving a W, NC, D or F grade for all courses).
2. Failure to meet El Camino College academic standards established by the college by reaching a college status of Academic Dismissal or Progress Dismissal as defined in the El Camino College catalog.



# SRC CURRICULUM

**T**HE SPECIAL RESOURCE CENTER OFFERS SEVERAL CLASSES DESIGNED specifically for students with disabilities. Many of the classes are designed to assist students with developing college readiness and do not satisfy graduation or transfer requirements. Other classes do satisfy degree and transfer requirements. See SRC counselors, specialists, or the El Camino College Catalog for specific information on degree applicability and course descriptions.

## SUPPORT CLASSES AND CLASSES

### TO DEVELOP COLLEGE READINESS SKILLS

- Educational Development 37 – Increased Learning Performance: English
- Educational Development 32 – Psychology of Affective Learning
- Human Development 101 – Orientation to College Educational Planning and Guidance

### DEVELOP COLLEGE SUCCESS AND ANALYTICAL THINKING SKILLS

- Educational Development 33 – Specific Learning Strategies
- Human Development 110 – Strategies for Creating Success in College and in Life

### IMPROVE YOUR LANGUAGE SKILLS

- Educational Development 35 – Reading Skills for Students with Learning Differences
- Educational Development 36 – Writing Skills for Students with Learning Differences
- Educational Development 10 – English Grammar Skills for Deaf & Hard of Hearing
- Educational Development 11 – Writing and Reading for Deaf & Hard of Hearing

### IMPROVE MATH SKILLS

- Educational Development 38 – Basic Mathematics Preparation for Deaf & Hard of Hearing

## INGREDIENTS FOR SUCCESS:

1. A VISION AND BELIEF IN WHAT YOU WANT TO HAPPEN
2. DEDICATION AND HARD WORK
3. PATIENCE, PERSISTENCE AND FAITH
4. AND MOST IMPORTANTLY AN ENTOURAGE OF SUPPORTERS AND RESOURCES THAT WILL HELP YOU ACTUALIZE YOUR DREAMS

~ *Dipte Patel,*  
*Dean of Counseling*



### **PERSONAL DEVELOPMENT AND CAREER PLANNING**

- Educational Development 121 –Career Preparation
- Educational Development 122 –Personal Assessment

### **COMPUTER LITERACY AND ASSISTIVE TECHNOLOGY**

- Educational Development 140 – Assisted Computer Literacy
- Educational Development 41 –Assisted Computer Technology Laboratory

### **ASSESSMENT OF LEARNING STRENGTHS AND WEAKNESSES**

- Educational Development 29 –Individualized Assessment of Learning

This course is designed to provide strategies for academic success for students with special learning needs. By completing individual assessments of learning strengths and weaknesses, students will learn to identify their individual learning styles and develop their individual learning profile. Furthermore, this course will introduce concepts of disability management and self advocacy in the college setting.

### **DEVELOP THE BODY AS WELL AS THE MIND**

The Adapted Physical Education program features personalized instruction in fitness and physical skills. Activities include those to improve aquatic skills, cardiovascular fitness, muscular strength and endurance, flexibility and balance.

- Physical Education 400 –Adapted Fitness
- Physical Education 401 –Adapted Strength Training
- Physical Education 402 –Adapted Swimming and Hydroexercise
- Physical Education 404 –Adapted Cardiovascular Fitness
- Physical Education 407 –Adapted Bowling
- Physical Education 409 –Adapted Yoga

# HIGH SCHOOL VS. EL CAMINO COLLEGE

**S**IGNIFICANT DIFFERENCES EXIST AMONG HIGH SCHOOL AND POST-SECONDARY EDUCATION. IN ADDITION TO THE INHERENT and obvious differences in class schedules, instruction and course load, there are significant differences for students with disabilities and the provision of support services and accommodations.

<b>LEGAL BASIS</b>		<b>FOR SERVICES</b>	
<b>HIGH SCHOOL</b>		<b>COLLEGE</b>	
<p>Primary law is the Individuals with Disabilities Education Act (IDEA); Americans with Disabilities Act and Section 504 of the 1973 Rehabilitation Act also apply.</p> <p>School districts provide free identification of students with disabilities and follow the Individualized Education Plan (IEP) process to establish educational services, setting, and goals.</p> <p>The proposed outcomes, evaluation criteria, and instructional methodologies may be modified.</p>		<p>Covered by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Colleges may not discriminate in recruitment, admissions, and participation in programs and services solely on the basis of disability.</p> <p>Students wishing reasonable accommodations must self identify, provide current disability documentation and request disability-related services.</p> <p>No standardized process for accessing services and process may vary widely among colleges.</p> <p>Because of FERPA regulations, students over 18 years of age are expected to be in charge of their self advocacy for accommodations. Students are responsible for setting their own goals, requesting services, and monitoring their own progress.</p>	

<b>STUDY AND TIME</b>		<b>MANAGEMENT</b>	
<b>HIGH SCHOOL</b>		<b>COLLEGE</b>	
<p>Time is often given during school hours to start homework and time required at home may be minimal.</p> <p>Teachers often hold review sessions and remind students of what is required.</p>		<p>Students may expect to spend 2 to 3 hours outside class preparing for each hour in class.</p> <p>Professors expect students to prepare for exams, ask questions and understand notes, readings and other assigned work.</p>	

## TESTS AND GRADING

HIGH SCHOOL	COLLEGE
<p>Assignments may be shortened and makeup tests are often offered.</p> <p>If established in the IEP, the student may have a lower standard of course mastery.</p>	<p>Students take the same exams as their peers but may receive accommodations such as extended time, alternate testing site, reader or scribe.</p> <p>Students are expected to meet the same grading and mastery standard as other students.</p>

## SCHEDULE AND CLASS EXPECTATIONS

HIGH SCHOOL	COLLEGE
<p>Students follow a prescribed curriculum established by the school district.</p> <p>Homework is checked and teachers prepare students for tests; teachers often remind students when assignments are missing or work is substandard.</p> <p>Reading assignments are often short and note taking may not be emphasized.</p> <p>Students go from one class to another every day of the week and will spend 6 hours each day (30 hours per week) in class.</p> <p>Most classes are arranged for students and teachers carefully monitor class attendance.</p> <p>Students are provided textbooks at little or no expense.</p> <p>Teachers provide students with information you missed when absent.</p> <p>Teachers present material to help students understand the material in the textbook. Often students are only responsible for what is presented in class.</p> <p>Teachers often write information on the board to cue note-taking on the material needed to remember.</p>	<p>Students take courses in accordance with placement test levels and degree fields of study.</p> <p>Professors assume that homework is completed and may not remind students of missing assignments or problems with work submitted.</p> <p>Reading assignments are often lengthy and notes may form a substantial portion of material to be tested.</p> <p>Students often have one or two classes per day, several times per week and will spend 12 to 16 hours each week in class.</p> <p>Students will arrange their own class schedule with the help of an advisor. Professors may not formally take roll but they will know which students have been to class.</p> <p>Students will need to budget funds for textbooks (usually \$200-\$250 per semester).</p> <p>Professors expect students to ask classmates for any notes or material from classes missed.</p> <p>Professors may not follow the textbook. They may offer illustrations, background information or relevant research, but they will expect students to assimilate the textbook readings.</p> <p>Professors may lecture non-stop, expecting students to identify the important points in notes.</p> <p><b>Good notes are a must in college.</b></p>

## SUCCESS STRATEGIES

Some strategies and attitudes students bring to college are more beneficial than others. Successful students develop effective strategies for handling campus and personal responsibilities and identify campus and community resources. Self awareness and understanding of personal strengths, weaknesses, and effective learning strategies and implementation of these along with support systems will assist in reaching academic, career and personal goals. Presented here are some ideas to read, evaluate, plan, and implement in order to assist in meeting goals.

### LEARNING STYLES

Everyone has his or her own best way of learning or learning preferences. A simplified view of learning styles is broken into three categories: auditory, visual, and kinesthetic. Specific learning strategies have been identified for each learning style. Identifying one's learning style may help identify which strategies support learning most effectively.

Learning strategies, preferences, or styles may influence students' choices of -

- Instructors or professors selected based on subject, teaching styles, familiarity with SRC services, etc.
- How many units / courses taken in a semester. A balanced course load in terms of difficulty, time consumption and personal learning strengths and weaknesses. Some courses may require more homework or project planning time than others. Ensuring the appropriate preparatory or developmental courses are taken. Don't delay by putting off all of the hardest classes for the end.
- Strategies: Evaluate the courses being taken by checking out the text and class materials in the book store or library; perhaps ask to sit in on a lecture or view the syllabus or web page of an instructor considered for the following semester; or get feedback from friends or peers who have taken the course.

### STUDY STRATEGIES

#### Textbooks

- Preview textbooks before reading. What is it all about? Where is the chapter going? How do the individual sections relate? What new vocabulary is there?
- Read the textbook while looking for the answers. Highlight the important points or write notes or questions in the margins identifying the important points.
- Review the material. Look at each section and explain what it contains. Answer the key questions of who, what, when, where or why as it pertains to each section. Use the highlighted sections or the questions as a guide.

#### Lecture

- Take advantage of the knowledge, expertise and access to the instructor. Prepare for class before attending. Review the topics from the previous meeting. Read the chapter of the textbook before the teacher lectures on it.
- Evaluate the material during the lecture. What notes are needed to help remember or recall pertinent information? Know what information was unclear from previous lectures or the textbook and be ready to ask questions of the instructor. How does this information relate to other familiar things?

I BARELY PASSED  
HIGH SCHOOL AND  
IT WASN'T UNTIL  
I CAME HERE (SPECIAL  
RESOURCE CENTER)  
THAT I REALIZED  
THAT I WAS NOT  
STUPID. I JUST LEARN  
AND PROCESS IN  
A DIFFERENT WAY.

—Brian Krause,  
former student and  
Assistive Technology Trainer

- Review notes or listen to the recorded lectures immediately after class. Add information to the notes that was left out or unclear.

### Tests and Quizzes

- All studying is part of preparing for exams. Review all of the material periodically. Remember, learning is enhanced through repetition. The more times and the more ways students review something, the more it becomes part of long-term memory, therefore increasing access to that information during exams.
- Know what type of an exam to expect. Will it be multiple choice which emphasizes recognition of information and objective, or essay which is subjective and requires recalling information and explaining a concept?
- Work on the easiest parts first. If multiple choice questions are a strength or preferred testing style, answer those first to get the maximum amount of points.
- When answering essay questions, make an outline in the margin before writing, this will help with organizing and thinking clearly in order to write effectively.
- Review the test and identify all of the sections before starting to complete the test. Read the directions carefully.
- Plan time. How much time is allotted for the test or quiz? Plan how to distribute time sufficient for each section.
- Learn from and review the test. Each test will help reinforce the information in long term memory.

### Disability Management

Disability management issues are matters or concerns faced as a person with a disability. It may require doing things differently or in a unique way to suit individual strengths, needs and limitations. Disability management issues encompass a broad range; some items include having effective time management, becoming familiar with and attuning to personal study habits to coincide with learning strategies, preferences or styles, and knowing what resources or supports are available. Identify what factors are effective and plan strategies to address them accordingly. Addressing effective factors overlaps with self-advocacy.

### Time Management

- Plan to study 2-3 hours per week for each unit of enrolled courses. A full-time student with 12 units should plan to study 24-36 or more hours per week. A half-time student with six units should plan to study 12-18 or more hours per week.

- Use a calendar to keep track of assignment due dates, exams dates and reading to be done.
- Multi-task assignments into smaller steps. Plan expected completion of each step and record it on a calendar.
- Plan to complete work before the due date. Additional time allows for flexibility in scheduling should a task take longer than expected or something else comes up.
- Set reasonable study hours and goals.
- Identify what time of day learning is at its best and plan classes and study time for that time.

### Plan a Schedule for Each Semester

*Plan a daily schedule so there is ample time between classes*

- to review notes after class and to prepare for the next class
- for test accommodations and other accommodations
- to meet with instructors or classmates
- for tutoring, supplemental instruction, writing center or other labs
- to use the library or other resources
- to prepare for the next class – including time to travel to class
- complete or research assignments in the library or computer lab
- for meals or snacks, particularly if diet restrictions or guidelines must be adhered to

*Plan first and last class of the day according to*

- how energy levels fluctuate during the day
- transportation (ACCESS, bus, family member or friend, own vehicle)
- natural sleep/wake cycle
- course load demands for the semester
- office hours for the resources utilized

*Plan for the semester and choose classes according to*

- instructors' teaching styles and familiarity with SRC services
- the difficulty level and time required (some courses require more homework or project planning time than others)
- the textbooks or materials required
- completing college readiness and pre-requisite courses first
- balancing difficult with easier courses

# SUCCESS STRATEGIES (CONTINUED)

## Tools of the Trade

Keep study materials all in one place. Establish a location for studying and keep all course materials together. If a consistent study location is not established, keep all study tools together in a backpack or bag so everything will be handy to take along. It will save valuable study time to not have to go looking for that pencil sharpener, highlighter, or course outline.

- A notebook or binder for each class. Keep all the materials (course outline, notes, completed assignments, tests and record of grades) together for each class. The notebook should have a pocket or be a three ring binder so that materials can be added and kept in it.
- note cards
- pencils, pens, highlighters
- rubber bands, paper clips, a stapler
- storage media – 3.5 floppy disk or flash drive
- any other tools used

## Enhancing the College Experience

College is about more than academics. Get involved in a variety of experiences to socialize and improve leadership skills.

- Involvement in student government
- Join clubs and attend campus activities
- Volunteer experiences
- Health Center workshops on test anxiety
- Career/Transfer Center tours of industry and 4-year universities

## Campus and Community Resources

Resource management includes programs, labs, people, or constructs that support and help achieve students' educational goals. The key is awareness of what supports exist, how to access them, and actually taking advantage of these benefits. The Special Resource Center offers many support services, accommodations and in-classroom assistance to students who qualify based on their functional limitations. Programs such as First Year Experience (FYE), EOP&S, Puente project, and Learning Communities provide immense resources for qualifying students. Labs, supplemental instruction and other tutoring support students in completing their assignments or accessing materials helpful in learning the material.

## Good Habits

- In the morning, wake up with a vision; for example, "I want to be optimistic, accomplish and enjoy my daily academic endeavors."
- Attend all lectures.
- Sit at the front of the class.
- Ask instructors for clarification of assignments or questions during tests.
- Come to class prepared. Bring course materials and a positive attitude.
- Establish a goal for each study session. Be specific. Know what will be the activity and how long the study time is planned for.
- If having trouble getting started, set a small goal that is achievable. For example, "I will spend 10 minutes to pre-view chapter 5" or "I will read the assignment and identify what I need to do to complete it." It is easier to go onto a second step after successfully completing a first step.
- Use a variety of learning strategies. Color code, underline, highlight, rewrite or type notes. Recite information out loud. Ask questions and explain information to a study partner.
- Identify how information relates to life or practical applications. Look for examples of the subject content in relationships, on TV, or even the grocery store.
- Plan rewards. Effective stress relievers may include going to the movies, attending a professional sporting event, spending quality time with friends or family, eating at a restaurant, going to a theme park, and participating in sports, art, dance along with additional recreational activities.



## SELF ADVOCACY

The following is a great tool to follow in order to self-advocate in life.

### STEPS TO SELF-ADVOCACY

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

- 1st step to self-advocacy is to say to yourself, “I am the one who is responsible for my success or failure.”
- 2nd step is to ask yourself, “How does my disability affect me as a student? How do I explain my disability to others? What are my abilities and how can I use them to lead me to success?”
- 3rd step is to develop good communication skills to request accommodations and services. Successful students plan ahead so they can effectively explain their needs.
- 4th step is to recognize when you need help and to ask for it.
- 5th step is to be organized. It relieves stress and demonstrates good planning ability. Here are some helpful hints:

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

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

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

---

---

---

---

---

What would help overcome these problems: (list support services or accommodations you will request):

---

---

---

---

---

**Source:**

Follet, Kay, et. al. (2002) *Catching the wave from high school to college; A guide to transition.* Pg. 10.

# DISABILITY LAWS AND LANGUAGE DEFINITIONS

## WHO IS A PERSON WITH A DISABILITY?

An individual is considered disabled under the Americans with Disabilities Act (ADA) based on the following:

- Physical or mental impairment that substantially limits one or more major life activities;
- A record of such physical or mental impairment;
- Being regarded as having such an impairment.

The distinction between these three have legal importance. Within the higher education setting, in order to be entitled to academic adjustments and auxiliary aids, the student must have a disability that substantially limits a major life activity. The other two categories (“record of” or “regarded as”) merely protect the student from being discriminated against for this reason.



**Individual (Or Person) With a Disability:** The terminology “individual (or person) with a disability” is used in current law and discourse rather than “handicapped individual.” The term “handicapped individuals” is used in older legislation. The change in preferred language is significant. A “disability” is a physical, mental or emotional condition and has an objective aspect. A “handicap” is the effect on the individual of having a disabling condition and is more subjective in its description. Assumptions should not be made about the kind of handicaps that may or may not be experienced by a person with a disability. Structures and attitudes cause barriers and handicaps, not necessarily the condition itself.

**Qualified Person with a Disability:** A qualified person with a disability is an individual who meets the essential eligibility requirements for a program, activity or job, and who may, with or without reasonable accommodations, be able to perform the essential requirements of the job or activity. In this case, a qualified person with a disability is one who meets the academic and technical standards required for admission or participation in El Camino College programs and activities.

**Student with a Disability:** A student with a disability is a person enrolled at El Camino College who has a verified impairment which limits one or more major life activities and which imposes educational limitations.

**Educational Limitations:** An educational limitation is the effects of disability related to functional limitation on a student in the educational setting. An educational limitation 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 accommodations.

**A Reasonable Accommodation** is an adjustment to a class, program or activity that makes it possible for a qualified individual with a disability to participate in classes and activities on an equal basis. Decisions as to specific accommodations provided are individualized in relation to the student’s requested accommodation, the identified function-

ONE OF MY FAVORITE  
QUOTES ABOUT  
STRUGGLES IN LIFE IS  
"I AM NO LONGER  
AFRAID OF STORMS,  
FOR I AM LEARNING TO  
SAIL MY OWN SHIP."

—by *Louisa May Alcott*  
*Kate Beley, Counselor*

al limitations of the student and the essential nature of the test or activity. Once a student provides documentation of a disability to a college or university and requests accommodations, the school must make reasonable accommodations to provide the student with equal access to facilities, programs, and activities. Support services (test accommodations, interpreter) and auxiliary aids (fm loop, alpha smart) are examples of reasonable accommodations which may be made available under specific circumstances.

**Accommodations need not be provided under the following circumstances:**

- The student is not qualified
- The accommodation would result in a fundamental alteration of the program
- The institution is being asked to address a personal need
- The accommodation would result in an undue financial or administrative hardship

**Essential Nature:** The essential nature of a class, program or activity are those activities, skills and knowledge that are considered the most critical to the goals, objectives and learning outcomes of the class.

**Fundamental Alteration:** A “fundamental alteration” is a change that is so significant that it alters the essential nature of the class or activity. A reasonable accommodation cannot change or lower requirements of a class, activity or program.

**Undue Hardship:** Neither Section 504 nor the ADA requires an accommodation be made if it will impose an “undue hardship” or “undue burden” on the institution. The standard for determining undue hardship is based on, among other factors, the overall financial resources available, nature, structure and size of the program, legitimate safety requirements, and the cost of the accommodation.

**Support Services, Equipment or Instruction:** “Support services or instruction” are any one or more of the services offered by the Special Resource Center and/or special class instruction authorized as described in the El Camino College Catalog.

**Standards of Student Conduct** (Board Policy 5500, available for viewing in the El Camino College catalog and on the website)

The Standards of Student Conduct are listed in the college catalog. The purpose of the Standards of Student Conduct is to maintain an optimal learning environment. Conduct at El Camino College must conform to the laws of the state of California, District policies, and campus rules and regulations. “These standards will apply to all students on campus, other college property or while attending any college-sponsored event. Violation of such laws, policies, rules and regulations or behavior adversely affecting suitability as a student, will lead to disciplinary action.”

**A Student Educational Contract (SEC)** is a plan to address specific needs of the student. An SEC must be established upon initiation of Special Resource Center services and shall be reviewed and updated annually for every student with a disability participating in the Special Resource Center. The SEC specifies those regular and/or special classes and support services identified and agreed upon by both the student and Special Resource Center professional staff as necessary to meet the student’s specific educational needs.

# THE LAW

## SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 states “no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

Section 504 prohibits discrimination against qualified persons with disabilities. Under the provisions of Section 504, postsecondary institutions may not

- Limit the number of otherwise qualified students with disabilities admitted;
- Make pre-admission inquiries as to whether an applicant is disabled;
- Exclude an otherwise qualified student with a disability from any course of study;
- Provide less financial assistance to students with disabilities than is provided to non-disabled students, or limit eligibility for scholarships on basis of disability;
- Counsel students with disabilities into more restrictive career paths than are recommended to non-disabled students;
- Measure student achievement using modes that adversely discriminate against a student with a disability; or
- Establish rules and policies that have the effect of limiting participation of students with disabilities in educational programs or activities.

## SECTION 508 OF THE REHABILITATION ACT OF 1973

Section 508 of the Rehabilitation Act of 1973 states “all federal agencies must give disabled employees and members of the public access to information that is comparable to he access available to others.” And for the California Community Colleges, 508 means that all academic information and academic related content shall be accessible in comparable format and time to that availability to all students, especially in the realm of electronic transmitted information AND in a format that is usable by the student at time of access.

504 deals with physical access over time and 508 deals with content access in real time as all other students – no delay in services.

## THE AMERICANS WITH DISABILITIES ACT OF 1990 (ADA) AND ADA AMENDMENTS ACT OF 2008 (ADAAA)

The ADA and ADAAA, federal anti-discrimination and equal opportunity laws, provides greater comprehensive statutory and regulatory approaches to eliminate discrimination than Section 504. Provisions of these acts support, among other things, removing barriers to access that are “readily achievable” and providing reasonable accommodations. The ADAAA expands on the definition of disability in the areas of major life activities, mitigating measures and episodic conditions. However, these accommodations are subject to interpretation, sometimes on a case-by-case basis, and not intended to be burdensome or subject the district to undue hardship. However, the intent is clear regarding equal access to higher education opportunities. El Camino College programs, services and activities must be usable, when viewed in their entirety, on a basis that is equal as possible. More information is available at [www.ada.gov](http://www.ada.gov)

"WHAT YOU GET BY ACHIEVING YOUR GOALS IS NOT AS IMPORTANT AS WHAT YOU BECOME BY ACHIEVING YOUR GOALS."

— *by Zig Ziglar*

"LIFE IS AN AMAZING JOURNEY OF SELF-EXPLORATION. MAKE YOUR BEST ATTEMPT AT EXPRESSING YOUR HIGHEST POTENTIAL IN EVERY MOMENT. WITH SOME REFLECTION, YOUR SUCCESSES – AND EVEN YOUR PERCEIVED SET-BACKS – WILL TEACH YOU SO MUCH ABOUT WHO YOU ARE."

— *Somphone Chen*  
*Student Services Advisor*

## BOARD POLICIES



**E**L CAMINO COLLEGE HAS TWO BOARD POLICIES WHICH DIRECTLY ADDRESS serving students with disabilities. Board Policy 1600 expresses El Camino College's plan to provide access and effective communication to people with disabilities. Board Policy 4055 allows for the student to request accommodations, or course substitutions, between accommodations and course substitutions. These two Board Policies are printed here in full for your information. For more information on these policies and the procedures, see an SRC specialist. All Board Policies are available at the El Camino College website: [www.elcamino.edu/administration/board/policies.aspx](http://www.elcamino.edu/administration/board/policies.aspx)

### **BOARD POLICY 1600:**

#### **FULL INCLUSION OF PEOPLE WITH DISABILITIES**

The District is committed to the full inclusion of and effective communication with people with disabilities.

It is the responsibility of all employees and designees of the District to become familiar with their role in achieving universal access and effective communication. Procedures will be developed that specify the standards for publication of alternative formats and guidelines for designing, creating, purchasing, and disseminating materials utilized in communicating to the community we serve. Employees and designees of the District who are delegated the responsibility for designing information and services to achieve universal accessibility are required to become familiar with and utilize these guidelines and procedures.

**Reference: El Camino College Board Policy 3410, 3420, 7100**  
**California Government Code Section 11135**  
**California Education Code Sections 66250, 72010**  
**Title 5, Section 53000**  
**Title 5, California Code of Regulations, Section 59300 et seq.**  
**Title 34**  
**Title 36 CFT Part 1194**  
**Public Law 104-197 (Chafee Amendment)**  
**California Education Code, Section 67302 (added by passing of California Assembly Bill 422, 1999)**  
**Rehabilitation Act 1973 inclusive of Section 504 and 508 (29 U.S.C. 794d)**  
**Title II, Americans with Disabilities Act, 1990**  
**El Camino College, Adopted: January 20, 2004**

### **BOARD POLICY 4055:**

#### **ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

The El Camino Community College District provides reasonable accommodations for students with disabilities in accordance with compliance measures established by the Rehabilitation Act of 1973, sections 504 and 508, the Americans with Disabilities Act (ADA), and the ADA Amendments Act of 2008 (ADAAA). El Camino College shall provide reasonable accommodations to students with documented disabilities without compromising the student's course of study or the integrity of the college's academic standards. Reasonable accommodations are determined on an individual basis.

**Reference: Title 5, Section 56006 (DSPS Regulations), 56027 (Academic Accommodations), 55063 (Minimum requirements for the Associate Degree)**  
**Rehabilitation Act of 1973, Section 504 and Section 508**  
**Americans with Disabilities Act of 1990 (ADA)**  
**ADA Amendments Act of 2008**  
**Title V**

## **BOARD POLICY 4055 or AP 4055**

### **ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

#### Background:

The El Camino Community College District intends that its graduates master the competencies required by Title 5 of the California Code of Regulations. This entails the completion of required courses to obtain a degree or certificate with appropriate documentation as specified in Title 5, Section 56006 (DSPS Regulations). El Camino Community College District's policy is to respond to a student request for reasonable accommodations in a timely manner. However, provision of these accommodations does not guarantee the outcome of the student's endeavors. The Superintendent/President or designee shall establish standards of review for academic requirements to ensure that such requirements do not discriminate against students with disabilities or have the effect of excluding students solely on the basis of disability.

Verification of educational limitations and prescriptive planning of academic accommodations with otherwise qualified students with a disability is the responsibility of the Special Resource Center (SRC). The El Camino College District shall provide students a process to request reasonable accommodations, which may include course substitution of degree requirements. It is the student's responsibility to request accommodations. Additionally, it is the student's responsibility to provide documentation of disability along with identified educational limitations to support their request for accommodations. Accommodation requests are considered on an individual basis. Considerations include, but are not limited to, whether the student is an otherwise qualified student with a disability, documentation of educational limitations, the essential nature of the course and program, and accommodations and disability management strategies previously utilized by the student.

#### **Requests for Academic Accommodations:**

There are two types of request for academic accommodations:

1. Request for Reasonable Accommodations – an adjustment that allows a student with a disability an equal opportunity to complete course requirements;
2. Request for Course Substitution – the replacement of a required course with an approved alternative course to complete program or degree requirements.

#### **Reasonable Accommodations**

The District recognizes the provision of reasonable accommodations is intended to mitigate functional limitations to facilitate a student's academic access and ability to complete a course or achieve proficiency. For most students with documented disabilities, this first level of accommodation will involve an attempt to complete the course with additional help such as learning facilitation, in-class support services, educational material in alternate formats, assistive technology, auxiliary aids, test accommodations, and note-taking assistance. Other options may include a request to complete an extended version of the course, and/or advisement to complete developmental courses or courses in alternate format to promote academic success.

## BOARD POLICY 4055 or AP 4055 (continued)

### Procedure for requesting an accommodation:

1. Students are responsible for requesting course accommodations with a counselor or disability specialist in the SRC and providing appropriate documentation of a disability.
  - a. As an alternative, students who don't want to use the services of the SRC may contact the Dean of Student Support Services and request reasonable accommodations.
  - b. Students are encouraged to request accommodations at the start of the matriculation process. A timeline for requesting services is available in the SRC student handbook posted on the District website. Reasonable accommodations are not retroactive and will commence in a timely manner relative to factors including, but not limited to, the term of enrollment, time of request, approval of the disability/documentation, the interactive process, and resources available.
  - c. The SRC professional staff or Dean of Student Services, in collaboration with the student, will evaluate and determine reasonable accommodations based upon the student's educational limitation(s) related to a documented disability.
2. After consultation, if the student disagrees with the recommendation for accommodations made by the SRC or Dean of Student Services, the student may request a review of the accommodations through the grievance procedure outlined in the SRC student handbook. This request for review must be submitted to the SRC within ten (10) business days of the time the student receives the recommendation for accommodations.
3. If approved accommodations are not being provided by the instructor or appropriate staff, student must notify the SRC within ten (10) business days, in accordance with the SRC grievance procedure. At this point, the SRC will attempt to resolve the conflict within five (5) business days.
4. If a resolution is not attained regarding the accommodation, the student, instructor, or SRC professional staff will refer the matter to the Americans with Disabilities Compliance Officer ("ADA Officer") or representative for review. The ADA Officer or representative will review and attempt to resolve the conflict informally with the student and faculty member within five (5) business days.
5. If no resolution is reached, the ADA Compliance Officer or representative will convene an Academic Accommodations Committee to investigate and resolve the issue within ten (10) business days. Depending on the circumstances and pursuant to the grievance procedure, the Academic Accommodations Committee may consist of the following:
  - a. The El Camino College ADA Officer or representative (chair)
  - b. The dean of the division or a designee from the department in which the course is taught
  - c. An instructor who teaches the course in question, or from the department in which the course is taught, or from a closely related discipline
  - d. The SRC faculty or staff member with knowledge of the disability and/or educational limitations of the student.

During this time period, the SRC will continue to provide recommended reasonable accommodations pending a final resolution.

## **BOARD POLICY 4055 or AP 4055 (continued)**

### **Course Substitution**

A course substitution is the replacement of a required course with an approved alternative course.

A course substitution may be appropriate provided that

1. The required course is found by the Academic Accommodations Committee to be nonessential to the student's course of study.
2. Reasonable accommodation offered do not enable him/her to successfully complete a required course and
3. attempts with additional or different accommodations have been exhausted or if identified educational limitations are of such magnitude that any attempt at completing the course would be futile
4. A suitable course for substitution exists.

The institution shall explore alternatives such as Independent Study, but is not required to develop a substitute course should one not exist. Academic requirements essential to the program of instruction or major being pursued by the student, or directly related to licensing requirements, will not be regarded as discriminatory.

### **Procedure for Requesting a Course Substitution**

1. The student will consult with the SRC to evaluate and determine reasonable alternative courses to meet degree requirements based upon the student's educational limitation(s) related to a verified disability.
  - a. Students are encouraged to request course two semester before applying for graduation
2. If a course substitution is not obtained, the student is referred to the ADA Officer for consultation. Upon meeting with the student, the ADA Officer will then consult with appropriate college representatives to determine appropriate course substitutions informally. The student will be notified of results within (10) business days.
3. If no course substitution is approved, the student must submit an Academic Accommodations Request form with supporting documentation to the ADA Officer or representative.
  - a. The student is encouraged to consult with an appropriately qualified SRC disability specialist or counselor to review all submitted documents for accuracy and completeness prior to submission to the ADA Officer
  - b. It is the student's responsibility to provide all required documentation at the time of request
4. Once a complete request is received, the Academic Accommodations Committee shall convene within twenty (20) business days within a primary (spring and fall) term to review the student's request.
  - a. The student will have an opportunity an opportunity to present the request accompanied by any relevant documentation for an academic accommodations to the committee
  - b. The student may choose to have an advisor present to support them through the process. However, the advisor may not speak on behalf of the student during the process.
  - c. Thereafter, the committee will deliberate and reach a consensus for the appropriate academic accommodation - course adjustments or substitution.
  - d. The ADA Officer or representative shall notify the student of decisions within five (5) business days and maintain records of all decisions of the Committee

## BOARD POLICY 4055 or AP 4055 (continued)

5. An exception to the timeline will be made if the petition is received so late in a primary term it creates a challenge for the committee to complete its process within the term. In such case, the Chair of the Academic Accommodations Committee will convene the committee at the earliest possible time during the following primary term. The timeline for the committee's decision will remain the same and begin the first day of instruction of the following primary term.
6. Pending the decision of the Academic Accommodations Committee, accommodations will be made in the interim period as recommended by the ADA Officer or representative.
7. Completion of a substitute course shall not be construed as meeting the prerequisite for other courses.
8. A course waiver is the elimination of a required course from a student's program of study. Academic Accommodations committee may consider course waiver under the following three conditions:
  - a. There is evidence the student has met the requirements noted above for substitution.
  - b. There are no viable alternative courses offered at El Camino College, as determined by judgment of the Academic Accommodations Committee.
  - c. The required course is peripheral to the student's course of study or major, and the student must not require any further classes or training in the specified area.

A waiver of the course requirement will not be considered a waiver of the student's responsibility to complete the minimum number of units required by the institution for completion of the program of study. A waiver of a course requirement shall not be construed as a waiver of any prerequisite for any other course. The absence of a substitute course does not automatically establish grounds for a waiver.

### Recognition by Other Institutions:

A course substitution or waiver applies to El Camino College courses exclusively. Student shall be informed that a substitution or waiver granted by El Camino College may not be recognized by another educational institution. Similarly, the college does not recognize substitutions or waivers granted by another institution. It is the responsibility of the student to contact potential transfer institutions regarding the acceptability of the substitution to meet transfer requirements.

### Notification:

The Officer or representative shall notify the student, the Special Resource Center, the Registrar in Admissions and Records, and all other pertinent offices of any changes allowed by the Academic Accommodations Committee to the student's course of study in writing within five (5) business days after a decision has been determined.

### Appeals:

The decision of the Academic Accommodations Committee is final unless there is new information that was not previously available. Under this exception, the student may only appeal the decision one (1) times and submit documents or information not previously submitted that the SRC specialist believe are pertinent in support of the appeal. If the appeal is denied, the student may submit a written request to the ADA Officer that the appeal be forwarded to the Vice President of Academic Affairs for reviews. This request must be submitted within 30 calendar days of notification of the committee's decision. The decision of the Vice President of Academic Affairs is final.

# THE LEGAL MANDATES

## POST-SECONDARY INSTITUTIONS MUST

- ensure that no student with a disability who is otherwise qualified is denied the benefit of programs and activities,
  - ensure that students with impaired sensory, manual or speaking skills are not excluded from participation in, or otherwise subjected to discrimination in educational programs or activities because of the lack of educational auxiliary aids,
  - ensure that students with disabilities are not prohibited from using auxiliary aids that make it possible for them to receive equal benefit of educational programs or activities. Examples of aids include guide dogs, tape recorders, note takers, taped texts, interpreters, readers, adapted equipment for classroom use, and test proctors.
  - ensure that course examinations or other procedures for evaluating student academic achievement are not biased methods for evaluation. Such instruments or methods should measure students' academic achievement and the measurement should not be affected by impaired sensory, manual or speaking skills of the students.
- 



*The information on disability law and terminology are taken from Title 5 of the California Code of Regulations, Sections 504 and 508 of the Rehabilitation Act of 1973, and the American with Disabilities Act (ADA). Information presented refers to disability law and terminology in higher education.*

# GRIEVANCE PROCEDURES

EL CAMINO COLLEGE PROVIDES A DUE PROCESS procedures for review and resolution of student grievances. The Special Resource Center will provide reasonable accommodations for all school activities, including the pursuance of the grievance procedure.

Two grievance policies are addressed here: the first to address an academic, nondisability-related concern, the second to address a disability-related concern.

## **EL CAMINO COLLEGE STUDENT RIGHTS AND GRIEVANCE POLICY (BOARD POLICY 5530)**

The El Camino College Grievance Policy provides a “due process procedure for review and resolution of student grievances. ...A grievance is defined as a student’s claim that his or her legal rights, status or privileges as a student have been adversely affected by a college decision or action...This policy does not apply to student disciplinary matters which are subject Policy 5510 or to student grades” (Also printed in annual El Camino College catalog). The El Camino College Grievance Policy and Procedure is published in the college catalog. The steps and timelines for a student to follow the grievance procedures are outlined in the El Camino College catalog. This and other Board Policies are available on the El Camino College website:

[www.elcamino.edu/administration.board.policies.asp](http://www.elcamino.edu/administration.board.policies.asp)

## **SPECIAL RESOURCE CENTER, DISABILITY RELATED GRIEVANCE**

This statement outlines the grievance procedure specific to the Special Resource Center and disability related complaints. A grievance is defined as a student’s right to claim that his or her legal rights have been adversely affected by a Special Resource Center decision or action.

If at any time you are not satisfied with your SRC support services or with guidelines as written in this handbook, you have the right to file a grievance. A grievance is an opportunity to discuss your problems, issues and potential resolution. Ideally, all grievances can be resolved at the first level (see below). At any time during this process, the Special Resource Center Supervisor and/or Director are available for consultation.

After consultation, if the student disagrees with the SRC recommendation for accommodations, the student may request a review of the accommodations through the grievance procedure outlined in this handbook. This request for review must be submitted to the SRC within two (2) weeks of the time the student receives the recommendation for accommodation.

The grievance procedure is a sequential process. If approved and reasonable accommodations are not being provided by the instructor or appropriate staff, students must notify the SRC within ten calendar (10) days, in accordance with the SRC grievance procedure. At this point, the SRC will initially attempt to resolve the issue.

You would discuss your issues or concerns with the first person on the list. We hope that your concerns will be addressed to your satisfaction. If you are not satisfied with the outcome, you would proceed to the second person on the list, and continue sequentially until a satisfactory resolution is reached.

## Grievance Procedures (continued)

1. the Instructional Services Advisors, Counselors or Specialists. Be prepared to explain your issues and concerns.
2. the SRC Supervisor. Be prepared to explain with your issues, what's been done and your desired resolution.
3. the SRC Director  
Be prepared to explain your issues, what's been done, your desired resolution and have the information in a written document. If a resolution is not met regarding the grievance, the student, or SRC faculty and professional staff will refer the matter to the Americans with Disabilities Compliance Officer ("ADA Officer") or representative for review. The ADA Officer or representative will review and attempt to resolve the conflict informally with the student and faculty member within five (5) business days.
4. the El Camino College's Office of Student and Staff Diversity | (310) 660-3829  
Call the Director of the Office of Student and Staff Diversity and request a meeting to discuss the grievance. Have a formal letter containing information regarding your issue or concern, what's been done, and your desired resolution.  
If no resolution is reached, the ADA Officer or representative will convene an Academic Accommodations Committee to investigate and resolve the issue within ten (10) business days. Depending on the circumstances and pursuant to the grievance procedure, the Academic Accommodations Committee may consist of the following:
  - The El Camino College ADA Officer or representative (chair)
  - The dean of the division or a designee from the department in which the course is taught
  - A full-time instructor who teaches the course in question and/or an instructor from the department in which the course is taught, or if not available, from a closely related discipline
  - The SRC faculty or professional staff member knowledgeable with the disability and/or educational limitations of the student.

During this time period the SRC will continue to provide interim accommodations pending a final resolution.

### Academic Accommodations Committee Review Meeting:

The Academic Accommodations Committee will evaluate and determine the appropriateness and feasibility of the accommodation to ensure access, and whether the requested academic adjustment fundamentally alters the course or program of instruction, or if implemented, will conflict with a direct licensing requirement or jeopardize a requirement essential to the program of instruction.

If necessary, the Academic Accommodations Committee will evaluate and determine alternative academic adjustments that may be considered to ensure the student is not denied the benefits of, or is excluded from participation in the academic program without impacting the integrity of the course.

### Appeals:

The decision of the Academic Accommodations Committee is final unless there is new information that was not previously available. Under this exception, the student may only appeal the decision one (1) time and submit documents or information not previously submitted that they and SRC specialist believes are pertinent in support of the appeal. If the appeal is denied, the student may submit a written request to the ADA Officer that the appeal be forwarded to the Vice President of Academic Affairs for review. This request must be submitted within 30 calendar days of notification of the committee's decision. The decision of the Vice President of Academic Affairs is final.

5. the Chancellor's Office | Assistant General Counsel  
1107 Ninth Street  
Sacramento, CA 95814  
Send a formal grievance to the Chancellor's Office containing the above information. Keep copies for yourself.
6. the U.S. Department of Education | Office of Civil Rights  
221 Main Street, 10th Floor  
San Francisco, CA 94104  
Send a formal grievance to the U.S. Department of Education Office of Civil Rights (be sure to keep copies for yourself). An Affirmative Action Officer from the Office of Civil Rights will contact you.

# EMERGENCY PREPARATION

**C**ALIFORNIA COULD SUFFER A MAJOR EARTHQUAKE OR OTHER EMERGENCY situation that would disrupt utilities, emergency services, transportation and communication. An emergency could occur while on campus. It may seem odd to prepare for an event that may not occur, and one you hope does not occur. However, having a plan in place will help you to remain calm and to take appropriate action during an emergency. The proactive steps taken now could greatly improve safety, health and comfort in an emergency situation.

BE PREPARED...  
BE QUAKE SAFE!

Please share your anticipated needs in the event of an emergency with a counselor or specialist. If you require assistance with evacuating, such as being guided through debris, use of an evacuation chair in multi-story buildings, access to sign language interpreters, or other assistance, this information will be coded on the Student Educational Contract. Please note this information will be shared with campus emergency personnel to assist with emergency response efforts. Campus personnel have been trained to respond to emergency situations. In an emergency, follow their directions.

## PREPARING FOR AN EMERGENCY

If you have a disability, conduct a realistic assessment and document your own needs, limitations, and capabilities. Consider the factors that might impact you in an emergency, what you can do to prepare, and how you would convey necessary information to others during an emergency. Prepare a document with emergency information and keep it handy to better inform staff members and emergency personnel. Take the steps you have identified that will help keep you safer and more comfortable should there be an emergency.

### FACTORS TO CONSIDER

#### Preparing for an Emergency Evacuation: BUILDING/ROOM STRUCTURE

Keep in mind that you need to prepare for an emergency disaster by anticipating possible consequences of a disaster and its effect on you.

- At the beginning of a semester, you should IDENTIFY and CREATE evacuation routes for each of your classrooms. You should be able to recognize at least one safe evacuation route. If you encounter problems identifying safe evacuation routes, speak with your instructor or a specialist at the Special Resource Center
- REVIEW your evacuation plan and visualize the plan in action
- IMPLEMENT your evacuation plan in the classroom, either before or after the lecture
- Subsequently, review your evacuation plan and confirm if the evacuation plan is safe and suitable to your needs; if it is unsafe, readjust the evacuation plan

#### Preparing for an Emergency Evacuation: COMMUNICATION PLANNING

Communication during an emergency is essential for a safe evacuation. ONLY YOU know how best to convey information to peers on how you can SAFELY evacuate a room or building

- Make sure communication is clear and concise to the helper
- You should preferably use short phrases and communicate at a rapid pace (always keep in mind that should an emergency disaster occur, you want to evacuate the room or building as quickly as possible in a safe manner)



- Make sure you have a list of your medications
- For medication emergencies, know what to say to a peer if you are injured or unable to evacuate the building
- Keep a reserve of medication in your backpack or wheelchair
- Provide the Health Center with a list of your medications and verify if the Health Center carries a supply of your medication
- Understand your personal equipment and be able to explain it to others
- If you use a wheelchair, know how to unlock your brakes or direct another person
- Know how to direct someone to disengage the battery of an electric wheelchair
- Know how you can safely move from location to location
- Be able to communicate how you can be safely removed from your wheelchair, if necessary
- Plan to communicate changes in need for visual description or guidance to safely maneuver around debris
- Identify what a person unfamiliar with you would need to know to assist you
- Be aware of your response to touch that may need to be brought to the attention of helpers (in other words, does touch calm you, or annoy you), and prepare how to communicate that information
- How would you communicate information on personal hygiene needs to a helper

#### **Preparing for an emergency evacuation: Physical Disabilities**

- How severe is your mobility? Do you have full or partial use of your lower extremities? Do you have full or partial use of your upper extremities? Would you be able to evacuate a building without assistance from a peer? How much assistance do you need?
- If you are a student in a wheelchair, how much freedom do you have in exercising lower and upper extremities? It is also important to be aware of your physical abilities in addition to your physical limitations. Knowing your physical abilities and limitations will facilitate a smoother evacuation process and will help you be safe. You should convey this information to your instructor or classmates in case of an emergency.

#### **Preparing for an emergency evacuation: Visual Impairments**

- Are you a student who is partially sighted, have low vision, legally blind or totally blind? Assess your visual disability prior to any evacuation planning.
- Ask your instructor or classmate to locate potential evacuation routes for you; if you feel reluctant to ask your instructor or classmate, contact your disability specialist at the Special Resource Center to talk about self-advocacy and identifying appropriate routes.
- Keep in mind that guide dogs may help you through the planning and implementation phases of an emergency evacuation however, they may get disoriented when debris is present
- Prepare classmates to be ready to lead you by holding your arm or placing your hand over a classmates shoulder

## EMERGENCY PREPARATION (CONTINUED)

- Students with low vision may have an increased need to be guided or get visual description to be able to successfully maneuver around debris and need to communicate this change to those present
- Consider wearing bracelets or tags that will give instructions to the helper; advocate for yourself by communicating this to your professor or classmates

### Preparing for an emergency evacuation: Deaf/Hard of Hearing

- Are you a student with partial or complete hearing loss?
- Ask yourself how to communicate to others
- What signs will you want to teach classmates or the instructor regarding emergency evacuation procedures
- Do you want to have written information for other individuals to teach them how and what works best in emergency situations? Make sure it is brief and descriptive on how to help you
- Consider wearing bracelets or tags that will identify your limitations

### Preparing for an emergency evacuation: Developmental Disabilities

- Assess your disability
- Think of the abilities you may possess in an emergency situation
- Think of the functional limitations you may possess in an emergency situation
- Self-advocate by communicating pertinent, safe emergency evacuation information that you think your instructors or classmates should know

## EARTHQUAKE SURVIVAL TIPS

During an Earthquake — **DUCK, COVER and HOLD!**

**DUCK** — when you feel an earthquake get under a sturdy desk or table. Do not stand in a doorway. Standing in a doorway can cause severe injury. Stay away from windows, bookcases, file cabinets, tall furniture, heavy mirrors, hanging plants and other heavy objects that could fall. Watch out for falling plaster or ceiling tiles. If you are in a wheelchair, lock your wheels and protect your head with your arms.

If you are in a computer lab, move to the center of the room. Move away from large equipment. Computers are very heavy and can cause damage to the body. Do not try to save a computer or other equipment from destruction.

**COVER** — as the shaking continues, place yourself under a table or some type of “shield” to protect your head. If you should place yourself under a table, be sure to keep your eyes open and move with the table.

**HOLD AND STAY** — under the table until the shaking stops and someone, such as an emergency evacuation official, tells you it is OK to move.

***Be Prepared...Be Quake Safe!***

IF WE LEARN

CORRECT PRINCIPLES

WE LEARN TO GOVERN

OURSELVES BETTER.

—Rob Sutton,  
*Assistive Computer  
Technology Specialist*

## ACRONYMS

**M**ANY OF THE PROGRAMS AND PROCESSES REFERRED TO IN THIS DOCUMENT have long formal names. In many cases we shorten the terms for ease of communication. Here is the list of the common acronyms used in this document and the Special Resource Center.



ACTS	Assistive Computer Technology Specialist
ADA	American with Disabilities Act
AMS	Alternate Media Services
Doc	Documentation of Disability
DSPS	Disabled Students Programs and Services
ECC	El Camino College
Ed Dev	Educational Development Classes
FAFSA	Free Application for Federal Student Aid
FERPA	Family Educational Rights and Privacy Act
HTC	High Tech Center High Technology Center
IEP	Individual Educational Plan a document developed in elementary and high school
NCR	“No Carbon Required” paper – Notetaking paper
RTC	Real Time Captioning
SEC	Student Educational Contract
SRC	Special Resource Center
TA	Testing Accommodations
VP	Video Phone

## SRC CHECKLIST

**A** SUCCESSFUL STUDENT IDENTIFIES WHAT IS NEEDED TO REACH HIS OR HER goals, and puts these needs in place. We hope this checklist will help guide students in using the services of the Special Resource Center. The staff of the Special Resource Center are here to assist in goal planning and wish success in reaching these goals.

### Checklist and guide for SRC services:

- intake by SRC counselor when the student is new
- provide documentation of disability
- identify and meet with appropriate specialist to discuss educational limitations and list potential accommodations
- request accommodations for each semester
- list accommodations to request before the semester begins:  

---

---
- list accommodations to request at the start of the semester:  

---

---
- provide feedback about the success of accommodations and strategies to the SRC specialist and staff
- meet with a counselor to develop an educational plan (classes needed to reach your goal, and a plan of the order to take them)
- identify useful campus resources:  

---

---
- identify community assistance and resources:  

---

---
- complete an AAP yearly
- update disability documentation as appropriate

"I CAN DO MORE IN A  
40-MINUTE PERIOD  
THAN I EVER COULD IN  
TWO HOURS WHEN  
USING KURZWEIL  
3000."

—*From a student to Brain Krause  
Assistive Technology Trainer*







Special Resource Center, El Camino College  
16007 Crenshaw Boulevard, Torrance, CA 90506  
Voice: 310-660-3295 • Videophone : 424-236-6264 • Fax: 310-660-3922  
[www.elcamino.edu](http://www.elcamino.edu) •  
[www.elcamino.edu/student/studentservices/src](http://www.elcamino.edu/student/studentservices/src)