



Student Handbook

Welcome to the Disabled Student Program and Services
(DSP&S) Department at Reedley College

The DSP&S staff designed this handbook to introduce students to the services
that Reedley College and the DSP&S program have to offer



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Introduction

DSP&S is a Student Service support program that facilitates accessibility services to students with verified disabilities. DSP&S services increase access to Reedley College instructional programs.

Students with acquired brain injuries, intellectual disabilities, learning disabilities, hearing impairments, visual impairments, mental health disabilities, mobility disabilities, and chronic health conditions may qualify for academic adjustments and auxiliary aids, also known as accommodations. The services and accommodations include, but are not limited to; adaptive equipment, Sign Language interpreting, notetaking, electronic textbooks, testing accommodations, course policy accommodation agreements, educational counseling and planning, and priority registration.

This handbook provides an overview of services available to students with disabilities through DSP&S. Not intended to be all-inclusive, this handbook gives the student a general understanding of the programs and services available through DSP&S. For information regarding admission & registration and academic regulations, please refer to the Reedley College catalog or current schedule of classes.

All policies and procedures set forth in the Reedley College catalog, also apply to all DSP&S students.

Reference copies of the [RC Catalog](#) are available on-line at the Reedley College website and in the Library, DSP&S office, Counseling Office, and Admissions and Records Office.

Contact DSP&S at (559) 494-3032 to request a copy of this handbook -in Braille, large print, or PDF.

We published this handbook for informational purposes, and we made every effort to ensure its accuracy. However, do not regard the provisions of this handbook as a contract between the student and the college. Approved accommodations are determined on a case by case basis via interactive dialogue and the Academic Accommodation Plan. Please consult with a DSP&S counselor if you have any questions about these services.

Section 1 - Eligibility Requirements

- To access DSP&S services at RC, students must self-identify and complete the following steps:
 1. Apply to Reedley College
 2. Complete the Online Orientation
 3. Complete the New Student Intake process via the Accessible Information Management (AIM) portal. Access the AIM portal at <https://sierra.accessiblelearning.com/SCCCD/Default.aspx>.
 4. Submit professional verification of a disabling condition by uploading documentation into AIM or sending to a Reedley College DSP&S counselor for assistance uploading into AIM.
- Visit the RC DSP&S Website to view information about DSP&S including how to apply for services.
- Students must possess the ability to respond appropriately to questions, follow directions and demonstrate the potential to benefit from special programs and services.
- Students must demonstrate appropriate adaptive and/or self-help behavior. DSP&S staff cannot provide Personal Care Attendants or administer medication.
- Students must demonstrate annual measurable academic progress as set forth by SCCC Policy (see current college catalog). Failure to do so may result in an academic/progress dismissal outlined in the current RC catalog.
- In accordance with the individual's educational limitations, DSP&S will establish an Academic Accommodation Plan (AAP) to document students' disability related educational limitations. Development of a Student Educational Plan (SEP) is likely.
- All students are required to follow the Student Code of Conduct set forth in the current college catalog (Board Policy No. 5410, Education Code 66300) (including but not limited to: Computer/Network Equipment Use Policy; Academic Dishonesty Policy; Authority and Disciplinary Actions; Parking Regulations).

Disability Verification

For the purposes of DSP&S a "student with a disability" is a person enrolled at a community college who has a verified impairment, which limits one or more major life activities as defined in C.F.R.35.104 resulting in an educational limitation. Note: This and the following definitions have been taken in whole or in part from Title 5 of the California Code of Regulations.

Students wishing to receive services must provide documentation from appropriate agencies or certified/licensed professionals outside of DSP&S, per Title 5 of the California Code of Regulations. In order to provide services, we must first receive verification of your disability. Forms are available on the DSP&S website or in the DSP&S office.

Acceptable forms of disability verification may include:

- A physical and/or mental health disability verified by an appropriate licensed professional and/or physician (example: medical doctor, psychologist, psychiatrist, chiropractor, etc.). The verification should identify and describe the student's disability and the educational limitations.
- Copies of a complete IEP/504 if you received services in high school. The IEP/504 should contain learning disability results and/or psychological reports.
- A student with a learning disability must provide a copy of the test battery/results that qualify the student for LD support services.
- A student with a speech/language disability must have that disability verified by a speech-language pathologist prior to receiving DSP&S services.
- DSP&S certificated staff, through personal observation may verify the existence of an observable disability. Use of this procedure is limited to conditions that can be seen externally (example: quadriplegia, paraplegia, ambulation, cerebral palsy).

Eligible Disabilities

Section 56032 – Physical Disability:

Physical Disability is defined as a limitation in locomotion or motor functions. These limitations are the result of specific impacts to the body's muscular-skeletal or nervous systems and limit the student's ability to access the educational process.

Section 56034 – Deaf and Hard of Hearing (DHH):

Deaf and Hard of Hearing (DHH) is defined as a total or partial loss of hearing function that limits the student's ability to access the educational process.

Section 56035 – Blind and Low Vision

Blindness and low vision are defined as a level of vision that limits the student's ability to access the educational process.

Section 56036 – Learning Disability (LD):

Learning Disability (LD) is defined as a persistent condition of presumed neurological dysfunction which may exist with other disabling conditions. The dysfunction is not explained by lack of educational opportunity, lack of proficiency in the language of instruction, or other non-neurological factors, and this dysfunction limits the student's ability to access the educational process. To be categorized as a student with a learning disability, a student must meet the following criteria through psycho-educational assessment verified by a qualified specialist certified to assess learning disabilities:

- a) Average to above-average intellectual disability; and
- b) Statistically significant process deficit(s); and/or
- c) Statistically significant aptitude-achievement discrepancies.

Section 56037 – Acquired Brain Injury (ABI):

Acquired Brain Injury (ABI) is defined as a deficit in brain functioning which results in a total or partial loss of cognitive, communicative, motor, psycho-social and/or sensory-perceptual abilities and limits the student's ability to access the educational process.

Section 56038 – Attention Deficit Hyperactivity Disorder (ADHD):

Attention-Deficit Hyperactivity Disorder is defined as a neurodevelopmental disorder that is persistent deficit in attention and/or hyperactive and impulsive behavior that limits the student's ability to access the educational process.

Section 56039 – Intellectual Disability (ID):

Intellectual Disability (ID) is defined as significant limitations both in intellectual functioning and in adaptive behavior that affect and limit the student's ability to access the educational process. An individual may have an intellectual disability when:

- a) The person's functioning level is below average intellectual ability; and
- b) The person has significant limitations in adaptive skill areas as expressed in conceptual, social, academic, and practical skills in independent living and employment; and,
- c) The disability originated before the age of 18

Section 56040 – Autism Spectrum:

Autism Spectrum disorders are defined as neurodevelopmental disorders described as persistent deficits which limit the student's ability to access the educational process. Symptoms must have been present in the early developmental period, and cause limitations in social, academic, occupational, or other major areas of current functioning.

Section 56042 – Mental Health Disability:

Mental Health Disability is defined as persistent psychological or psychiatric disability, or emotional or mental illness that limits the student's ability to access the educational process. For purposes of this subchapter, conditions that are not described and/or excluded in the American Psychiatric Association Diagnostic and Statistical Manual (DSM) or the Americans with Disabilities Act (ADA) are not covered in this category.

Section 56044 – Other Health Conditions and Disabilities:

This category includes all students with disabilities, as defined in Section 56002, with other health conditions, and/or disabilities that affect a major life activity, which are otherwise not defined in Sections 56032-56042, but which limit the student's ability to access the educational process.

Section 2 - Application for Services

RC Application and Orientation

If you are new to RC and/or DSP&S or returning after not attending for 2 consecutive semesters you must follow the Admission and Records Requirements established by Reedley College (see current college catalog, Admissions and Registration). Visit the Apply Now page on the Reedley College Website for information and steps for completing the application process based on if you are a new or returning student.

New DSP&S Students

All new DSP&S students are required to complete an Application for DSP&S Services via the AIM Portal and attend a New Student Intake appointment. You may schedule this using one of the options below:

In person by coming to the RC DSP&S Office

Calling (559) 494-3032

Emailing dsps@reedleycollege.edu.

Online through the Reedley College DSPS Counseling Service in Starfish. Once in Starfish, look for the Reedley College DSP&S Service (see picture below). If this service does not show in your Success Network, look in "Other Services" to find it. Select "DSP&S Intake with Verification" as the appointment reason if you have verification of your disability OR "DSP&S Intake without Verification" as the appointment reason if you do not have disability verification.

Walk-in intake appointments are available on a limited basis only; it is best to schedule an appointment in advance.

What to bring to your first appointment:

Your most current verification of disability (i.e. medical report or assessment report, IEP/Psychological Report/504 Plan from your high school), unless it has already been uploaded into AIM.

Copies of transcripts (e.g. High School transcripts or transcripts from other colleges).

We recommend that you make copies of all documents you submit to DSP&S in case you need them for future use. Do not open sealed official transcripts. See "Disability Verification" on pages 4 of the DSP&S Handbook for a complete list of acceptable documentation for disabling conditions.

Please ensure you are on time for your appointment, if you must cancel, please call (559) 494-3032 as soon as possible. Late appointments may be subject to rescheduling.

Free Student Email

The State Center Community College District provides a free e-mail account to every student. This email account will be the official means of contact between the district/colleges and the student. Activate your SCCCDC E-mail account at mail.office365.com and plan to check it regularly.

Math/English Placement

Information on Math/English placement can be found in the current RC catalog. If you have questions regarding how your disability impacts your Math/English placement in alignment with AB 705, please advise the DSP&S staff during your New Student Intake appointment.

Returning Students

Students who have been away from RC for a year must reactivate their DSP&S status by scheduling an appointment with a DSP&S counselor to update their AIM profile. Students may be asked to provide updated verification if they have a disability that changes over time, or if they qualify for services based on a temporary disability. If you have been away for a prolonged period, your file may have been destroyed. If your file has been destroyed, you must complete the entire intake process, including resubmitting current disability documentation.

Continuing Students

You should meet with your DSP&S counselor at least once a semester to review your Academic Accommodation Plan in alignment with that semester. Please note that services need to be requested each semester through AIM. You may be asked to provide updated verification if you have a disability that changes over time, or if you qualify for services on the basis of a temporary disability. If you want to request a service that was not previously authorized, you must meet with a DSP&S counselor to discuss your request. We may be able to authorize the accommodation on the basis of the current disability verification, or we may ask you to request additional verification from your provider. Accommodation policies vary by campus. Be sure you speak to a DSP&S counselor for course specific accommodations at the campus the course is being offered.

Section 3 - Student Rights and Responsibilities

Student Rights

Reedley College is committed to maintaining an equitable environment that provides students with disabilities full access to the institution's educational programs, services, facilities, and activities. In our continuing efforts to meet this commitment, we call upon RC staff to abide by federal laws, which guarantee students with disabilities the ability to participate in all aspects of RC offerings that will allow them to maximize their full academic potential.

Federal Laws Pertaining to Students with Disabilities

Americans with Disabilities Act of 1990 (ADA)

The Americans with Disabilities Act of 1990 is a federal mandate which prohibits discrimination on the basis of disability in any entity receiving federal funds. Title II of the ADA requires state and local government entities adhere to accessibility standards in facilities and services offered; community colleges fall within Title II of the ADA. Individuals with disabilities are guaranteed an equal opportunity to benefit from state and local programs on the basis of equitable services.

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act is a civil rights law that prohibits discrimination of individuals with disabilities in any program receiving federal funding. Section 504 requires accommodations be provided to individuals with disabilities that will allow them to fully participate in program services and offerings. Individuals with disabilities may not be denied benefits of, or otherwise be subjected to discrimination under any academic, research, health insurance, financial aid, physical education, athletics, recreation, transportation, extracurricular activities, occupational training, housing, counseling, or any other post-secondary educational programs or activities. Section 504 defines a qualified person with a disability as any person who (a) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (b) has a record of such an impairment, or (c) is regarded as having such an impairment.

Section 508 of the Rehabilitation Act of 1973

Section 508 of the Rehabilitation Act was an addendum passed in 1998. Section 508 requires entities to make electronic and information technology accessible to people with disabilities. Creation of accessible electronic and technology services allows anyone with a disability to freely access e-services without having to request accommodations, including those who require adaptive technology.

Title 5

DSP&S is guided by Title 5 under the California Code of Regulations for California Community Colleges. Title 5 assists college personnel in administering DSP&S services to students with disabilities and outlines legal and fiscal responsibilities the DSP&S department must follow. Title 5 deems appropriate academic adjustments, auxiliary aides, and instructional services provided to students with disabilities.

Student Responsibilities

The following is a brief overview of the responsibilities students using Disabled Student Programs and Services (DSP&S) must follow and the service limitations within DSP&S.

- Students must possess the ability to respond appropriately to questions, follow directions, and demonstrate the potential to profit from instruction.
- Students are expected to follow the [Code of Student Conduct](#) established by the college (a copy of the Code of Student Conduct and Student Bill of Rights is available in the Student Services Center).
- Students are expected to show the proper respect for faculty, staff and other students. Rudeness, name-calling and obscene language or gestures will not be tolerated.
- Students must demonstrate disability-related appropriate adaptive behavior (Title 5 Regulations, Section 56004).
- Students receiving special services (e.g., interpreting, test assistance) must notify the Disabled Student Programs and Services office of their absence prior to the time these special services are scheduled. Two failures to do so may result in the suspension of these special services.

- Students must demonstrate annual measurable academic progress (Title 5 Regulations, Section 56024). Failure to do so may result in the suspension of service.
- Students are to assume personal responsibility for taking any medications.
- The individual student and/or other non-college agencies shall be responsible for the provision of personal attendant care. Disabled Student Programs and Services staff will not provide this service [Title 5 Regulations, Section 56000 (d)].
- Participation in DSP&S by students with disabilities is voluntary. Not all students with disabilities require accommodations.
- Receiving support services does not prevent a student from participating in any other course, program or activity offered by the college.
- All records maintained by DSP&S pertaining to students with disabilities are protected from disclosure and are subject to all other requirements for handling of student records through the Family Educational Rights and Privacy Act (FERPA).
- Students assume responsibility for transportation, service animals, medications, and the provision of a Personal Care Attendant.
- Students assume personal responsibility for their education and accommodations.
- Students are expected to work collaboratively with RC staff and instructors to ensure timely provision of services.
- Students receiving services through DSP&S will be assigned a counselor. If for any reason the student has a problem/issue with the counselor, the student may request another counselor by scheduling an appointment with the Reedley College DSP&S Director by calling (559) 494-3032 or emailing dsp@reedleycollege.edu.
- Students must meet with a DSP&S counselor to complete an Academic Accommodation Plan. The student will meet at least annually (twice a year is preferred) to review the Academic Accommodation Plan.
- The student will utilize DSP&S services in a responsible manner and adhere to written service provisions adopted by DSP&S.
- Students must comply with the Student Code of Conduct adopted by the college. The Student Code of Conduct is published in the college catalog. SCCC also has BP 5500, Standards of Conduct, which can be referenced for appropriate conduct etiquette.
- Students must demonstrate measurable progress toward the goals established in the Student Educational Plan (SEP) and meet academic standards established by the college (refer to the current college catalog).
- Students seeking to appeal the denial of services should seek remedy through the Director of DSP&S. If, after consulting with the DSP&S Director, students are still not satisfied, they may seek remedy through the ADA Coordinator. If after consulting the ADA Coordinator, the student is still not satisfied, they may appeal via the Student Grievance Process. (See current college catalog, Grievance Policy for Students or www.reedleycollege.edu).
- Students with disabilities are responsible for notifying their DSP&S counselor immediately if reasonable accommodations are not implemented in an effective or timely manner.

Section 4 - Complaint Process

Active DSP&S students can process a complaint if they are dissatisfied with the implementation of an approved academic accommodation or auxiliary aide; if an accommodation that aligns with disability verification is denied; or if they have encountered discrimination based on their disability status.

Informal Resolution Complaint

- DSP&S encourages students to [reach out to their counselors](#) to informally remedy the situation if the student is dissatisfied with an interaction outside DSP&S college personnel (e.g., instructors, college staff). Many times, DSP&S counselors act as a liaison between students and the institution and can solve concerns.
- DSP&S encourages students to reach out to the [DSP&S Director, Dr. Samuel Morgan](#), if the student is dissatisfied with an interaction with DSP&S staff, or an unapproved academic accommodation.
- An informal complaint may be advanced to a RC Dean or Vice President if a mutually satisfactory resolution is not agreed upon between the student and DSP&S.

Formal Resolution Complaint

- If a student would like to file a formal complaint about their concerns a [Student Complaint Form](#) can be officially submitted to RC. Please visit RC [Student Complaint Procedures](#) to complete the process of filing a formal complaint.
- Students may also file a formal grievance with RC about their concerns. Please visit RC [Grievance Procedures](#) to complete the process of filing a formal grievance.
- Students also have the right to file a grievance with the [Office of Civil Rights](#) (OCR) if no mutual satisfactory agreement can be agreed upon. OCR will convene with an open investigation on services provided.

Section 5 - Student Progress and Services

Disabled Student Programs & Services staff members support students in obtaining academic accommodations necessary to allow equal access to Reedley College instructional programs and services. It is the responsibility of DSP&S to facilitate disability services so that all students can receive equitable access and support.

DSP&S also has the responsibility of establishing requirements for measurable progress and abuse of services. If a student does not adhere to established institutional academic policies, they are subject to disqualification status as outlined by the college catalog. DSP&S services are halted on dismissal status and will be reinstated when the student is reenrolled into the college. Abuse of accommodation services are also subjected to suspension of services.

Suspension of Services

There are two ways that eligible students may be suspended for DSP&S services:

- Lack of measurable academic/conduct progress (as set forth by the college catalog), and/or,
- Abuse of accommodation services

Measurable Progress

DSP&S Services are intended to assist students in achieving their academic and/or vocational goals. Even with accommodations, students may encounter difficulties due to disability, life circumstances, or other reasons that prevent them from achieving these goals. Students are encouraged to use authorized accommodations and support services, choose appropriate classes and a reasonable course load, and to meet regularly with their DSP&S counselor. A lack of measurable progress may result in an academic/progress suspension. DSP&S services remain effective while students are actively participating in college. DSP&S services will be suspended during the students' academic/progress suspension and will resume when the student is actively attending college. Lack of progress can be determined in any of the following ways:

- Failure to pass (grades of W, NC, NP, D or F) classes.
- Failure to meet SCCCD's requirements for being a student in good standing (see current college catalog).

Abuse of Services

- Abuse of services is defined as a failure to comply with the policies and/or procedures established to obtain or utilize authorized accommodations. Examples of 'abuse of services' include excessive, unexcused absences where a service is being provided, verbal abuse of DSP&S staff, repeated failure to keep appointments for testing, counseling, or other services. Abuse of service may result in suspension of that particular service.
- Students will be notified in writing prior to suspension of services.
- The student will be asked to meet with their DSP&S counselor or Director to discuss the area of concern. If the student fails to meet with the counselor, the services will be suspended seven instructional days from the date the letter was sent.
- A letter will be sent to the student notifying them that services have been suspended.
- Suspended services may be reinstated only with the authorization of a DSP&S counselor or Director.
- Services may continue or be reinstated only if the student agrees to and signs a "Contract for Continuation of Services".
- Students seeking to appeal the suspension of services should seek remedy through the Student Grievance Rights process (see current college catalog for details).

Section 6 - Confidentiality

The Right to Privacy Act ensures that all disability-related contact with the DSP&S office remains confidential unless students sign a written release. This means that a DSP&S counselor will not discuss disability related information about students with anyone, without the student's expressed written permission. Academic information is limited to college personnel only and will remain confidential to individuals outside State Center Community College District.

For reasons of confidentiality, DSP&S staff members may not discuss a student's disability status with either faculty or staff. As a result, students are encouraged to talk with instructors about their specific accommodation needs. When necessary, DSP&S staff may intervene on the student's behalf to facilitate provision of services or to help students communicate their needs to others.

Students may authorize their release of student information by signing the [Family Education Rights and Privacy Act \(FERPA\)](#). FERPA forms must be submitted to the college Admissions and Records office. Students should make college staff aware that a FERPA release has been signed and submitted to the Admissions and Records office.

Section 7 - General Information

Absence Notification for Classes

The DSP&S office will not notify instructors of an absence. This is the responsibility of the student. Students need to understand each instructor's policy on attendance and the student may be dropped by instructor for absences. Refer to instructors' syllabus for absence policies.

Absence Notification for Services

Students receiving services and accommodations (i.e. Interpreters, testing) must notify DSP&S in the event of any absence when a service is scheduled. Students should notify DSP&S in advance whenever possible.

Attendant Care

SCCCD does not provide Personal Care Attendant Services.

Campus Access

The college has an ongoing process for evaluating architectural barriers and recommending changes. If students encounter difficulties with access, please inform DSP&S staff and steps will be taken to address the problem.

Department of Rehabilitation

If Department of Rehabilitation (DOR) sponsors a student, it is the student's responsibility to be sure his/her DOR counselor has "authorized" payment for whatever is being covered by DOR (fees/books, etc.) in a "timely" fashion. If a student's registration is cancelled because of non-payment or because the college has not received a DOR authorization, it is the student's responsibility. It is also the responsibility of students receiving services through DOR to provide documentation of their disability, including functional limitations, signed by an appropriate professional.

Duplication Services

DSP&S provides duplication services only for the enlargement of tests, handouts, and classroom notes, to students with low vision disabilities. Current Copyright laws are enforced.

Financial Aid

DSP&S does not have money available to grant or loan to students. Students may apply for Financial Aid to assist with purchases of books, supplies and other educational necessities. There are specific guidelines and deadlines for applying for financial assistance. Please visit the Financial Aid webpage on the RC Website for more information.

Students may qualify for funds from the Department of Rehabilitation or the Extended Opportunity Program and Services (EOP&S) for low income and educationally disadvantaged students. The Scholarship Office grants scholarships every May for the following year for both continuing and transferring students. They also help students search for scholarships from other sources.

Personal Emergencies

Some students have medical conditions that may require emergency or first aid response. This may include students who have seizures, cardiac disabilities, or psychiatric disabilities. The student may wish to designate an emergency contact person in the event of a medical emergency. Please contact Health Services to develop a "Health Action Plan".

Service Animals/ Emotional Support Animals

According to the American with Disabilities Act (ADA), a service animal is a specified trained animal that works or performs tasks for the benefit of an individual with a documented disability. In compliance with ADA, service animals are welcome in all buildings on campus and may attend any class, meeting, or other event. Services Animals do not have to be registered with the DSP&S office. An Emotional Support Animal is a specified animal that provides emotional support to a student with verified disability documentation indicating the animal can be used as an accommodation. Emotional Support Animals have to be approved on the DSP&S Academic Accommodation Plan. Reasonable behavior is expected from all animals while on campus. If the student's Service or Emotional Support Animal exhibits unacceptable behavior, the animal may be refrained from being permitted on campus. (Refer to BP 3440 Service Animals and Emotional Support/Comfort Animals on District Property).

Section 8 - DSP&S Programs

State Center Community College District houses many campuses: Reedley College, Fresno City College, Clovis Community College, Madera Community College and Oakhurst Center. Each campus has distinct differences in what courses, services, and accommodations they provide. For information about DSP&S services at a specific campus, please contact their DSP&S Office. To ensure timely service of accommodations at Reedley College, please call (559) 494-3032 and set up a campus intake appointment no sooner than 48 hours ahead. Please let the DSP&S staff know which campus is your 'home' campus. During your RC campus intake appointment, your RC DSP&S counselor will review your AIM student profile and AAP that your primary counselor approved. The RC DSP&S Counselor will authorize RC accommodations and instruct you on how to use RC accommodations and services. RC DSP&S counselors need to see you at least once each academic year, you are in attendance, to keep your file active at RC DSP&S. After one year of not seeing a DSP&S Counselor at RC, your file is inactive, and you will need to go through the process of campus intake again.

Transition to College Program (TTC)

Transition to College Services provides outreach and support to local high school seniors on an IEP/504 plan. The program is designed to connect high school students with disabilities with services through DSP&S prior to graduating high school. The TTC program also provides support to High School Enrichment and Dual Enrollment students who are in need of academic accommodations in their college classes. For more information visit the [DSP&S Transition to College Webpage](#) or contact the DSP&S Office at (559) 494-3032.

DSP&S Student Support Services (TRiO) Program

The DSP&S Student Support Services (SSS) Program provides services to students with disabilities who aspire to successfully complete an associate degree at Reedley College and/or transfer to a university. Student Support Services is a federally-funded Department of Education Trio Program. For more information visit the [DSP&S Student Support Services Webpage](#) or contact the DSP&S Office at (559) 494-3032.

WorkAbility III (WAIII)

WorkAbility III (WAIII) is a collaborative project between Reedley College and the California State Department of Rehabilitation (DOR) that provides services to students with disabilities that improve access to vocational experiences. From orientation, classroom instruction & personal/career counseling to gaining work experience & support implementation of the Individual Plan of Employment (IPE), the program focuses on providing direct services to assist participants in gaining employment. For more information visit the [DSP&S WorkAbility III Webpage](#) on the Reedley College Website, or contact the DSP&S Office at (559) 494-3032.

Section 9 - Services and Accommodations

The major objective of the Disabled Student Programs & Services office at RC is to assure educational access for students with disabilities. RC DSP&S concentrates its efforts on providing support and services that are not available elsewhere in the college. DSP&S makes the following accommodations and services available to qualified students at RC:

- Alternate Media
- Counseling
- Interpreters (ASL)
- Learning Disability Testing
- Notetaking Assistance
- Mobility/Tram Services
- Course Policy Accommodation Agreement
- Priority Registration (students must meet SCCCD/RC Priority Registration Guidelines; see current college catalog or your DSP&S counselor for additional information)
- Testing Accommodations

A service will only be provided to a student who has a verified disability and educational limitations which necessitate the use of that specific service. Authorization for each service must be provided by a DSP&S Counselor.

How to access your accommodations

Accommodations are also known as academic adjustments and auxiliary aids.

- 1) Ensure you are an active DSP&S student. You can contact the DSP&S office at 559-325-5050 to determine your status.
- 2) It is advised that you meet with your DSP&S counselor once a semester to review your approved accommodations on your Academic Accommodation Plan (AAP).
- 3) It is important to discuss how your accommodations can work for you in your classes so you can be successful.
- 4) The DSP&S office will notify you via your student email with a reminder to request your accommodations through the AIM portal for the upcoming semester.
- 5) When you receive the notification to request your accommodations, login to your DSP&S AIM portal and customize your accommodations for each course.
- 6) DSP&S will hold your accommodation requests and will email them to your instructors via the Faculty Notification Letter (FNL) a couple of weeks prior to the semester.
- 7) Work with the DSP&S staff and your instructors to coordinate your accommodations. Feel free to make as many appointments as needed with DSP&S staff to learn how to utilize your accommodations.
- 8) DSP&S encourages you to meet with your instructors during a private office hour to talk about academic accommodations. If you need assistance, your DSP&S counselor can act as a liaison.
- 9) Reach out to DSP&S with any questions related to your academic accommodations.
- 10) Notify your DSP&S counselor immediately if reasonable accommodations are not implemented in an effective or timely manner.

For services or accommodations not listed here, please make an appointment to discuss with your DSP&S counselor.

Under provisions of Section 504 of the Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act (ADA), Reedley College is required to provide accommodations for otherwise qualified students with disabilities.

Accommodations are how the college allows the student to compensate for limitations resulting from a disability.

Accommodations are not designed to give students an advantage but to allow equal opportunity in the classroom.

Accommodations are determined on a case by case basis. Accommodations may differ based on the nature of the disability, the functional limitation, and the requirements of the class.

It is particularly important to remember that requesting, obtaining and implementing accommodations is an interactive process. Students requesting accommodations should meet with their DSP&S counselor to discuss the request for the accommodation. After verifying disability and functional limitations the counselor will approve reasonable and appropriate accommodations. The student and the counselor will complete an Academic Accommodation Plan (AAP).

The AAP is reviewed every academic year and outlines educational goals and approved accommodations based on current disability verification and educational limitations.

Students with disabilities are responsible for notifying their DSP&S counselor immediately if reasonable accommodations are not implemented in an effective or timely manner.

Sample Dialog to Request Accommodations

Practice what you are going to say to your instructors. Be polite. You are asking them for assistance with your accommodations. You should discuss and work out your needs with the instructor. If an instructor does not agree to your accommodation request, then politely thank him/her for their time and see your DSP&S counselor immediately. Following are some suggestions on what to say to your instructor(s):

I am (**insert your name here**), and I registered with the DSP&S office. The DSP&S office should have emailed you a Faculty Notification Letter that verifies my disability and shows authorized academic accommodations that I am eligible to use in your class. My disability causes (**insert what your disability causes here**), which means I need (**insert what you need in the class here**) to have the same opportunity to learn in the class as a student without disabilities.

Student:

I would like to discuss: (**include only those that apply to you.**)

- 1) **Getting A Notetaker:** I need help in finding a student who takes good notes in this class. Would you please help me find someone who takes good notes? The student agreeing to be my note-taker must sign this Note-taking Agreement form.
- 2) **Digital Recording of Lecture:** I am authorized by the DSP&S office to record lectures. I'll only use the recordings in my studies for your class and will discard of them after the semester. DSP&S has a Digital Recording Usage Agreement that I signed electronically in my AIM portal. If you have any concerns about me doing this, please call my DSP&S counselor
- 3) **Extended Test Time:** I need to discuss the accommodation of extended test time. DSP&S has approved me to receive 1.5X extended time on my quizzes and exams. DSP&S does offer someone to proctor tests in the Testing Center. I can arrange to take the tests through their office, or we can work out extra time at a time and place you suggest. How would you like to organize this?
- 4) **Quiet Environment:** Because of my verified disability, I am easily distracted, and I need to take tests/quizzes in a reduced distraction environment. I can arrange to take tests in the Testing Center, or we can choose another agreed upon spot.
- 5) **Table and Chair:** Because of my verified disability, I am unable to sit in a regular student desk and need an individual table and chair; would you please make sure this seat is reserved for me?

Adaptive Equipment & Assistive Technology

Educational access sometimes means that students need equipment such as a tape recorder or smart pen to benefit from instruction. DSP&S supports the availability of adaptive computer stations in various locations on campus. DSP&S has a limited supply of adaptive equipment & assistive technology available for loan during class time.

How to arrange for equipment loans:

- 1) Schedule an appointment with a DSP&S Counselor to receive authorization for services.
- 2) The DSP&S office will have the student complete an Equipment Loan Contract.
- 3) DSP&S only loans equipment to students officially enrolled and attending RC classes. All equipment is returned by the end of finals week each semester. Equipment (e.g., tape recorders, smart pens) are not available to students for a purpose or activity that is not school sponsored.
- 4) Failure to return equipment at the appropriate time and place, or has been damaged, the student will forfeit their rights to future equipment loans, and they will be asked to replace the equipment. A business office hold will be placed until the cost or the item is returned.

Alternate Media

Alternate media services will be provided to students whose disability related limitations prevent them from accessing material in traditional print format. Alternate Media is defined as instructional materials, textbooks, and classroom materials in formats accessible and usable by individuals with disabilities. After meeting with the student and reviewing their verification of disability, the determination of the most suitable format of support will be made by the DSP&S counselor and, whenever possible, will be provided in the format preferred by the student. DSP&S will provide the following alternate media services: Braille, compressed audio (MP3), electronic text (e-text), tactile graphics conversions of course materials and handouts, and print enlargements.

How to arrange for Alternate Media:

- 1) Schedule an appointment with a DSP&S Counselor to receive authorization for services. Student must request which textbooks they are needing in AIM.
- 2) Students are required to sign the Security of Electronic Text Agreement and Request Alternate Media via the Student AIM portal.
- 3) Students must be enrolled in the course for which they are requesting alternate media and students must purchase, rent, or have possession of the textbook. This is verified by uploading documentation to your Alternative Media request in AIM.
- 4) Students understand that the binding of their textbook may be removed, and that this is an integral step in the alternate media conversion process.
- 5) Students must plan ahead; it takes time to convert material to alternate media.
- 6) Until the material is available in the alternative format requested by the student, the college may offer to provide it in another medium which would be equally effective given the needs of the student requesting the accommodation.

Career and Transfer Information

Career Information:

Career planning and educational planning go hand in hand. DSP&S provides individual career counseling and coordinates with the RC Career and Employment Center. Make an appointment with your DSP&S Counselor for assistance.

[The Reedley College Transfer Center](#) is designed to assist students as they explore, prepare and succeed in their transfer plans. We provide a variety of resources and services to help students transfer from Reedley College to other colleges and universities for completion of their educational goals. You can make an appointment with your DSP&S counselor for assistance with Transfer Services.

Campus and Community Referrals

It is our goal to provide you with all of the available resources to ensure your academic and/or vocational success. This may include referrals to other programs and services on our campus, or a referral to a community agency that provides services to individuals with disabilities. The following list is not all inclusive; ask your counselor if you need a referral to a service or agency not listed here.

On-campus resources include:

- CalWORKS
- Extended Opportunity Programs and Services (EOP&S)
- Financial Aid
- Health Services
- Career and Employment Center
- Tutorial Services
- Psychological Services
- Transfer Center
- TRIO Programs
- Veteran's Services

Selected Community Referrals:

Department of Rehabilitation: 2550 Mariposa Mall, Room 2000, Fresno 93779, (559) 445-6011

Fresno County Mental Health: 3133 N. Millbrook Avenue, Fresno 93779, (559) 453-

8918 Social Security Administration: 5060 E. Clinton Way, Fresno 93727, 1-800-

772-1213 Central Valley Regional Center: 4615 N Marty Ave, Fresno, CA 93722,

(559) 276-4300

Counseling

DSP&S Counselors offer students with disabilities specialized academic counseling and guidance to assist with coordinating accommodations, vocational exploration and educational planning. Counseling is available by appointment.

Academic Accommodation Plan

Students must meet with a DSP&S counselor to complete an Academic Accommodation Plan (AAP). The student will meet at least annually (twice a year is preferred) with their DSP&S counselor to update the AAP contract.

How to schedule a counseling appointment

Contact the DSP&S office at (559) 494-3032 or dsps@reedleycollege.edu between 8:00 am and 5:00 pm Monday through Friday.

Walk-in appointments

Walk-in counseling appointments are available on a limited basis on a counselor's scheduled walk-in day and are on a first come, first served basis. Walk-in appointments are limited in length and are to be used only for 'quick-answer' types of questions. Due to the brief time allowed for these appointments there might not be enough time to address all of your concerns. In this case, your counselor can assist you in scheduling a follow-up appointment.

Available counseling services

Academic Advising: DSP&S Counselors are available to assist students with academic advising and educational planning.

Career Counseling: Counseling related to career choice and decision-making is available to students.

Disability Management: DSP&S Counselors coordinate necessary support services, recommend accommodations, and serve as a resource to help students obtain appropriate services beyond those provided at RC.

Personal Counseling: Counseling for personal situations, impacting student's ability to succeed in college, is available through DSP&S. If in-depth counseling appears to be indicated, the staff is able to refer the student to Psychological Services on campus or to outside agencies or counselors.

Accessible Parking

Designated accessible parking on campus is provided for students who have a DMV disabled person placard or license plate. The following are accessible parking regulations and guidelines on the Reedley College campus.

Accessible parking requires a DMV Disabled Person/Disabled Veteran Placard and/or plate, **and** a valid parking permit or daily parking permit.

When these items are displayed, the automobile may be parked in the following areas:

- Marked accessible stall, with a blue curb or parking block
- Any parking stall that has a sign noting a time limit
- Parking meter zone (NO payment needs to be placed into meter)
- Automobiles may not park in other special designated areas (i.e. staff, faculty, police, loading zone, etc.)
- Visitors with DMV disabled person placards can park in the meters located throughout the campus as identified in the use section of their placard. For information about applying for a DMV disabled person placard or license plate visit: [California DMV Information on Disabled Person Parking Placards & License Plates \(FFVR07\)](#)
- Those students wishing to park in the campus disabled person parking stalls must meet the Disabled Person Parking Placard or License Plates requirements established by section 295.5 (disabled person), and section 295.7 (disabled veteran) of the Vehicle Code of the State of California.

- SCCC District Police Department governs the operation and parking of vehicles upon all District property pursuant to Section 21113 of the Vehicle Code of the State of California. Such regulations have the full force of law and violators are punishable in accordance with the provisions of the Vehicle Code.
- A person shall not use such a plate or placard for the purpose of parking unless the person is disabled, or the driver of a vehicle in which a disabled person is a passenger. Pursuant to section [22511.56 \(a\)](#) of the California Vehicle Code any person on a SRCD campus displaying a placard is subject to presenting proper identification and evidence of the issuance of that Placard to parking enforcement officers and or campus police officers upon the officer's request.

For more information about the Accessible Parking Regulations or the policy governing operations of motor vehicles on college campuses please contact the State Center Community College District Police Department at (559) 244-5911 or visit: [SCCCD Police Parking and Traffic Policy](#). For Accessible Parking designations please view [Reedley College Campus Parking Map](#).

Interpreters

Interpreting services are coordinated upon request for students who are Deaf or Hard of Hearing. Interpreters are provided for classroom sessions, class-related meetings, events, and/or field trips, and for additional campus services.

Advance Notice:

- Students are highly encouraged to plan and request interpreting services as early as possible.
- Interpreters are assigned based on a variety of factors, including but not limited to: staffing availability; skills, knowledge and ability level of each interpreter and the individual communication needs of each student.
- The DSP&S District Interpreter Coordinator will make every effort to honor student preferences for a particular interpreter; however, DSP&S does not guarantee that a specific interpreter will be assigned or available.

How to arrange Interpreting Services:

- 1) Schedule an appointment with your DSP&S counselor.
- 2) Request interpreting services from your DSP&S counselor.
- 3) Schedule an appointment to meet with the DSP&S interpreter coordinator to complete the interpreter intake process.
- 4) **To request interpreters for classes:** Submit your Faculty Notification Letter through AIM with for each semester at least 4 weeks in advance of each semester beginning. Be sure to select “interpreting” as a requested accommodation before submitting.
- 5) **To request interpreters for all other campus services and/ or events:** Interpreter Service Requests must be made by completing the [Interpreter Service Request link](#)
 - a. Submit ISR requests via the request link to interpreter coordinator **two weeks in advance** of the scheduled appointment or event. Every effort will be made to expedite short notice ISRs received less than 2 weeks in advance.

Important Information regarding interpreting services:

Absences:

- If a student is absent for three consecutive class sessions and has not submitted prior notification to the interpreter coordinator or the counselor, the interpreter will automatically be reassigned to another student who may be pending an available interpreter.
- Reevaluation of reassigning the interpreter back to the class is handled on an individual basis with the student’s counselor and/ or interpreter coordinator.
- The first week of each semester of each class session, interpreters will wait 30 minutes to allow for students to arrive who may be running late due to traffic or parking.
- On the second week and thereafter, interpreters will wait 20 minutes after the beginning of each class session for the student to arrive. If the student has not arrived within 20 minutes, the interpreter may be reassigned to another class.

Concerns:

- If a student has a concern about an interpreter, the student is encouraged to work with the assigned interpreter to resolve the issue.
- When this is not appropriate or conducive to communication and/ or if the student doesn’t feel comfortable, the student is encouraged to then meet with the interpreter coordinator who will try and accommodate both the student and interpreter’s concerns toward a mutually effective resolution.

- If the student wants to request a different interpreter, the student needs to complete a *Request for Reassigned Interpreter form* (ask your DSP&S counselor for a copy of the form) and submit it to the interpreter coordinator.
- Please allow one week for interpreter coordinator to follow-up.

Tips

- Students are highly encouraged to use the DSP&S *priority registration* period to allow reasonable time to accommodate students.
- Students are required to inform the DSP&S interpreter coordinator of any changes to your schedules and any changes to any interpreting requests **as soon as possible and within a reasonable amount of time prior to** the start date of each request.
- Schedules and Interpreting Service Requests (ISRs) received with short notice and after this period will be expedited as quickly as possible and as staffing allows.
- DSP&S provides interpreting services for classes and all class-related activities, events, meetings, and services.
- For some campus-wide events, DSP&S will make every allowable effort to assist in these requests (i.e. provision, scheduling and coordinating of interpreters) but the department sponsoring the event is required to pay for the interpreting services.

The goal of DSP&S Interpreting Services is to facilitate accessible communication linguistically and culturally among students and staff in the post-secondary environment in an effort to support Deaf students' success toward achieving their goals.

Learning Disability Assessment

Students must meet the eligibility criteria for qualification as Learning Disabled according to the California Community College eligibility guidelines. Students who suspect they have a learning disability, but who have not been assessed can meet with a DSP&S counselor to discuss testing and be referred to the DSP&S Learning Disability Specialist. The DSP&S Learning Disability Specialist will connect with the student to schedule a Learning Disability Assessment. The Learning Disability Specialist, will then, provide a battery of individualized assessments to determine eligibility for learning disability services.

How to arrange for a Learning Disability Assessment Referral

- Schedule an appointment through the DSP&S office for a New Student Intake by calling (559) 494-3032.
- Students must complete and submit a Reedley College Application for Admission prior to the intake appointment.
- Students must complete the New Student Intake process (excluding verification of disability) in AIM.
- When appropriate, students will be referred for a Learning Disability testing appointment.
- Students are not eligible for DSP&S Services until completion of the Learning Disability Assessment which determines eligibility for services, per Title V guidelines. Temporary accommodations may be made while waiting for official Learning Disability Assessment results, confer with the Reedley College DSP&S LD Specialist for more information regarding temporary services.

Notetakers

Notetaking services are provided to eligible students. Students may find their own notetakers in class or may ask their instructors to help them find a notetaker.

How to arrange for Notetaking Services:

- 1) Schedule an appointment with a DSP&S Counselor to receive authorization for the notetaking accommodation.
- 2) Notetaking services will only be provided to a student who has a verified disability and whose disability-related functional limitations prevent the student from taking their own notes.

- 3) Refer instructor to the Faculty Notification Letter and inform them of your note-taking accommodation. Please refer to the Notetaker Agreement Form for additional information.
- 4) Students needing this service are required to either 1) ask a fellow student in their classes to assist them with notes, or 2) ask the instructor to help them find a notetaker in class and arrange to meet immediately after the class.
 - a. Student notetakers will be asked to log into AIM and sign the notetaker agreement. The student taking notes will be expected to upload notes within 24 hours of class conclusion.
- 5) Students are required to be in class to receive notes, they are not provided to students who are absent.
- 6) It is the student's responsibility to notify the course instructor as soon as possible if they will be unable to attend class so the notetaker can be notified. Three (3) failures to notify may result in termination of this service.
- 7) The student is responsible for informing the DSP&S office whenever changes occur that affect the student's notetaking services.
- 8) If you are not receiving your notes in a timely manner, contact your DSP&S counselor immediately.

Priority Registration

DSP&S students must meet SCCCD/RC Priority Registration Guidelines; see current college catalog or your DSP&S counselor for additional information. RC offers priority registration to the following **qualified** DSP&S students:

- 1) New students who have completed the college matriculation steps and DSP&S intake forms and are eligible for services through Disabled Student Programs and Services (DSP&S).
- 2) Continuing DSP&S students who have met with a DSP&S counselor once per academic year to review and update their Student Educational Plan/Academic Accommodation Plan.

Priority Registration shall be lost at the first registration opportunity after a student:

- 1) Is placed on academic/progress probation for 2 consecutive terms, or
- 2) Has earned 100 units or more degree applicable units (see college catalog regarding maximum time-frame policies).

Students may appeal the loss of priority registration due to extenuating circumstances. Please see the current Reedley College catalog for additional information.

How to arrange for Priority Registration:

- 1) You will receive notification about priority on your campus email. It is your responsibility to check your campus email daily for such notifications.
- 2) DSP&S counselors are available by appointment to assist with academic advising.
- 3) It is always advisable to schedule an appointment to discuss your next semester's schedule as early in the semester as possible since appointment times are especially hard to arrange once registration has begun.

Priority Registration will follow basic guidelines established by the Admissions & Records Office (e.g. deadlines, application guidelines, tuition, and fee payments), Financial Aid processes, and/or authorizations from the Department of Rehabilitation. See current college catalog for additional information.

Text to Speech (Kurzweil & Read & Write Gold)

Sometimes a student's disability inhibits their ability to complete required reading for a course in a timely manner with adequate comprehension. This student may benefit from having the reading material for the course available in auditory format. Students with documented visual impairments; physical/mental health disabilities, or learning disabilities that substantially limit reading ability are eligible for the alternate media format. Please ask your DSP&S counselor about text to speech services.

Testing Accommodations

The most appropriate method of administering a test depends upon the students' disability and the design of the test. Students with disabilities that affect manual dexterity, vision, or perception generally may be allowed extra time to complete tests. This is a reduced distraction environment and should not be expected to be a completely quiet environment. The proctor will inform testers to refrain from making excessive noise, but typical testing environment noise can be expected. The testing center has a limited amount of noise cancelling headphones for students to check out and use during testing.

How to arrange for Testing Accommodation:

- Schedule an appointment with your DSP&S counselor to request authorization for testing.
- Submit the Faculty Notification Letter via your Student AIM portal to your instructor. Ask your DSP&S counselor for assistance if needed.
- To schedule a test, you may login into you DSP&S AIM portal or contact the DSP&S office for assistance.
- All students are required to follow the Academic Dishonesty policy set forth in the college catalog.
- All exams are monitored by an exam proctor. Please discuss proctoring inquires or concerns with the Assessment Technician or your DSP&S Counselor.
- Please schedule at least 72 hours (three academic days) in advance.
- Remember to plan accordingly for exam accommodations. Last minute requests are subject to appointment time delay issues (i.e., unable to get exam from instructor, limited space in the Testing Center).
- Students must bring all required testing materials (i.e., scantron, pencil, etc.). Discuss with your instructor what they will allow you to use on the test, unauthorized testing materials are not permitted in the Testing Center.
- Please visit the [RC Testing Center](#) page for more information.

Section 10 - Campus Information Systems

WebAdvisor

WebAdvisor is a Web interface that allows you to access information contained in the administrative database used by Reedley College and State Center Community College District. If you are enrolled at any of our campus locations, your student records may be available online. WebAdvisor allows access to your personal profile that is part of your official records at the college. Students may use WebAdvisor for many reasons:

- Update address, telephone, or email
- Register for classes
- Add or drop classes
- Search course offerings/schedules
- View financial aid status
- View your individual schedule
- View grades
- View fee payment date

How to use WebAdvisor:

- 1) To view your personal records, you must provide a student login and password. Your username for your student MyPortal account is your student ID number and your password is your first initial (upper case), your last initial (lower case), and your 6-digit date of birth. For example, student Jordan Doe was born on December 25, 1997 and has a student ID number of 0123456. Jordan's student email login information would be:
 - Username: **0123456**
 - Password: **Jd122597**
 - If you have questions regarding your MyPortal login or need more information, please contact RC at (559) 494-3032.
- 2) Access WebAdvisor on-line at www.webadvisor.scccd.edu Login to WebAdvisor following the login and password directions provided above.
- 3) After you have logged in with your initial login and password, you will immediately be prompted to change your password and to provide a hint in the event your password is misplaced or forgotten in the future. For security reasons, your new password **MUST** be 6-9 characters in length and include both letters and numbers. Do not give your login or password to anyone. Keep both your login and password in a safe place.
- 4) If you have questions regarding WebAdvisor logins or need more information, please contact Reedley College at (559) 325-5200.

Student Email

Reedley College provides each student with a free email account and will use it as the primary means to communicate with you.

To access and activate your account:

- 1) You can access your student email via your Student Portal.
- 2) Your username for your Microsoft Office 365 Student Email account is your student ID number followed by @my.scccd.edu
- 3) Your password for your student email account is your first initial (upper case), your last initial (lower case), and your 6-digit date of birth. For example, student Jordan Doe was born on December 25, 1997 and has a student ID number of 0123456. Jordan's student email login information would be:
 - Username: **0123456@my.scccd.edu**
 - Password: **Jd122597**

Canvas

Canvas is a Learning Management Systems used by Faculty and Staff at Reedley College. Canvas provides on- line access to course materials for faculty using the system or hosts an on-line course in its entirety. Students will need access to Canvas to access on-line courses or to obtain course materials posted by the instructor. Canvas can be accessed by logging in to your [Student Portal](#)

Section 11 - Appendices

Additional On-Line Resources

Resource	Link to Resource
Federal Student Aid:	www.FAFSA.ed.gov
Reedley College:	https://www.reedleycollege.edu/
Pathway Information	https://www.reedleycollege.edu/academics/guided-pathways/index.html
WebAdvisor:	www.webadvisor.scccd.edu
Transfer requirements to CSU/UC	www.assist.org

Laws and Policies

Section 504 of the Rehabilitation Act of 1973

Section 504 is also known as the "Access Law." It provides program and physical access for students with disabilities. The law states that: "No otherwise qualified individual in the United States...shall, solely by reason of disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." When providing aid, benefit or service, public entities must provide opportunities for individuals with disabilities to participate that are as effective as the opportunities provided to others. The Office for Civil Rights of the Department of Education defines "effective communications" as "timeliness of delivery, accuracy of the translation, and provision in a manner and medium appropriate to the significance of the message and the abilities of the individual with the disability." The mechanism for enforcement of this law is the withholding of federal funds.

Americans with Disabilities Act (ADA) 1990

Extends the framework of civil rights laws and of Section 504. The ADA mandates reasonable access for people with disabilities with all public and private entities. Provides essentially the same protection as Section 504, except it is broader in context and coverage, and redress is more specifically defined. There are five sections:

Title I – Employment:

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

Title II – Public Services and Transportation:

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

Title III – Public Accommodations:

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

Title IV – Telecommunications:

Telephone companies need to provide continuous voice transmission relay services that allow people with speech and hearing disabilities to communicate over the phone through teletypewriters (TTYs). Also requires that federally funded television public service messages be closed captioned for viewers who are deaf or hard of hearing.

Title V – Miscellaneous Provisions:

Specifics for enforcement of the act and provisions for attorney's fees.

Section 12 - Frequently Asked Questions

Q Can a 504 Plan or IEP be used for documentation of a disability?

A Yes. It shows you have been served through a K-12 district therefore demonstrating prior history of disability services. However, RC DSP&S may need additional verification from a licensed medical professional in determining additional academic accommodations.

Q Will the same services that a student received in high school be offered in college?

A Maybe. High School Special Education programs are legally required to provide whatever service, accommodation, or modification that is needed for the student to be successful. Colleges are required by law to provide "equal access" to education. Access is provided through reasonable accommodations. Furthermore, college course curriculum cannot be modified to alter the fundamental nature of the course. Accommodations should not impact rigor or speed of course.

Q Will the Disabled Student Programs & Services office provide services such as helping a student eat meals or pushing a wheelchair?

A No. Services needed to assist a person with activities of daily living are the responsibility of the individual, not the college. See DSP&S for the most recent Personal Care Attendant Policy.

Q Are faculty and staff in higher education required to provide accommodations to a student with a disability, even if the student does not request it?

A No. The student has the responsibility to self-identify to the DSP&S office and go through the DSP&S intake process. Students are encouraged to provide instructors with their Faculty Notification Letter of approved accommodations the first 2 weeks of the semester.

Q Can a college refuse to grant a student's request for an accommodation if it is not specifically recommended in the student's documentation?

A Yes. All accommodations granted must be related to the student's disability related limitations and based on the student's documentation of disabilities and a discussion with the DSP&S counselor.

Q Does a disabled individual have to pay for services provided by DSP&S for disability-related limitations while in college?

A No. It is the college's responsibility to provide reasonable accommodations at no cost to registered and eligible students with disabilities.

Q How does a student get extra time for taking tests?

A A student must meet with a counselor to determine appropriate accommodations. As with all accommodations they will be individually determined for appropriateness in relationship to disability-related limitations and course requirements. See Testing Accommodations (9.13), for additional information.

Q Is digital recording allowed as an accommodation in higher education?

A Yes. Section 504, Subpart E of the Rehabilitation Act (1973), states specifically that a post-secondary institution may not impose rules that prohibit the use of recorders in the classroom for students with disabilities. See Equipment Loans (9.2) for additional information.

Q Can instructors decide that a student with a documented disability does not need extended time on a test or reduced distraction environment and choose not to give this accommodation?

A No. Test accommodations are reasonable for a student with a disability whose documentation specifically calls for that accommodation. The institution is required to ensure that the student is provided additional time to complete tests in order to provide an equal opportunity for that student. If this occurs the student must communicate this with their DSP&S counselor.

Q Does a student's request for an accommodation have to be provided even when the accommodations would result in a fundamental alteration of the program?

A No. Academic requirements that the institution can show are essential to the student's course of study do not have to be modified or accommodated. In other words, the institution would not have to change a requirement if it could demonstrate that such a change would fundamentally alter the nature of the course.

Q Can a student receive a failing grade for a college class in which they are receiving accommodations?

A Yes. Accommodations ensure "access," not "success."

Q Does your college assess for learning disabilities?

A Yes. See Learning Disability Assessment Testing (9.9) for additional information.

Q Does your college provide students with disabilities priority registration?

A Yes. They may be eligible for priority registration if their disability -related limitations warrant it and they need accommodation and/or services in the educational setting. See Priority Registration (9.12) for additional information.

Q How does a student get notetaking services?

A Upon approval of this accommodation by a DSP&S counselor, See Notetakers (9.10) for additional information.