

## Differences between K-12 and College

K-12 IDEA '97	K-12 504 PLAN	COLLEGE 504 AND ADA
Success more of a right	No guarantee	No guarantee. Student responsible for own success
District identifies disability	Parent provides documentation of disability	Student provides documentation of disability and need for accommodation
Free evaluation of disability	Parent's responsibility	Student's responsibility
District develops Individual Education Plan (IEP)	Parent/school develops plans	Student identifies accommodation needs
Entitled to services identified on IEP	Services determined by plan	College services not automatic; each college decides eligibility and services

K-12 IDEA '97	K-12 504 PLAN	COLLEGE 504 AND ADA
District ensures that the IEP is implemented	District/parent/student responsible	Student responsible for own progress
Teacher advocate	Parent/student advocate	Student advocates for self
Fundamental alterations to program of study permitted as identified on IEP	Fundamental alterations of program of study permitted as identified on 504 plan	None allowed: Accommodation may not alter fundamental nature of course or impose an undue burden on an institution
Personal services: e.g., transportation, personal attendant, nurse	None provided	None provided

**Examples of Services Provided by CSD**

- Academic counseling
- Personal counseling

- Assistive technology
  - Learning Disability Assessment
  - Acquire Brain Injury Assessment
  - Deaf and Hard of Hearing Services such as sign language interpreters, assistive listening devices, real time captioning and CART.
  - Special classes designed for students with disabilities.  
See “Counseling – Disabled Student Services” section of class schedule.
  - Textbooks/classroom materials in an alternate format (e-text, Braille, audiotape, mp3, captioning of videos and DVD’s)
  - Test accommodations
  - Priority registration when appropriate
  - In-class assistant (scribe, reader, note-taker)
  - Equipment (alpha smart, audio recorder) when available
  - Special furniture or equipment (table and chair)
  - Changing a classroom that is not accessible such as any classroom on the 2nd floor of the Letters and Science or the Liberal Arts building (see the schedule of classes for classroom accessibility).
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### **Examples of Services NOT Provided by CSD**

- Financial assistance
  - Housing
  - Transportation to/from campus
  - Parking permits
  - Food/drinks
  - Medication
  - Personal care attendants
  - Devices or services for personal use
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### **CSD Counseling Services**

#### **CSD counselors provide the following services:**

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- Academic counseling (eg, help select classes and/or major)
- Determine and authorize appropriate accommodations for all classes
- Assist with disability related issues between the student and the instructor or staff
- Personal counseling
- Teach CSD counseling classes
- Serve as liaison with off campus community and agencies
- Conduct campus tours for high schools

**Disabled Student Services Counseling Courses**

Counseling 12H: Career Planning

Counseling 13H: Personal and Social Awareness

Counseling 15H: Job Search Techniques

**CSD Counselor Contact Information**

Office: Student Services Complex 101 Voice: 310-434-4265

Fax: 310-434-4272

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**Deaf and Hard of Hearing (DHH) Services**

Deaf and Hard of Hearing (DHH) services and accommodations ensure full access to SMC's academic classes, events and co- curricular activities. Services and accommodations include:

- Sign Language Interpreters
- Real-Time Captionists
- Note takers
- Assisted Listening Devices
- Test accommodations
- Videophone (current students with access card)

**How to request DHH support services?**

- Enroll in SMC course(s)
- Complete CSD application
- Provide documentation verifying your disability

- Meet with CSD counselor to plan classes and sign the DHH Student Rights and Responsibilities for Interpreting/RTC Services

Students are responsible for requesting services and accommodations every term, well before the semester begins or as soon as you enroll in classes in order to best ensure and facilitate timely service delivery.

To obtain more information for DHH and to request services please visit SMC Deaf and Hard of Hearing website at [smc.edu/disabledstudent](http://smc.edu/disabledstudent)

### **DHH Contact Information**

VP: 424-238-1635

Voice: 310-434-4497

Text: 818-570-3813

Deaf and Hard of Hearing services are located in the Center for Students with Disabilities Office, Student Services Center, 1st floor.

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## **High Tech Training Center (HTTC)**

### **Services at HTTC**

- Teach courses in industry-standard applications integrated with assistive technology and ergonomics to students with disabilities enrolled in SMC academic courses.
- Partner with Academic Computing to support students with disabilities using campus labs.
- Evaluate technology needs and provide training in assistive technology and ergonomics to SMC students and employees with disabilities.
- Consult with faculty and staff on campus-wide access to electronic information technology and ergonomics including compliance with federal and state standards.
- Collaborate with Learning Disabilities faculty on integrating technology with our study skills workshops.

### **Courses Offered at High Tech Training Center**

Counseling 21H: Adapted Computer Technology

Counseling 22H: Adapted Computer Technology, Internet Skills for Academic Success

Counseling 25H: Adapted Computer Technology, Technology Tools for Academic Success

Counseling 26: Technology Literacy for Academic Success

Schedules for Counseling 21H / 22H / 25H / 26 are arranged by instructors.

Counseling 21H / 22H / 25H / 26 are available in the Fall and Spring semesters only.

### **Open Lab**

Counseling 921 (Open lab) provides technology-related support for students with disabilities relevant to mainstream courses taken at Santa Monica College.

### **Assistive Technologies Instruction and E-Text ordering**

By Appointment Only, call 310-434-4267

### **How do I request services?**

- Students must be registered with CSD and enrolled in an academic class at SMC. Visually impaired students must have functional typing skills.
- To request HTTC services, referrals are primarily made by the faculty of the Learning Disabilities and the Acquired Brain Injury Programs and by CSD counselors.

### **HTTC Contact Information**

Office: Student Services Center SS 159 Voice: 310-434-4267

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### **Alternate Media**

In keeping with the policy that all persons shall have equal access to educational materials, programs, facilities, admissions, and activities, Santa Monica College makes every effort to provide material in alternate formats for students with disabilities.

### **What does the Alternate Media Specialist do?**

The Alternate Media Specialist provides materials (e.g. handouts, exams, textbooks, videos, DVDs) provided for students with disabilities in their preferred format. (e.g. braille, electronic text, large print, captioning of videos or DVDs).

### **Examples of Alternate Media**

- Electronic Text (E-Text) such as Microsoft Word, Adobe PDF files, or Kurzweil files which can be accessed on a computer with screen reading or screen magnification software. E-text can be easily stored, can be searched and indexed, and can be converted to large print or braille. E-texts are either created on campus by scanning the material or are acquired from the publishers, under the provisions of AB 422, which requires publishers to provide E-text to students with disabilities.
- Large Print documents for those with sufficient vision, large print is often desirable. Although they are somewhat bulky, materials in large print have the advantage of being relatively portable and requiring no special equipment while conveying all the graphic and spatial information contained in the original material.
- Braille is a system of reading and writing which is used by approximately 10 percent of blind and low vision individuals. Braille can be quickly referenced without any equipment and can include charts, tables, simple diagrams, and a reasonable approximation of the format of a printed document.

Santa Monica College is equipped to provide braille material for students through the use of braille translation software and a specialized braille printer. Requests should be made far in advance of need, because it takes a considerable amount of time to produce lengthy, complex documents such as textbooks in braille.

- Tactile Diagrams are printed on special heat-sensitive paper to produce raised lines and images accessible to people who are blind.
- Videos and DVD's can be closed captioned. Santa Monica College is equipped to create captions in-house for videotapes and digital videos. The captioning process can take up to 6-8 weeks to complete.

To request Alternate Media, a student must be eligible for CSD services and it must be approved by either a CSD counselor, LD specialist or an ABI faculty member as a reasonable accommodation.

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## Acquired Brain Injury (ABI) Program

Santa Monica College has developed various educational approaches to serve students with acquired brain injuries. Our students' success rates are such that we encourage anyone with an interest in educational growth to take part in our program.

The SMC Acquired Brain Injury (ABI) Program is designed for the adult who wants to pursue educational goals. SMC offers two types of educational opportunities for those with acquired brain injuries:

- “For Credit” coursework with support services to complete a degree or certificate at SMC or transfer to another accredited higher education institution. Enrollment in the “for credit” includes a block of core courses, namely, Problem Solving for ABI Students, Orientation to Higher Education, Physical Education, Independent Living Skills, Adapted Computer Training, Search Skills, as well as mainstream academic or vocational courses. Support services include assessment of educational limitations and recommended academic adjustments, educational planning, classroom accommodations such as note takers, modification of testing, audiotaping, assistive listening devices, alternate media, priority registration.
- ABI Connections Coun 910, a non-credit, adult education course to develop community living skills and personal development. The course emphasizes life skills; caregivers may participate in instructional activities when desirable. Class activities may include exploration of community resources, development of video media, and cognitive stimulation exercises.

### Who enrolls in the Acquired Brain Injury Program?

This program is designed for the student who is at least 18 years of age or has a high school diploma. The student should have the potential to profit from educational programs:

- Have a verifiable medical documentation
- Demonstrate sufficient self-help skills to manage basic bodily functions or provide own attendant care
- Have sufficient language skills to benefit from the educational program
- Consistently refrain from behaviors which deny the personal rights or safety of others
- Be free of substance abuse

- Have potential to benefit from instruction in a group setting

### **How do I enroll?**

Before a student can participate he/she must complete an assessment course Coun 921. Individuals must submit medical verification of an acquired brain injury before attending the assessment course.

Contact Stephanie Lewis, Program Specialist, at 310-434-4442 or lewis\_stephanie@smc.edu for enrollment information.

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## **Learning Disabilities (LD) Program**

### **What are Learning Disabilities?**

Definition: Learning disabilities are learning differences which may interfere with the ability to understand, remember, and/ or use information. The effects are quite individual, but it is generally accepted that these difficulties create a gap between a person's true capacity and his or her day-to-day performance and productivity.

These learning differences may include difficulties with:

- Attention or concentration
- Memory
- Visual and/or Auditory processing
- Spatial orientation
- Language
- Reasoning
- Sequencing

These problems with learning are not a result of factors such as educational disadvantage, emotional/psychological disturbance, physical disabilities or limited ability. Students with learning disabilities experience frustrations with learning that make school difficult even though they have the aptitude to succeed.

### **Diagnosis and Eligibility for Services**

Student must meet certain eligibility criteria in order to be considered eligible for accommodations and services.

- Intake Screening: Includes personal/educational history, goals, past difficulties, etc.
- Measured Achievement: Documents areas of strength in an academic discipline
- Ability Level: Documents average to above average intellectual ability
- Processing Deficit: Documents weaknesses in acquiring, integrating, storing, retrieving and/or expressing information.
- Aptitude-Achievement discrepancy: Identifies areas where the student's achievement is significantly less than that of his peers with the same ability level.

### **Learning Disabilities Support Services**

After the assessment process, an Individual Educational Plan is developed with recommendations for needed skills training and appropriate accommodations. Following is a list of accommodations and services that the student may be eligible for as indicated in his/her educational plan.

- Test Proctoring
- Priority Registration when appropriate
- Volunteer Note takers
- Alternate Media
- Study Strategies Classes
- Tutoring
- High Tech Training Center
- Academic Advisement (CSD Counselor)

### **Learning Disabilities Study Strategy Classes**

Counseling 51: Test taking/Memory Strategies

Counseling 52: Textbook/Memory Strategies

Counseling 54: Organizational Strategies

Counseling 56: Written Language Strategies

Counseling 57: Listening, Note taking and Memory

Counseling 58: Math Strategies

Counseling 59: Textbook Strategies Using Technology

## **LD Contact Information**

Student Services Center, 3rd floor, Tel: 310-434-4684

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