



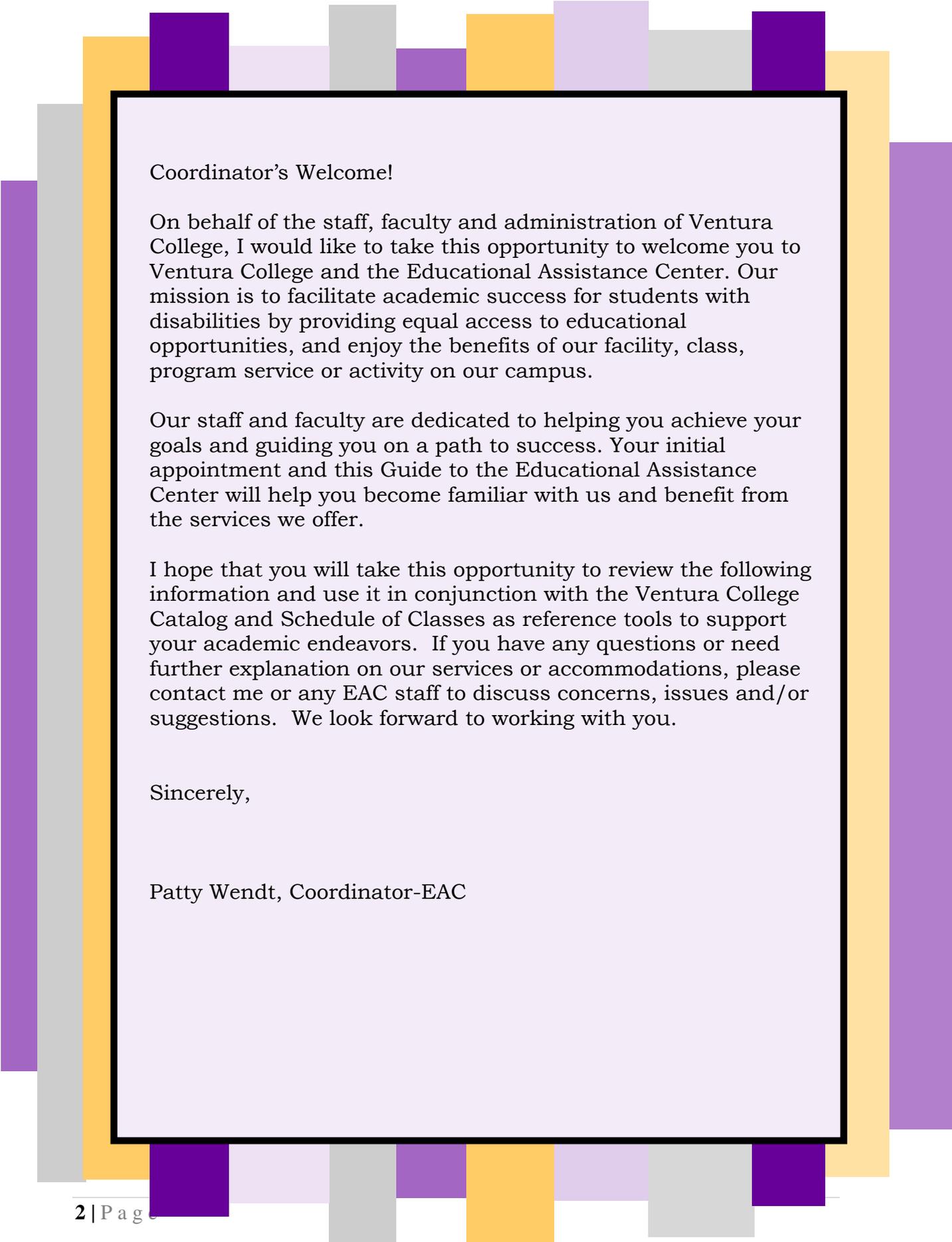
# A Student's Guide To the Educational Assistance Center

Accommodations for Students with Disabilities

THIS GUIDE IS AVAILABLE IN ALTERNATE FORMATS UPON  
REQUEST

CONTACT EAC AT 805-289-6300

[WWW.VENTURACOLLEGE.EDU/EAC](http://WWW.VENTURACOLLEGE.EDU/EAC)



Coordinator's Welcome!

On behalf of the staff, faculty and administration of Ventura College, I would like to take this opportunity to welcome you to Ventura College and the Educational Assistance Center. Our mission is to facilitate academic success for students with disabilities by providing equal access to educational opportunities, and enjoy the benefits of our facility, class, program service or activity on our campus.

Our staff and faculty are dedicated to helping you achieve your goals and guiding you on a path to success. Your initial appointment and this Guide to the Educational Assistance Center will help you become familiar with us and benefit from the services we offer.

I hope that you will take this opportunity to review the following information and use it in conjunction with the Ventura College Catalog and Schedule of Classes as reference tools to support your academic endeavors. If you have any questions or need further explanation on our services or accommodations, please contact me or any EAC staff to discuss concerns, issues and/or suggestions. We look forward to working with you.

Sincerely,

Patty Wendt, Coordinator-EAC

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## **Introduction**

### Mission Statement:

The Educational Assistance Center (EAC) promotes the educational and vocational potential of students with disabilities by supporting each student's integration into the mainstream of college life. Students with learning disabilities, mobility, visual, hearing, speech, mental health impairments, autism, acquired brain injuries, attention deficit/hyperactivity disorder, or other health impairments (such as seizure disorders) are eligible for support services and special classes that are needed to fully participate in the educational process.

### Goals:

- To provide students with disabilities an equal opportunity to participate in the educational activities at Ventura College.
- To provide qualified students with disabilities the required services and accommodations to meet their educational needs.
- To provide qualified students with disabilities the special classes needed to prepare them for success in the general college classes.

The purpose of this guide is to describe our policies and procedures for students to better utilize the services of the EAC. We have also included supplemental information that is very important for students with disabilities. We encourage you to familiarize yourself with our services and procedures through this guide. Information about the EAC can also be found in the Ventura College catalog, the schedule of classes, and at the Ventura College website.

# Students qualify for EAC Services in a variety of ways

## **Self-referral:**

A student may self-identify a disability and apply for services

## **High School Staff:**

Teachers, counselors and other high school staff may encourage students with disabilities to apply for services with EAC through the application process

## **Faculty and Staff:**

Ventura College faculty or staff may notice a student's limitation(s) in the classroom or during interactions with the student and suggest the student seek assistance from the EAC

**Office**

## **Community Agencies:**

Agencies, such as hospitals, rehabilitation centers or Department of Rehabilitation (DOR) are additional sources of referrals

## **Determination of Eligibility**

For students to be eligible for academic adjustments, auxiliary aids, services and/or instruction, a student should have a disability which is verified by one of the following means:

- observation by certificated EAC Staff;
- assessment by certificated EAC Staff;
- review of documentation by certificated staff provided by appropriate agencies or certified/licensed professionals outside of EAC.

Additionally, the student's educational limitations must be identified by certificated staff and described in the Academic Accommodations Plan (AAP).

### **Documentation of Disability**

Professional documentation of a disability is essential for determining barriers in an educational setting and providing accommodations or services. 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 when the student experiences a substantial change in his or her condition impacting the identified functional limitation and need for services.

Colleges and universities require disability documentation that shows the student has a disability as defined by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Because these laws are different than the Individuals with Disabilities Education Act (IDEA), which only applies to students with disabilities in K-12, new or additional documentation may be required.

Once the Educational Assistance Center receives documentation of a student's disability, the documentation becomes the property of the EAC. It will not be returned to the student. Students must submit a written request if documentation of disability is to be released for personal use. FERPA laws do not allow EAC to share third party documentation.

The Disability Verification form is available online from the EAC's college webpage.

[http://www.venturacollege.edu/sites/default/files/files/departments/student-services/educational-assistance-center/disability\\_verification.pdf](http://www.venturacollege.edu/sites/default/files/files/departments/student-services/educational-assistance-center/disability_verification.pdf)

## **TITLE 5 DISABILITY CATEGORIES**

**Physical Disability:** 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.

A physical disability encompasses a wide range of conditions and results in a limitation in one or more of the following areas:

- a. Walking in terms of distance, length of time, or terrain
- b. Range of motion and /or reach
- c. Standing or sitting
- d. Cardio-pulmonary factors that affect breathing
- e. Other physical functions of the body

There may be various causes for a physical disability including congenital impairments, effects of disease, as well as traumatic incidents including accidents, combat, physical altercations, and other factors.

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

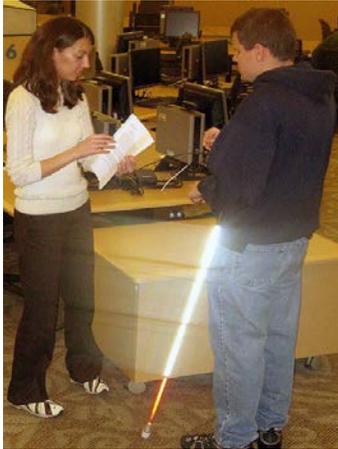
Deafness or Hard of Hearing means either total deafness or a hearing loss so severe that a student is limited in processing information through hearing, with or without amplification or other technology. Hearing impairment is defined as:

- 1) Deaf means a total or partial loss of hearing function so severe that it no longer serves as a major channel for information processing. For purposes of this definition, deafness is defined as a condition that requires the use of communication in a mode other than oral language including sign language,

real time captioning or other visual or tactile means.

2) Hard of Hearing means a functional loss in hearing which is still capable of serving as a major channel for information processing.

**Blind Low Vision:** is defined as a level of vision that limits the student's ability to access the educational process.



Blindness or low vision results from a level of visual disability so significant that, without accommodation other than regular corrective lenses, vision no longer serves as a major channel for information processing. Blindness or low vision may be caused by a congenital condition, disease, or traumatic event including accident, combat, physical altercation, or other events.

If the visual loss is the result of psychological condition or an acquired brain injury (ABI), the student should be reported under either of these categories.

**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 ability; and
- (b) Statistically significant processing deficit (s); and/or
- (c) Statistically significant aptitude-achievement discrepancies.

Learning disabilities do not apply to learning problems resulting from any physical or visual

disabilities, or hearing loss, psychological disability, or any health related disabilities. Learning disabilities can exist with other disabilities with the exception of an intellectual disability and an acquired brain injury (unless documentation of LD was present prior to sustaining the injury).

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

ABI is defined as an acquired brain injury or traumatic brain injury (TBI) that occurs during or after childhood and may come from a variety of causes such as a traumatic event, (accident, combat, physical altercation), or other medical conditions such as stroke or brain tumor, resulting in functional limitations that adversely affect or limit a student's educational performance by impairing:

- 1) Cognition, attention, memory, information processing, reasoning, abstract thinking, judgment, self-regulation and/or problem solving;
- 2) Language and/or speech;
- 3) Sensory, perceptual and/or motor abilities;
- 4) Psycho social behavior; or
- 5) Physical functions
- 6) Social skills (pragmatics) and/or
- 7) Behavioral issues.

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

Attention Deficit Hyperactivity Disability is a neurodevelopmental condition affecting both children and adults. It is described as a "persistent" or on-going pattern of inattention and/or hyperactivity-impulsivity that gets in the way of daily life or typical development. Individuals with ADHD may also have difficulties with maintaining attention, executive function (or the brain's ability to begin an activity, organize itself and manage tasks) and working memory. In the most current American Psychiatric Association Diagnostic and Statistical Manual Attention Deficit Hyperactivity Disability is described as having 3 major presentations:

1. Inattentive
2. Hyperactive-impulsive
3. Combined inattentive & hyperactive-impulsive

In addition, as with other disabilities to be eligible for DSPS services, the student's ADHD must interfere with a major life activity and pose a functional limitation(s) in the educational setting.

**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.

An Intellectual Disability (ID) is characterized by significant limitations both in intellectual functioning and in adaptive behavior that affect many everyday social and practical skills. Adaptive skill areas refer to basic skills needed for everyday life. They include communication, self-care, home living, social skills, leisure, health and safety, self-direction, functional academics (reading, writing, basic math) and work.

**Autism Spectrum:** is 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 important areas of current functioning.

Autism spectrum disorders are characterized by significant limitations and may include, but not be limited to any of the following:

- 1) Limitations in social-emotional reciprocity (e.g. abnormal social approach; failure of normal back-and-forth conversation; reduced sharing of interests, emotions, or affect; failure to initiate or respond to social interactions);
- 2) Limitations in nonverbal communicative behaviors used for social interactions (e.g. poorly integrated verbal and nonverbal communication; abnormalities in eye contact and body language; deficits in understanding and use of gestures; total lack of facial expressions and nonverbal communication);
- 3) Limitations in developing, maintaining, and understanding relationships (e.g. difficulties adjusting behavior to suit various social contexts; difficulties in making friends; absence of interest in peers);

- 4) Stereotyped or repetitive motor movements, use of objects, or speech (e.g. self- stimulation behaviors such as arm flapping, flipping objects, echolalia, idiosyncratic phrases);
- 5) Insistence on sameness, inflexible adherence to routines, ritualized patterns, or verbal nonverbal behavior (e.g. extreme distress at small changes, difficulties with transitions, rigid thinking patterns, greeting rituals, need to take same route every day, need to eat the same food every day);
- 6) Highly restricted, fixated interests that are abnormal in intensity or focus (e.g. strong attachment to or preoccupation with unusual objects, excessively circumscribed or perseverative interest);
- 7) Hyper- or hypo-reactivity to sensory input or unusual interests in sensory aspects of the environment (e.g., apparent indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement).

**Mental Health Disability:** is defined as a 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 the category.

A mental health disability is defined as a persistent psychological or psychiatric disorder, emotional or mental illness that adversely affects educational performance. A mental health disability is a condition which:

- 1) Is listed in the most current American Psychiatric Association Diagnostic and Statistical Manual (DSM) and/or the Americans with Disabilities Act, as amended, and/or the International Classification of Diseases (ICD);
- 2) Reflects a psychiatric or psychological condition that interferes with a major life activity; and
- 3) Poses a functional limitation in the educational setting.

**Other Health Conditions and Disabilities:** includes all students with disabilities who have other health conditions and/or disabilities that affect a major life activity and limits the student's ability to access the educational process.

Students with health conditions or other disabilities covered in this category may have impacts that result in educational limitations which may be nonspecific and vary widely from individual to individual. Some of the more common limitations of students with health conditions

include decreased level of energy or stamina and pain. These effects have lasted or are expected to last at least six months and may be episodic in nature and come from various causes.

## **Support Services**



The Educational Assistance Center (EAC) provides services to students with disabilities which are in addition to the general services provided to all students. Such services enable students to participate in general activities, programs and classes offered by the college. These services may vary term to term depending on the educational requirements of the class(es) and must be requested each and every term. Also, these services cannot fundamentally change academic requirements for degrees, certificates, program, courses or assignments. Together, the student and Certificated Staff will have an interactive conversation of establishing educational limitations and then what is needed to provide the student equal access to the educational process. Services approved at Ventura College are considered reasonable for specific classes or educational settings at this college and may not apply to other institutions.

It is the student's responsibility to request an accommodation and to follow the guidelines that are established by the EAC.

## **Description of Academic Adjustments, Auxiliary Aids and Services (Support Services)**

### **Adapted Furniture**

Although the campus is moving toward universal design, adapted furniture is still needed and used to provide greater access to classroom facilities or ease of use because of a physical limitation. Furniture adapted for use in the classroom may be provided for a student after written request and counselor approval. Some common items requested are: table instead of regular classroom desk, computer on adjustable cart for wheelchair accessibility, padded chair, and foot/leg rest.

### **Advising and Counseling**

EAC offers specialized, disability specific, advisement and counseling services for all registered students with disabilities. Among these services you will find:

- **Academic advisement** – advice on course selection and procedures for enrollment.
- **Academic counseling** – counselor led solutions to academic issues and difficulties. Includes accommodations and probation/dismissal status guidance.
- **Career counseling** – exploration/ discovery of possible career/educational options.
- **Disability management** – strategies to minimize disability-related challenges and to increase likelihood of positive life and educational outcomes.
- **Course planning** – specific plan detailing term by term coursework to reach educational goal (i.e. certificate, associate degree or transfer).
- **Personal counseling** – assistance with personal difficulties that may be impacting academic performance.
- **Referrals** – information about campus and community resources that provide additional support in educational services or career/job placement. Examples include California Department of Rehabilitation, Regional Center, Financial Aid, EOPS, etc.

## **Alternate Media**

Alternate Media is defined as instructional materials, textbooks, college publications, and/or library materials in formats accessible and usable by individuals with disabilities. It is the process by which printed material is converted into an accessible form for a student with a reading or print limitation. Examples of accessible formats are: digital talking books (DAISY), Kurzweil 3000, large print, Braille, tactile graphics, captioning, and e-text. Alternate Media Services will only be provided to students who have a verified disability and whose disability-related functional limitations prevent them from reading regular print. Students are required to make alternate media requests in advance.

## **Assistive Technology**

The ATTC (Assistive Technology Training Center) is a specialized computer lab addressing student and campus assistive technology needs. It is a classroom and training location in the LRC (Learning Resource Center). Some of the things you will find are:

- Scan & Read Technology
- Screen Reader Software
- Voice Recognition Software
- CCTV
- Screen Magnification Software
- Large Monitors
- Alternative Keyboards
- Talking Dictionaries
- Visual Idea-Mapping Software
- Math/Science Assistive Technology



## **Diagnostic Screening and Assessment of Learning Disabilities**

Screening and assessment for possible learning disabilities may be provided to current Ventura College students when determined appropriate by a certificated specialist in EAC. Currently enrolled students can contact the EAC office for additional information and to schedule an individual appointment with an EAC Counselor.

## **Equipment Loan**

The EAC office has select equipment available for loan. Equipment loans are upon counselor approval and will only be made if the student is enrolled in classes. Equipment is loaned for school-sponsored activities only. The student will be held responsible for lost, stolen, or damaged equipment. Commonly checked out equipment include tape recorders and smart pens.

## **Interpreting Services/Real Time Captioning/Assistive Listening Devices**

Qualified sign language interpreters will be provided to students who qualify through EAC. This may include classroom lectures and labs, meetings with instructors, club meetings, field trip or any Ventura College educational activity. Real-Time Captioning involves a transcribing of all of the communication in the classroom so that the student with a hearing loss can read along and fill in information they were unable to hear thus allowing for full participation in the learning environment. Students are required to make requests for interpreting services and real time captioning in advance.

## **In-Class Assistant**

In-Class assistants are provided to assist with the manipulation of objects or to provide realtime reader or scribe services for classroom activities. (These are not Personal Service Attendants.)

Students needing temporary services for injuries like a broken arm can also receive support services through the EAC.

### **Notetaking**

In-class notetaking service is for students whose disabilities limit them from taking effective notes, and is determined a reasonable accommodation by a Certificated EAC Staff member. A volunteer notetaker is a student registered in the same class as notetaking services are being requested. Both the student and the professor work together to seek out the best suited notetaker for the class.

EAC provides the notetaking paper (also referred to as carbonless or NCR) to students to facilitate the process of getting a copy of notes from another student. In addition or in lieu of notetaking paper, a student may choose to record lectures. We recommend students inform their professors prior to recording lectures and complete an agreement regarding the appropriate use of those recordings.

### **Personal Service Attendant**

Ventura College (VC) makes every reasonable effort to accommodate individuals with disabilities according to applicable federal and state mandates. The college is not required to provide personal service attendants. However, the college does support the provision of such attendants by other community agencies and entities only if the proper procedure is followed. The student will need to initiate a request and provide evidence from a qualified professional verifying how current functional limitations of the disability relate to the need for a personal service attendant (PSA) as a reasonable accommodation in a college setting. A PSA is not considered a student, and the PSA's participation in class is limited to assisting the student's accessibility needs.

Once you complete registration, make sure to request services like Alt Media that require extra time to produce.

### **Priority Registration**

EAC students who have priority registration as an accommodation and an updated AAP (Academic Accommodation Plan) are eligible for priority registration. In order to continue receiving priority registration, it is imperative that EAC students see their counselor at least once a year to update their records. High school students with dual enrollment at Ventura 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 EAC so we can verify your status and provide priority registration as appropriate.

### **Testing Accommodations**

For Ventura College and for the professor's convenience, EAC offers an alternative testing location for students with disabilities who require accommodations. This is to assist the professor with the legally mandated responsibility to provide alternate testing locations and accommodations for students with disabilities. However, if preferred, the professor may give the exam to the student under his or her personal supervision as long as the accommodations the student needs are provided. These accommodations may include, but are not limited to, time and a half-double time, distraction-reduced environment, reader or scribe or as necessary. If the professor prefers to have the student take the exam in the EAC office, the student should make arrangements for all testing accommodations directly with EAC at least 48 hours in advance. The test accommodation form must be completed and received by the EAC Office prior to any test being taken.

## **General Guidelines for Requesting Accommodations**

A student must first complete the following in order to obtain any academic adjustments, auxiliary aid or service.

1. Provide documentation of a disability
2. Meet with a Certificated EAC Staff (Counselor) for an interactive conversation to identify functional limitations and to determine appropriate academic adjustments, auxiliary aids and services  
-at times functional limitations change so a student should then meet again with a counselor to discuss those changes for an update to their academic accommodations
3. Complete the applicable request form for each course every semester needed

### **Timeline for requesting services**

Some accommodations require more time than others to arrange. Giving proper advanced notice greatly facilitates timely service delivery.

*Prior to the start of the Semester:*

- Textbooks in alternate format (e-text, Braille, enlarged, auditory)
- Interpreter (Sign Language/Oral) or Real Time Captioner
- In-class Assistant
- Equipment
- Software, special furniture or equipment installed in classroom

*The First Week of Classes and Ongoing Throughout Semester*

- Testing Accommodations
- Notetaking accommodations
- Use of Assistive Computer Technology
- Mobility requests (Amigo)

### **Maintaining Services**

Students utilizing academic adjustments, auxiliary aids and services have a responsibility to use the services in a responsible manner. These services may be denied if the student misuses services or doesn't follow established

procedures. If you miss a scheduled service without prior notification on three (3) occasions during the semester, you will receive notification (via the Ventura College email) regarding suspension of that specific service. You will need to meet with an EAC counselor 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 counselor. Suspended services may be reinstated during the current semester upon recommendation of the counselor/and or coordinator.

## **Suspension or Termination of Services**

There are two ways that students may have their services suspended or terminated-(1) inappropriate use of services, and (2) lack of measurable progress.

### **(1) Inappropriate Use of Services**

Inappropriate use of services is defined as failure to comply with the Ventura College Student Standards of Conduct (Board Policy 5500 attached) and/or failure to comply with the policies and procedures of individual services that student is using. Failure to comply with the terms stated within each specific service area may result in the termination of that service.

1. Only services that have been used inappropriately may be terminated in the middle of a semester.
2. Prior to the termination of a service, the student will be notified in writing with a copy sent to the Dean of Student Services that, unless he/she meets with his/her EAC counselor to discuss the area of concern, the service will be automatically terminated fourteen (14) calendar days from the date of the letter.
3. At the time of the meeting with the counselor, the student will need to sign the Warning of Suspension or Termination Contract which outlines the guidelines for continuing services.
4. If service is terminated, it will be terminated for the current semester only.
5. Terminated services may be reinstated during the current semester only on the authorization of an EAC counselor, and only if there are extenuating circumstances which warrant the reinstatement of the service.

6. Reinstatement of services for future semesters will be considered on a case-by-case basis.

Title 5 Section 56101b of the California Code of Regulations indicate that “a district may adopt a written policy providing for the suspension or termination of DSP&S (EAC) services when a student fails to comply with responsible use of DSP&S (EAC) services, service provision policies and measurable progress policies. Such policies shall provide for written notice to the student prior to suspension or termination and shall afford the student an opportunity to appeal the decision. Each student shall be given a copy of this policy upon first applying for services from DSP&S (EAC)”.

### **(2) Measurable Progress**

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

1. Failure to meet Ventura College’s academic standards established by the college.
2. Two consecutive semesters of failure to follow EAC services policies.

### **Guidelines for specific auxiliary aids and services**

These specific services will only be provided to a student who has a verified disability which necessitates the use of that specific service. Authorization for each specific service must be approved in advance by an EAC certificated staff member. To determine your eligibility for these services, contact an EAC Counselor.



Request services for unusual or other activities (i.e. field trips, conference with instructor) when you learn of activity

### **Equipment/Material Loans**

1. Equipment (i.e., tape recorders, laptop computers, spellers or calculators, assistive listening devices [PFMs], mobility aides and material (i.e., notetaker notebooks, tapes, videos, and books) shall not be loaned to a student for any purpose or activity which is not school-sponsored.
2. Contact the EAC office to arrange for an appointment to obtain approval from an EAC staff member to check out equipment or material and to complete the appropriate EAC Equipment/Material Release forms.
3. If equipment or material is not returned at the appropriate time and place or is returned damaged, the student may forfeit his/her rights to future equipment or material loans. A hold may be placed on the student's records and ability to register until arrangements are made to replace or return the equipment or material.
4. If equipment or material is not returned, the student will be responsible for replacement costs.

### **Interpreter/RTC (Real Time Captioning) Services**

1. Interpreter services will be provided for students with verified documentation of hearing loss by the EAC office.
2. The EAC office will contact and assign interpreters/RTC.
3. Two unexcused absences in a row or three unexcused absences during the semester may result in a temporary cancellation of interpreters/RTC for classes.
4. Continued and excessive absences without notification may result in permanent loss of interpreting/RTC services for the semester.

## **Other Services**

For other services such as classroom or test accommodations, priority registration, notetakers, etc., the student must contact an EAC counselor or other EAC certificated faculty for authorization. Certain services, such as converting material into alternate formats have additional conditions the student must abide by. Students need to request services every semester that the accommodation is needed. Early requests for accommodations are encouraged. Late requests for accommodations may result in delays.

## **Instruction: Specialized Classes**

The Educational Assistance Center offers classes designed to address the educational limitations of students with disabilities who are admitted to the college and are unable to substantially benefit from general classes even with appropriate academic adjustments, auxiliary aids and services. EAC offers numerous classes aimed at academic, computer, vocational and personal skills building, as well as adapted physical education classes.

### **Ventura College Educational Assistance Classes**

ACT V01 – ACT: Evaluation  
ACT V02 – ACT: Keyboarding Skills  
ACT V03 – ACT: Access to Computers  
ACT V05 – ACT: Skills for the Internet  
ACT V25 – ACT: Writing Skills

CDL V01-Personal & Social Skills for Cognitively Diverse Learner  
CDL V03-Consumer Finance for Cognitively Diverse Learner

EAC V01 – Strategies for Success in College and Life  
EAC V21 – Weight Training and Conditioning: Adaptive  
EAC V26 – Individual and Team Sports: Adaptive  
EAC V32- Job Seeking Strategies

LS V02 – Reading Comprehension and Problem Solving  
LS V03A – Study Skills: Notetaking/Time Management  
LS V03B – Study Skills: Test Taking/Proofreading  
LS V03C – Study Skills: Organization/Research Paper  
LS V07 – Learning Skills: Fundamental of Math  
LS V09 – Personal Development  
LS V10 – Vocabulary Building  
LS V14 – Memory Power  
LS V25 – Improving Grammar and Writing Skills

**Please note that not all classes are offered every semester**

# **Students Rights & Responsibilities**

## **Student's Rights**

Participation in the Educational Assistance Center shall be entirely voluntary. Receiving academic adjustments, auxiliary aids, services and/or instruction shall not preclude a student from also participating in any other course, program or activity offered by the college. All records maintained by EAC personnel pertaining to students with disabilities shall be protected from disclosure.

## **Student's Responsibilities**

Students receiving academic adjustments, auxiliary aids, services and/or instruction shall;

- (1) Comply with the student code of conduct adopted by the college and all other applicable statutes and regulations related to student conduct;
- (2) Be responsible in their use of EAC services and adhere to written service provision policies adopted by EAC;
- (3) When enrolled in educational assistance classes (ACT, CDL, EAC, LS) make measureable progress toward the goals developed for the course as established in the student's Academic Accommodation Plan (AAP),
- (4) When the student is enrolled in general college classes, meet academic standards established by the college.

## **Getting Started:**

Registering for College can be a confusing endeavor! However, if you follow the steps to enrollment listed below you will find that it can be very simple. This section describes the various steps and appointments needed to enroll at Ventura College and to begin receiving EAC services.



## **Educational Assistance Center Ventura College Steps to Enrollment Guide**

Before beginning steps, students can make an appointment to see an EAC Counselor to submit disability documentation and have the steps further explained. Call for an appointment at 805-289-6300.

### **STEP 1: Complete the following applications:**

- **Admissions:** Apply online  
<http://www.venturacollege.edu/apply>
- **Set up MyVCCCD Portal:** Students will receive a welcoming email that includes a link to set up their MyVCCCD portal. The link should be used immediately as it expires after ten days. If the email indicates that more information is needed to complete the application process, students must come in-person to Admissions and Records at Ventura College for assistance. Picture ID is required by Admissions & Records. Student may also get help with the application process or with their portal at the Educational Assistance Center (EAC).

- **Financial Aid**

1. Complete your FREE Application for Federal Student Aid (FAFSA) at [www.fafsa.gov](http://www.fafsa.gov). If you are not a US Citizen or Permanent Resident you are not eligible for the FAFSA. If you are an AB 540 student, you can complete a Dream Act Application: Instead at <https://dream.csac.ca.gov/>
2. Check your MyVCCCD portal account by going to <http://my.vcccd.edu>
3. Check your Financial Aid Status inside MyVCCCD by selecting the Financial Aid tab. Scroll to the **Financial Aid Requirements** channel
4. Check your MyVCCCD portal for weekly updates, messages or additional requested information.

**STEP 2: Complete Orientation online, at the Educational Assistance Center, or call to schedule an appointment to attend an in-person orientation workshop offered at Ventura College (805) 289-6448.**  
[www.venturacollege.edu/online\\_services/online\\_orientation/index.shtml](http://www.venturacollege.edu/online_services/online_orientation/index.shtml)

**STEP 3: Take the English and Math placement tests at the Educational Assistance Center.** Students must have a college application submitted and must provide college student ID# which is provided after the admissions application is completed in order to be allowed to test. Students must bring documentation of their disability (a copy of their last IEP or 504 Plan) to receive accommodations on the placement tests. **Placement Tests are given on :** Monday – Thursday 9:00 am or 12:00 pm, Tuesday 3:30 pm, and Friday 9:00 am. Call 289-6300 to schedule your placement test.

**STEP 4: Get counseling help at the Educational Assistance Center.** Make an appointment with an EAC counselor at (805)289-6300. You will need to provide your 900 student ID number in order to make an appointment. Notify the person making the appointment that you are a new student. On the day of your appointment, please bring documentation to verify your disability, (if not already submitted). You can meet with a counselor for Fall scheduling.

- **Ventura College Promise (VC Promise):** Online application will be available on your MyVCCCD portal. Steps 1 through 4 must be completed in order to submit VC Promise application during the filing period. Notification of application status will be sent through email on my.vcccd.edu or portal. The **VC PROMISE** will pay for enrollment fees, health fees, student center fees, and student representative fees for fall and spring for qualified graduating high school seniors. For more information or questions, please contact the VC Foundation Office, (805) 654-6461.

**STEP 5:** **EAC Priority registration for classes (provided that you've completed Steps 1 through 4 above).** You can register in the EAC office or to register online, log in to your MYVCCCD portal account at <http://my.vcccd.edu> . You may need to contact the EAC at 805-289-6300 for an early registration date.

**STEP 6:** **Pay balance of registration fees.** All fees are due and payable immediately. **Registration is not complete until fees are paid and classes will be cancelled if fees are not paid by 10:00 p.m. on the day of registration.** **It is the student's responsibility to follow through with financial aid and/or the Business Office** located in the Student Services Center at Ventura College. Payment arrangements are available online. Students who drop classes after the refund deadline are responsible for all fees owed. See the Registration Calendar for the last day to drop with a refund or credit. [www.venturacollege.edu/online\\_services/pay\\_fees.shtml](http://www.venturacollege.edu/online_services/pay_fees.shtml)

## Transition from High School to College

*It's a whole new world out there!*

### **Different Laws Apply**

IDEA (Individuals with Disabilities Education Act) and Section 504 of the Rehabilitation Act of 1973 are very different, leading to miscommunication between college and high school staffs who have studied only the statutes applying to their institution. In high schools, for example, under IDEA, special education program procedures may apply primarily to Learning Disabilities. High school students who are in wheelchairs, may fall under a subpart of Section 504 of the Rehabilitation Act and be referred to as their "504" clients. They will develop IEPs (Individual Education Plans) for these students simply because that is the procedure they have been required to follow under their IDEA mandated program. However, Section 504 does not create a requirement for IEPs in either high school or post-secondary institutions.

The misunderstanding comes from the practice of assuming that the "IEP" or "504 Plan" developed at a high school will be binding on a college or university. The IEP (an IDEA vehicle) no longer exists. And different aspects of Section 504 apply to high schools and colleges.

<b>High School:</b>	<b>Post Secondary:</b>
Individuals with Disabilities Education Act (IDEA)	
Section 504 of the Rehabilitation Act of 1973	Section 504 of the Rehabilitation Act of 1973
Americans with Disabilities Act	Americans with Disabilities Act
Civil Rights Restoration Act	Civil Rights Restoration Act

**Big things to Remember:**

Students in colleges and universities are considered adults, with privacy and confidentiality protections. College staff cannot talk with parents and guardians about a student’s academic activities as was typical in K-12

Eligibility for special education services in high schools is diagnosis driven (i.e., the student must be diagnosed as having one of eleven specified conditions). Eligibility for reasonable accommodations in post-secondary institutions is driven by severity of impact on a major life activity (i.e., “a mental or physical impairment that significantly limits a major life activity”).

College students must structure and plan their own study time; colleges do not arrange study periods or provide for time to do homework during classes.

Professors and classes may differ regarding attendance requirement, scheduling assignment due dates and exams. The student must study each professor’s syllabus for each class.

Students with disabilities must act to identify their disabilities; must take specific action to request those accommodations for their disabilities, if desiring to request accommodations; and must provide verifying documentation such a psycho-educational test results, medical documents and doctor’s statements.

<b><i>high school responsibilities</i></b>	<b><i>post-secondary institution responsibilities</i></b>
Identify students with disabilities	Inform students of office location and procedures for requesting accommodations
Provide assessment of learning disabilities	Accept and evaluate verifying documentation. Even though it is not required, some colleges provide assessment
Provide a free and appropriate education	Inform students of their rights and responsibilities
Involve parents or guardians in placement decisions	Protect a student’s right to privacy and confidentiality
Provide certain non-academic services such as transportation and services by the school nurse or health office	Assure that off-campus and contracted program facilities also comply with Section 504 (Subpart E) and ADA and are equally accessible
Structure a large part of the student’s weekly schedule and place students, with parent participation and approval, in programs where they can benefit in	Determine whether students are otherwise qualified for participation in the program or service, with or without accommodations, and if so, whether a reasonable accommodation

anyway.	is possible
Prepare Individualized Education Plans (IEP's)	Provide equal access to programs and service which are accessible to persons without disabilities
Modify educational programs as needed	Make reasonable adjustments in teaching methods which do not alter the essential content of a course or program

In contrast to the responsibilities of high schools, at the post-secondary level, student responsibilities change as follows:

**Post-Secondary (College) students have a responsibility to:**

- Self- identify or disclose their disability to the designated office for disability services.
- Provide verifying documentation to that designated office.
- Obtain assessment and test results and provide them to that office.
- Act as independent adults
- Arrange their own weekly schedules
- Contact their instructors to activate and adopt accommodations for each class.
- Arrange for and obtain their own personal attendants, tutoring and individually fitted or designed assistive technologies.

**Post-secondary (College) institutions are not required to:**

- Reduce or waive any of the essential requirements of a course or program
- Conduct testing and assessment of learning, psychological or medical disabilities
- Provide personal attendants
- Provide personal or private tutors (but tutoring services normally available to persons without disabilities must be accessible to persons with disabilities who are otherwise qualified for those services)
- Prepare “Individual Education Plans” (IEPs)

## **RELEVANT LAWS FOR STUDENTS WITH DISABILITIES**

### **Section 504 of the Rehabilitation Act of 1973**

Section 504 is also known as the “Access Law” that provides program and physical access for students with disabilities. It 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.” Mechanism for enforcement of this law is the withholding of federal funds.

### **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 the 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.

### **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. The provisions of these acts support removing barriers to access that are “readily achievable” and providing reasonable accommodations for people with disabilities. 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. Ventura 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).

**Family Educational Rights and Privacy Act of 1965 (FERPA):**

This Act was amended in 1992, 1994, and again in 2008. According to its sponsors, “the purpose of the act is two-fold-to assure students and the parents of students...access to their education records, and to protect such an individuals’ rights to privacy by limiting the transferability of their records without their consent.” The Act applies to any educational agency or institution which is the recipient of federal funds. Parents lose their FERPA rights when their child turns 18 or starts attending a postsecondary institution, whichever comes first.

**Title 5 of the California Code of Regulations:**

This provides guidelines for implementation of California Community Colleges’ DSP&S programs.

## **BOARD POLICIES**

### **AP 5140: Disabled Students Program and Services**

Book	VCCCD Administrative Procedure Manual
Section	Chapter 5 Student Services
Title	AP 5140 DISABLED STUDENT PROGRAMS AND SERVICES
Number	AP 5140
Status	Active
Legal	<a href="#">California Education Code, Section 67310</a> <a href="#">California Education Code, Section 84850</a>
	<a href="#">Title 5, Section 56000</a>
Adopted	April 14, 2009
Last Reviewed	April 14, 2015

Disabled Students Programs and Services (DSPS) shall be the primary provider of programs and support services to facilitate and assure equal access to educational opportunities, classes and programs for students with disabilities.

DSPS services shall be available to students with verified disabilities, as authorized by DSPS certificated faculty members or the 504 Coordinator. The services to be provided include, but are not limited to: reasonable accommodations, academic adjustments, accessible facilities, furniture, technology, and equipment, instructional programs, (assessment to determine eligibility under the CCC LD Eligibility Model), and academic, rehabilitation, and disability management counseling.

Each college in the District maintains a plan for the provision of programs and services to students with disabilities, designed to assure they have equality of access to classes and programs offered by the District.

These plans address:

Students with disabilities may also request accommodations through the campus or District ADA/504 coordinator.

- Procedure for timely response to accommodations or requests involving academic adjustments which, at a minimum, provide for an individualized review of each such request, and permits interim decisions

on such requests pending final resolution by the appropriate administrator or designee

- Procedure for appeals
- Long-range goals and short term objectives for the program
- Definitions of disabilities and students eligible for the program
- Delineation of support services and instruction
- Description of alternative/accessible technology requirements
- Procedure for verification of disability
- Student rights and responsibilities
- Student educational contract developed by a DSPS certificated faculty member, or designed person, in consultation with the student
- Procedure for determination of academic accommodations
- Provisions for course substitution and waivers
- Required staffing
- Provision for an advisory committee
- Provision of a DSPS Coordinator to oversee management of the program
- Appointment of a 504 Coordinator

### **Confidentiality of DSPS Information**

Participation of the student in the program and the student's disability shall not be disclosed without prior consent of the student and shall not become part of the student's academic record. However, these may be disclosed by law in the event of a mandatory reporting concern.

### **BP 5140: Disabled Students Programs and Services**

Book	VCCCD Board Policy Manual
Section	Chapter 5 Student Services
Title	BP 5140 DISABLED STUDENTS PROGRAMS AND SERVICES
Number	BP 5140
Status	Active
Legal	<a href="#">California Education Code, Section 67310</a> <a href="#">California Education Code, Section 84850</a> <a href="#">Title 5, Section 56000</a>
Adopted	April 18, 2006
Last Reviewed	April 14, 2015

The Chancellor or designee shall ensure the Disabled Students Programs and Services (DSPS) program conforms to all requirements established by the relevant law and regulations.

See [Administrative Procedure 5140](#).

### **BP 5500: Standards of Conduct**

Book	VCCCD Board Policy Manual
Section	Chapter 5 Student Services
Title	BP 5500 STANDARDS OF CONDUCT
Number	BP 5500
Status	Active
Legal	<a href="#">Accreditation Standards II and IV</a>
Adopted	April 13, 2010
Last Reviewed	October 14, 2014

The Chancellor shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process of the federal and state law and regulations.

The procedures shall clearly define the conduct that is subject to discipline, and shall identify potential disciplinary actions, including but not limited to the removal, suspension or expulsion of a student.

The Board shall consider any recommendation from the Chancellor for expulsion. The Board shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board on the expulsion shall be taken at a public meeting.

The procedures shall be made widely available to students through the college catalog and other means. Students who violate any of the following standards for student conduct while at the District, on the college campus, or during off-campus college-sponsored activities are subject to the procedures outlined in [Administrative Procedure 5520](#): Student Discipline Procedures:

1. Causing, attempting to cause, or threatening to cause physical injury to another person or to one's self or;
2. Engaging in intimidating conduct or bullying against another student through words or actions, including direct physical contact, verbal assaults, such as teasing or name-calling, social isolation or manipulation, and cyber-bullying.

3. Engaging in harassing or discriminatory behavior. The District's response to instances of sexual harassment will follow the processes identified in [Board Policy 3430](#) and [Administrative Procedure 3430](#).
4. Possession, sale, or otherwise furnishing a weapon, including but not limited to, any actual facsimile of a firearm, knife, explosive or other dangerous object, or any item used to threaten bodily harm without written permission from a District employee, with concurrence of the College President or designee.
5. Use, Possession, distribution, or offer to sell alcoholic beverages, narcotics, hallucinogenic drugs, marijuana, other controlled substances or dangerous drugs while on campus or while participating in any college-sponsored event.
6. Presence on campus while under the influence of alcoholic beverages, narcotics, hallucinogenic drugs, marijuana, other controlled substances or dangerous drugs except as expressly permitted by law. (Use or possession of medical marijuana is not allowed on any college property.)
7. Committing or attempting to commit robbery or extortion.
8. Causing or attempting to cause damage to District property or to private property on campus.
9. Stealing or attempting to steal District property or private property on campus, or knowingly receiving stolen District property or private property on campus.
10. Willful or persistent smoking (including e-cigarettes or use of similar mechanisms) in any area where smoking has been prohibited by law or by regulation of the college or the District.
11. Obstruction or disruption of classes, administrative or disciplinary procedures, or authorized college activities.
12. Disruptive behavior, willful disobedience, profanity, vulgarity, lewd, or other offensive conduct, on campus or during campus sponsored activities.
13. The persistent defiance of authority or abuse of District/college personnel.
14. Academic dishonesty, cheating, or plagiarism.
15. Dishonesty, forgery, alteration or misuse of District/college documents, records or identification, or knowingly furnishing false information to the District/college or any related off-site agency or organization.
16. Unauthorized entry to or use of District/college facilities.

17. Engaging in expression which is obscene, libelous, or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on District/college premises, or the violation of lawful District administrative procedures, or the substantial disruption of the orderly operation of the District.

18. Violation of District/college rules and regulations including those concerning student organizations, the use of District/college facilities, or the time, place, and manner (see [Administrative Procedure 3900](#)) of public expression or distribution of materials.

19. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.

20. Unauthorized preparation, giving, selling, transfer, distribution, or publication of any recording or photography of an academic presentation in a classroom or equivalent site of instruction, including but not limited to written class materials, except as permitted by District policy or administrative procedure.

21. Violation of professional ethical code of conduct in classroom or clinical settings as identified by state licensing agencies (Board Registered Nursing, Emergency Medical Services Authority, Title 22, Peace Officers Standards and Training, California Department of Public Health). Students who engage in any of the above are subject to the procedures outlined in [Administrative Procedure 5520](#).

## **COMPLAINT/GRIEVANCE PROCEDURES**

Ventura College provides a due process procedure for review and resolution of student grievances. The EAC 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 issue, the second to address a disability-related issue.

### **Ventura College Grievance Policy:**

[http://www.venturacollege.edu/sites/default/files/files/apply-and-enroll/catalog/vc\\_15-16\\_catalog.pdf](http://www.venturacollege.edu/sites/default/files/files/apply-and-enroll/catalog/vc_15-16_catalog.pdf)

The purpose of this procedure (AP 5530) is to provide a prompt and equitable means of resolving student grievances. These procedures shall be available to any student who reasonably believes the college decision or action has adversely affected his or her status, rights, or privileges as a student.

### **Educational Assistance Center, Disability Related Grievance**

This statement outlines the grievance procedure specific to the Educational Assistance Center (EAC) 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 an EAC decision or action.

If at any time you are not satisfied with your EAC support services or decisions regarding accommodations, 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, EAC faculty and staff are available for consultation.

The grievance procedure is a sequential process. 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. Be prepared to explain your issues and concerns in each of these steps.

1. Any EAC Certificated Staff member
2. EAC Coordinator
3. Dean of Student Services
4. Vice President of Student Affairs (VC 504 Coordinator)
5. Chancellor's Office (Community Colleges)
6. U.S. Department of Education. Office of Civil Rights (OCR)