



College Coordinating Council Meeting

Wednesday, May 9, 2018
 A124 – President’s Conference Room
 9:30 a.m. – 10:30 a.m.

Type of Meeting: Regular
Note Taker: Patty McClure
Please Review/Bring: Agenda, Minutes

Committee Members:
 Dr. Susan Lowry/Van Rider, Academic Senate
 Vacant, Associated Student Organization
 Ed Knudson, President
 Pamela Ford, Classified Union
 Michelle Hernandez, Confidential/Management/Supervisory/Administrators
 LaDonna Trimble, Deans
 Dr. Scott Lee, Faculty Union
 Dr. Bonnie Suderman, Vice President of Academic Affairs
 Mark Bryant, Vice President of Human Resources
 Dr. Erin Vines, Vice President of Student Services

AGENDA

Items	Person(s) Responsible	Time	Action
STANDING ITEMS:			
I. Approval of Previous Minutes of March 28, 2018 and April 11, 2018 and April 25, 2018.	All		
II. Constituent Reports	All		
INFORMATION/DISCUSSION/ACTION ITEMS:			
III. BP & AP 4250 – Probation	Erin	5 minutes	Returned from the March 28, 2018 CCC meeting.
IV. AP 4255 – Dismissal and Readmission	Erin	5 minutes	Returned from the March 28, 2018 CCC meeting.
V. AP 5140 – Disabled Student Services and Programs	Erin	5 minutes	Returned from the March 28, 2018 CC meeting.
FUTURE AGENDA ITEMS:			
NEXT MEETING DATE: May 23, 2018			



College Coordinating Council Minutes

Wednesday, March 28, 2018
A124 – President’s Conference Room
9:30 a.m. – 10:30 a.m.

Type of Meeting: Regular
Note Taker: Patty McClure
Please Review/Bring: Agenda, Minutes

Committee Members:

Dr. Susan Lowry/Van Rider, Academic Senate - **ABSENT**
Vacant, Associated Student Organization - **ABSENT**
Ed Knudson, President - **ABSENT**
Pamela Ford, Classified Union
Michelle Hernandez, Confidential/Management/Supervisory/Administrators
LaDonna Trimble, Deans - **ABSENT**
Dr. Scott Lee, Faculty Union
Dr. Bonnie Suderman, Vice President of Academic Affairs
Mark Bryant, Vice President of Human Resources - **ABSENT**
Dr. Erin Vines, Vice President of Student Services

MINUTES

Items	Person(s) Responsible	Time	Action
STANDING ITEMS:			
I. Approval of Previous Minutes of February 28, 2018.	All		The minutes were approved as presented.
II. Constituent Reports	All		No reports.
INFORMATION/DISCUSSION/ACTION ITEMS:			
III. BP & AP 4250 – Probation	Erin	5 minutes	It was agreed to go to the constituent groups for 30 days and return back to CCC for final review.
IV. AP 4255 – Dismissal and Readmission	Erin	5 minutes	There was some discussion on rewording of “ <i>Re-Admission After Dismissal.</i> ” Dr. Vines will provide revisions and will go out to the constituent groups for 30 days and return to CCC for final review.
V. AP 5140 – Disabled Student Services and Programs	Erin	5 minutes	It was agreed to go to the constituent groups for 30 days and return back to CCC for final review.
FUTURE AGENDA ITEMS:			
NEXT MEETING DATE: April 11, 2018			



College Coordinating Council Minutes

Wednesday, April 11, 2018
A124 – President’s Conference Room
9:30 a.m. – 10:30 a.m.

Type of Meeting: Regular
Note Taker: Patty McClure
Please Review/Bring: Agenda, Minutes

Committee Members:
Dr. Susan Lowry/Van Rider, Academic Senate - **ABSENT**
Vacant, Associated Student Organization - **ABSENT**
Ed Knudson, President - **ABSENT**
Pamela Ford, Classified Union - **ABSENT**
Michelle Hernandez, Confidential/Management/Supervisory/Administrators - **ABSENT**
LaDonna Trimble, Deans - **ABSENT**
Dr. Scott Lee, Faculty Union
Dr. Bonnie Suderman, Vice President of Academic Affairs
Mark Bryant, Vice President of Human Resources
Dr. Erin Vines, Vice President of Student Services

MINUTES

Items	Person(s) Responsible	Time	Action
STANDING ITEMS:			
I. Approval of Previous Minutes of March 28, 2018.	All		Tabled until the April 25, 2018 meeting.
II. Constituent Reports	All		Tabled until the April 25, 2018 meeting.
INFORMATION/DISCUSSION/ACTION ITEMS:			
III. Presentation of Probation, Dismissal, and Readmission Process	Erin	1 hour	Gary Roggenstein, Dean of Counseling & Matriculation; Audrey Moore, Counselor; Audrey Moore, Counselor; and Asia Henderson-Moore, presented on the Personal Responsibility In Developing Excellence “PRIDE” Program. There was some discussion on increased outreach to the students and informing the instructors of the program.
FUTURE AGENDA ITEMS:			
NEXT MEETING DATE: April 25, 2018			



College Coordinating Council Minutes

Wednesday, April 25, 2018
A124 – President’s Conference Room
9:30 a.m. – 10:30 a.m.

Type of Meeting: Regular
Note Taker: Patty McClure
Please Review/Bring: Agenda, Minutes

Committee Members:

Dr. Susan Lowry/Van Rider, Academic Senate - **ABSENT**
Vacant, Associated Student Organization - **ABSENT**
Ed Knudson, President
Pamela Ford, Classified Union - **ABSENT**
Michelle Hernandez, Confidential/Management/Supervisory/Administrators - **ABSENT**
LaDonna Trimble, Deans
Dr. Scott Lee, Faculty Union - **ABSENT**
Dr. Bonnie Suderman, Vice President of Academic Affairs
Mark Bryant, Vice President of Human Resources - **ABSENT**
Dr. Erin Vines, Vice President of Student Services - **ABSENT**

MINUTES

Items	Person(s) Responsible	Time	Action
STANDING ITEMS:			
I. Approval of Previous Minutes of March 28, 2018 and April 11, 2018.	All		No quorum – tabled until the May 9, 2018 meeting.
II. Constituent Reports	All		No reports.
INFORMATION/DISCUSSION/ACTION ITEMS:			
III. BP & AP 3504 – Minors on Campus	Ed	2 minutes	Per Patty’s email on April 25, 2018, and there was no content change, it was approved to go to the May 14, 2018 board meeting. Dr. Scott Lee and Van Rider stated that this would need a closer review with the librarians input and will work on a revision and bring forward to another CCC meeting.
IV. BP 3600 – Auxiliary Organizations	Ed	2 minutes	Per Patty’s email on April 25, 2018, it was approved to go to the May 14, 2018 board meeting.
V. BP 3710 – Securing of Copyright for District Materials	Ed	2 minutes	Per Patty’s email on April 25, 2018, it was approved to go to the May 14, 2018 board meeting.
VI. AP 3435 – Complaint Procedure for Discrimination or Harassment	Mark	2 minutes	Per Patty’s email on April 25, 2018, it was approved to go to the May 14, 2018 board meeting.

VII.	BP 7250 – Educational Administrators	Mark	2 minutes	Per Patty’s email on April 25, 2018, it was approved to go to the May 14, 2018 board meeting.
VIII.	BP & AP 7400 – Travel	Ed	2 minutes	Per Patty’s email on April 25, 2018, it was approved to go to the May 14, 2018 board meeting.
IX.	AP 4228 – Course Repetition – Significant Lapse of Time	Bonnie	2 minutes	Per Patty’s email on April 25, 2018, it was approved to go to the May 14, 2018 board meeting.
X.	AP 4229 – Course Repetition – Variable Units	Bonnie	2 minutes	Per Patty’s email on April 25, 2018, it was approved to go to the May 14, 2018 board meeting.
XI.	AP 4235 – Credit By Examination	Bonnie	2 minutes	Per Patty’s email on April 25, 2018, it was approved to go to the May 14, 2018 board meeting.
XII.	AP 4236 – Advanced Placement Credit	Bonnie	2 minutes	Per Patty’s email on April 25, 2018, it was approved to go to the May 14, 2018 board meeting.
XIII.	AP 5011 – Admission and Concurrent Enrollment of High School and Other Young Students	Erin	2 minutes	LaDonna Trimble asked that this be pulled for additional revisions and that it will be brought back to another CCC meeting.
FUTURE AGENDA ITEMS:				
NEXT MEETING DATE: May 9, 2018				

BP 4250 Probation, Dismissal and Readmission

Reference:

Education Code Section 70902(b)(3);
Title 5 Sections 55030-55034

~~Education Code Section 70902(b)(3);~~
~~Title 5, Section 55030-55034~~

Probation

~~A student who has attempted 12 units of AVC credit shall be placed on academic probation when the earned GPA in all units attempted at AVC is less than 2.0.~~

~~A student shall be placed on academic probation if he or she has attempted a minimum of 12 semester units of work and has a grade point average of less than a "C" (2.0).~~

~~A student shall be placed on progress probation if he or she has enrolled in at least 12 semester units and the percentage of all units attempted in which entries of "W," "I," "NC," and "NP" were recorded, reaches or exceeds fifty percent (50%).^[JE1]~~

~~A student shall be placed on progress probation if he or she has enrolled in a total of at least 12 semester units and the percentage of all units in which the student has enrolled, for which entries of "W," "I," "NC," and "NP" were recorded, reaches or exceeds fifty percent.^[JE2]~~

A student who is placed on probation may submit an appeal in accordance with procedures to be established by the College Superintendent/President.

A student on academic probation shall be removed from probation when the student's accumulated grade point average is 2.0 or higher. A student on progress probation shall be removed from probation when the percentage of all units attempted in which entries of "W," "I," "NC," and "NP" percentage of units in the categories of "W," "I," "NC," and "NP" drdrops below fifty (50) percent (50%).

Dismissal

~~A student who is on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average of less than 2.0 in all units attempted in each of three (3) consecutive semesters.~~

~~A student who is on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average of less than 2.00 in all units attempted in each of three (3) consecutive semesters.~~

~~A student who is on progress probation shall be subject to dismissal if the percentage of units in which entries of "W," "I," "NC," and "NP" are recorded in at least 3 consecutive semesters reaches or exceeds fifty percent (50%).~~

~~A student who is on progress probation shall be subject to dismissal if the cumulative percentage of units in which the student has been enrolled for which entries of "W," "I," "NC," and "NP" is recorded in at least three (3) consecutive semesters reaches or exceeds fifty percent.~~

A student who is subject to dismissal may submit a written appeal in compliance with administrative procedures. Dismissal may be postponed and the student- continued- on probation (dismissal) if the student earned satisfactory entries of "A," "B," "C" or "P" during the last semester of enrollment. , earned a grade point average of

BP 4250 Probation, Dismissal and Readmission

Reference:

Education Code Section 70902(b)(3);
Title 5 Sections 55030-55034

~~Education Code Section 70902(b)(3);~~
~~Title 5, Section 55030-55034~~

~~2.0 or higher, in which case the student shall remain on probation.~~

~~Readmission~~

A student who has been dismissed may request reinstatement after the passage of one semester and may be conditionally readmitted upon petition to the Dean ~~of Student Services (Counseling and Matriculation)~~ or designee. The Dean of ~~Student Services (Counseling and Matriculation)~~ may grant, deny, or postpone reinstatement.

The Superintendent/President shall develop procedures for the implementation of this policy that comply with the Title 5 requirements.

Adopted: 2/6/06

Revised: 12/10/07

Revised: 9/14

Revised 02/01/189/17

AP 4250 Probation, ~~Dismissal and Readmission~~

Reference:

Title 5, Section 55030, 55031, 55032, 55033, 55034

Notification of Probation. Each student ~~will is entitled to~~ be notified of his/her **unsatisfactory** academic difficulty and the availability of college support services to respond to the academic difficulty before the student is dismissed. Notification will consist, at a minimum, of the following: At the end of the semester in which the student's grade point average falls below 2.0 in all units attempted, a notice that the student is on probation shall be sent to the student informing him/her that he/she is on academic probation. "All units attempted" is defined as all units of credit for which the student is enrolled at the community college that they attend. ~~If the percentage of a student's recorded entries of "W," "I," "NC," and "NP" in at least three consecutive semesters reaches or exceeds 50% of all units in which a student has enrolled, the student shall be placed on progress probation.~~ At the end of the third semester on which the student is on academic or progress probation, a notice that the student is subject to dismissal will be sent to the student informing him/her that he/she is subject to dismissal.

Probationary Letter. The letter notifying the student of probation will cover, at a minimum, the significance of being on probation and description of the services available.

Probation I:

A student who has attempted 12 units of AVC credit shall be placed on academic probation when the earned GPA in all units attempted at AVC is less than 2.0. A student shall be placed on progress probation if he or she has enrolled in at least 12 semester units and the percentage of all units attempted in which entries of "W," "I," "NC," and "NP" were recorded, reaches or exceeds fifty percent (50%).

A hold will be placed on the student's account preventing enrollment in the subsequent term. Units will be limited to ten (10) for the subsequent major semester and to four (4) units for Intersession and Summer. Per the discretion of the Dean of Counseling and Matriculation, exceptions may be allowed resulting in the increase of units to twelve (12) for a major semester. Students will be required to attend a PRIDE I Workshop prior to the beginning of the subsequent semester, generally conducted in January, February and June through August. The hold will be removed after the student completes a PRIDE I Workshop. Students will be required to meet with a PRIDE counselor prior to week eight (8) of the semester and must complete an online webinar/tutorial (i.e. Student Lingo) or Learning Center workshop by the eighth (8th) week of the subsequent semester.

Probation II:

Students who do not meet the academic standard of Good Standing (2.0 GPA and 51% completion rate) at the end of the second semester of the probation process are placed on Probation II. A hold will be placed on the student's account preventing enrollment in the subsequent term. Students will lose priority registration for all subsequent semesters until a Good Standing is earned.

The students will be required to attend a PRIDE II Workshop, meet with a PRIDE counselor prior to eight (8) of the semester, and must complete an online webinar/tutorial (i.e. Student Lingo) or Learning Center workshop by the eighth (8) week of the subsequent semester.

~~A student who is on academic probation and earns a semester grade point average of or better shall not be dismissed as long as this minimum semester grade point average is maintained.~~

~~Academic Probation. Academic probation reports are completed after grades have been submitted and GPA's have been re-calculated for the semester. Students are notified of their probationary status. A hold is placed on the student record that prevents registration. The student is required to have college counselor contact (workshop/appointment) before the academic probation hold will be released.~~

~~The student is required to complete a contract that outlines a plan to get off academic probation which could include a limitation of units in which a student may enroll.~~

~~Progress Probation. Progress probation reports are completed after grades have been submitted and GPA's have been re-calculated for the semester. Students are notified of their probationary status. A hold is placed on the student record that prevents registration. The student is required to have college counselor contact (workshop/appointment) before the progress probation hold will be released.~~

~~The student is required to complete a contract that outlines a plan to get off progress probation which could include a limitation of units in which a student may enroll.~~

~~Standards for Dismissal A student who is on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average of less than 2.0 in all units attempted in each of three (3) consecutive semesters. A student who has been placed on probation shall be subject to dismissal if the percentage of units in which the student has been enrolled for which entries of "W," "I," "NC," and "NP" are recorded in at least 3 consecutive semesters reaches or exceeds fifty percent (50%).~~

~~Dismissal Letter: The letter notifying the student that he/she is subject to dismissal will cover, at a minimum, reference to this procedure, explanation of what dismissal means, procedure for reinstatement, and procedure to appeal the dismissal.~~

~~Appeal of Dismissal. The student has the right to appeal a proposed dismissal action if the student feels that facts exist that warrant an exception to the dismissal action. The student must file the written~~

~~petition of appeal with the Dean of Student Services (Counseling) after the dismissal letter was mailed. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons. Petitions will be reviewed by the Dean of Student Services (Counseling) or by the Dismissal Appeals Committee.~~

~~The student will be continued on probation until the Dean of Student Services (Counseling) or the Dismissal Appeals Committee decides on the student's appeal.~~

~~The decision of the Dean of Student Services (Counseling) or the Dismissal Appeals Committee will be communicated to the student in writing by the Dean of Student Services (Counseling). The Dean of Student Services (Counseling) will notify the student of his/her action within 30 days of receipt of the student's appeal. The student may appeal the decision of the Dean of Student Services (Counseling) in writing to the Vice President of Student Services within 10 working days of the date of notification of the decision of the Dean of Student Services (Counseling) or the Dismissal Appeals Committee. The decision of the Vice President of Student Services is final.~~

~~If the dismissal appeal is granted, the student will be continued on probation for an additional semester. At the end of the additional semester, the student's academic record will again be evaluated to determine whether the student may be removed from probation, should be dismissed, or should be continued on probation.~~

~~Fall Dismissals. Special circumstances exist for dismissals after the Fall semester due to the fact that students traditionally enroll before Fall grades are available. Subject to dismissal letters will be sent no later than December informing students that:~~

- ~~If they are enrolled in the Spring semester, they will be permitted to continue on probation. Dismissal status will be reevaluated at the end of the Spring semester.~~
- ~~If they are not enrolled in the Spring semester, they have the right to appeal dismissal in accordance with the appeal process.~~

~~Procedure for Fall Dismissal Appeals. Appeals for students subject to dismissal as a result of the fall grades must be filed following notification during the spring semester. The following conditions apply:~~

- ~~Students who are enrolled in the spring semester will not be required to file an appeal but will be allowed to continue on probation and have their dismissal status reevaluated at the end of the spring semester.~~
- ~~Students who have not enrolled in the spring semester will be dismissed unless an appeal is granted in accordance with procedures set above.~~

~~Standards for Evaluating Appeals. Dismissal appeals may be granted under the following circumstances:~~

- ~~If the dismissal determination is based on the academic record for one semester in which the record does not reflect the student's usual level of performance due to accident, illness, or other circumstances beyond the control of the student. Verification should be submitted with the appeal.~~
- ~~The student enrolls in a corrective program designed to assist him/her in improving academic skills, such as obtaining academic counseling, and/or limiting course load.~~
- ~~When there is evidence of significant improvement in academic achievement.~~

~~Re Admission After Dismissal. In considering whether or not students may be re-admitted after a dismissal and two semesters absence, the following criteria should be considered:~~

- ~~Documented extenuating circumstances (considered during appeal).~~
- ~~Marked improvement between the semesters on which disqualification was based.~~
- ~~Semesters on which disqualification was based were atypical of past academic performance.~~
- ~~Formal or informal educational experiences since completion of semesters on which disqualification was based.~~
- ~~Improved GPA as a result of grade changes, fulfillment of incomplete courses, or academic renewal.~~

2/6/06

Revised: 1/8/07

Revised: 12/10/07

Revised: 6/11/18

AP 4255 Dismissal and Readmission

References:

Title 5 Sections 55033 and 55034

Standards for Dismissal:

A student who is on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average of less than 2.0 in all units attempted in each of three (3) consecutive semesters. A student who is on progress probation shall be subject to dismissal. A student who has been placed on probation shall be subject to dismissal, if the percentage of units in which entries of "W," "I," "NC," and "NP" are recorded in at least 3 consecutive semesters reaches or exceeds fifty percent (50%).

Students will be dis-enrolled if one of the following occurs: Student does not file an appeal within the allotted time; Student's appeal is denied. A hold will be placed on student's account preventing enrollment in the subsequent term. Dismissal students are ineligible to attend AVC for a minimum of one major semester. In addition, students will lose priority registration for all subsequent semesters until Good Standing is earned.

Dismissal Letter: The letter notifying the student that he/she is subject to dismissal will cover, at a minimum, reference to this procedure, explanation of what dismissal means, procedure for reinstatement, and the procedure to appeal the dismissal.

Appeal of Dismissal. The student has the right to appeal a proposed dismissal action, if the student feels that facts exist that warrant an exception to the dismissal action. The student must file the written petition of appeal with the Dean of Counseling and Matriculation. Appeals will be accepted after the initial dismissal letter has been emailed via the internal AVC email system. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons. Petitions will be reviewed by the Dean of Counseling and Matriculation or by the Dismissal Appeals Committee.

The student will be continued on probation (dismissal) until the Dean of Counseling and Matriculation or the Dismissal Appeals Committee decides on the student's appeal.

The decision of the Dean of Counseling and Matriculation or the Dismissal Appeals Committee will be communicated to the student in writing within 30 days of receipt of the student's appeal. The student may appeal the decision of the Dean of Counseling and Matriculation in writing to the Vice President of Student Services within 10 working days of the date of notification of the decision of the Dean of Counseling and Matriculation or the Dismissal Appeals Committee. The decision of the Vice President of Student Services is final. ~~JE1~~

If the dismissal appeal is granted, the student will be continued on probation (dismissal) for an additional semester. At the end of the additional semester, the student's academic record will again be evaluated to determine whether the student earned Good Standing, should be dismissed, or should be continued on probation (dismissal).

Standards for Evaluating Appeals. Dismissal appeals may be granted under the following

circumstances:

- ☐• If the dismissal determination is based on the academic record for one semester in which the record does not reflect the student's usual level of performance due to accident, illness, or other circumstances beyond the control of the student. Verification should be submitted with the appeal.
- ☐• The student enrolls in a corrective program designed to assist him/her in improving academic skills, such as obtaining academic counseling, and/or limiting course load.
- ☐• When there is evidence of significant improvement in academic achievement.

Re-Admission After Dismissal. Students will be required to attend a PRIDE III (Dismissal) Workshop.

The following will be considered in determining the number of units the student may be allowed to enroll in upon return:

- Grade point deficiency
- ☐• Documented extenuating circumstances (considered during appeal).
- ☐• Marked improvement between the semesters on which disqualification was based.
- ☐• Formal or informal educational experiences since completion of semesters on which disqualification was based.
- ☐• Improved GPA as a result of grade changes, fulfillment of incomplete courses, or academic renewal.

2/6/06

Revised: 1/8/07 Revised:

02/01/18

AP 5140 Disabled Student Services and Programs

Reference:

Title 5, Sections 56000 et seq.

The District maintains a plan for the provision of programs and services to disabled students designed to assure that they have equality of access to District classes and programs.

Students will receive a response to accommodation requests involving academic adjustments which, at a minimum, provides for an individualized review of each such request, and permits interim decisions on such requests pending final resolution by the appropriate administrator or designee within 3-10 days.

Antelope Valley College OSD Program Plan

The OSD Program Plan will serve as the outline for providing quality service to AVC's disabled students and will have built in systematic assessment and evaluation components to insure that improvement and innovation is constantly being strived for as a goal. The OSD Program Plan will include the following elements: procedure for timely response to accommodation requests involving academic adjustments, which, at a minimum, provides for an individualized review of each such request, and permits interim decisions on such request pending final resolution by the appropriate administrator or designee; long term and short term goals; student eligibility requirements; description of disabilities and means of verification; Student Education Contract (SEC) and Student Education plans (SEP); Special Courses and support services; student rights and responsibilities; academic accommodations; OSD advisory committee; and OSD staffing.

Long Term Goals for the OSD Program

The Mission and program goals for the The OSD Program will be to provide disabled students equal access to education by providing quality support services that directly relate to a student's limitations as a result of their disability; assist students with their understanding and acceptance of their limitations as a result of their disability; foster independence by helping students to articulate their needs to AVC instructors and staff; and contribute to the educational success of all students with disabilities on the AVC campus.

The OSD Program mission/goal will be accomplished in part by OSD staff and through the OSD program activities and support services that are provided to students with disabilities at AVC. Furthermore, the OSD Program will comply with all relevant Federal, State and AVC Board Policies that insure the rights of persons with disabilities.

Short-term measurable Measurable objectives Objectives for the OSD programProgram

The following are short-term student learning outcomes (SLO) that are currently being undertaken through the OSD program. This list of activities will be added over time based on the needs of students with disabilities at AVC. Students will gain an increased awareness and understanding of their disability, or disabilities and their functional limitations that result from their disability.

Students with disabilities will learn the specific support services/reasonable accommodations that have been recommended by OSD staff and that they are entitled to receive as a result of their disability. Increase the awareness and understanding by students with disabilities regarding their recommended reasonable accommodations/ supportive services that they are entitled to receive.

Disability Groups Definition of Disabilities and Students Eligible for the Program and Means of Verification

A student with a disability is a person enrolled at a community college who has a verified

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impairment that limits one or more major life activities, which imposes an educational limitation. An educational limitation prevents the student from fully benefiting from classes, activities or services offered to non-disabled students, without specific additional support services or instruction. Services and accommodations provided by OSD must be directly related to the student's educational limitation.

Mobility Impairment – an orthopedic or physical impairment that causes a serious limitation in locomotion or motor functions in the educational environment. Mobility impairment includes, but is not limited to, the following:

- a.) _____ Impairments caused by congenital anomaly (e.g. clubfoot, absence of a body member, etc.)
- b.) _____ Impairment caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.)
- c.) _____ Impairments from other causes (e.g. cerebral palsy, amputation, fractures and burns that can cause contractors).

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Other conditions in this category include: carpal tunnel, arthritis, spinal cord injury, post polio, multiple sclerosis, muscular dystrophy, back injury, etc.

Mobility impairment does not apply to a mobility limitation due to seeing, hearing, or psychological limitations or mobility limitation resulting from a brain trauma (ABI).

Mobility Impairment can be verified, if possible, by the personal observation of an OSD professional staff member with the OSD Director's review, by documentation from a physician, or through documentation from a referring agency that obtains its verification from a physician.

☐—Visual Impairment – A total or partial loss of sight that adversely affects a student's educational performance. Visual impairment includes the following conditions:

☐—Blindness is visual acuity of 20/200 or less in the better eye after correction; or visual loss so severe that it no longer serves as a major channel for information processing.

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• Partial sightedness is visual acuity of 20/70 or less in the better eye after correction, with vision still capable of serving as a major channel for information processing.

• Visual impairment does not apply where the loss or impairment is the result of a psychological condition or ABI.

—Visual impairment can be verified by a physician, a licensed vision professional or through documentation from a referring agency that obtains its verification from a physician or other licensed eye professional. This disability can be verified by an OSD staff member, only if that person has the appropriate license.

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Hearing Impairment – total deafness or a hearing loss so severe that a student is impaired in processing information through hearing, with or without amplification. Hearing impairment is defined as:

• 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, telephone devices for the deaf, etc. or;

• Hearing limitation means a functional loss in hearing which is still capable of serving as a major channel for information processing and is measured as follows:

• A mild to moderate hearing impaired person is one whose average unaided hearing loss in the better ear is 35 to 54 dB in the conversational range or average aided hearing loss in the better ear is 20 to 54 dB.

• A severely hearing impaired person is one whose average hearing loss in the better ear (aided or unaided) is 55 dB or greater in the conversational range, or a person with speech discrimination of less than 50%, or medical documentation of rapidly progressing hearing loss.

• Hearing impairment does not apply where the loss or impairment is the result of a psychological disability, autism, or ABI.

Hearing Impairment can be verified by a physician, a licensed hearing professional or through documentation from a referring agency that obtains its verification from a physician or other licensed hearing professional. This disability can be verified by an OSD staff member, only if that

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person has the appropriate license.

Speech Impairment – one or more speech and language disorders of voice, articulation, rhythm and/or the receptive and expressive processes of language that limits the quality, accuracy, intelligibility or fluency of producing the sounds that comprise spoken language.

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Speech impairment does not apply to language having to do with a foreign accent. It also does not apply to any limitation that is caused by a physical or hearing impairment, psychological disability or ABI.

Speech impairment can be verified by a licensed speech professional or through documentation from a referring agency that obtains its verification from a licensed speech professional. This disability can be verified by an OSD staff member, only if that person has the appropriate license.

Learning Disability – a persistent condition of a presumed neurological impairment. This dysfunction continues despite instruction in standard classroom situations. Learning disabilities are exhibited by:

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

Learning disability does not apply to learning problems resulting from cultural deprivation, English as a second language, physical, visual, or hearing impairments, psychological disabilities, ABI, below average intellectual functioning, or any health related disabilities.

Learning Disability must be verified using the community college LD eligibility model. OSD staff members who meet the appropriate minimum qualifications for community college LD specialists and have completed training in the community college LD eligibility model can verify this disability. Documentation of appropriate test results from a referring agency may be used in the community college LD eligibility model.

Acquired Brain Injury – an acquired injury to the brain caused by external or internal trauma, resulting in total or partial functional disability that adversely affects or limits a student's educational performance by impairing:

- Cognition, information processing, reasoning, abstract thinking, judgment and/or problem solving
- Language and/or speech
- Memory and/or attention
- Sensory, perceptual and/or motor abilities
- Psycho social behavior, or
- Physical functions

ABI does not apply to functional limitations resulting from brain trauma induced by birth, present at birth or which is progressive and/or degenerative in nature. ABI students cannot be claimed under any other disability category.

ABI can be verified by a physician or by the documentation of a referring agency that obtains its verification from a physician.

Developmentally Delayed Learner – A student who exhibits both below average intellectual function and potential for measurable achievement in instructional and employment settings. In other words, this disability is defined as learning deficits resulting from below average intellectual functioning that adversely affects educational performance, existing concurrently with measurable potential for achievement in educational and/or employment settings.

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DDL does not apply to learning problems that can be explained by any physical, visual, hearing, speech impairment, ABI, psychological disabilities or other disabling factors.

DDL can be verified by the OSD Director or DDL specialists using documentation from a referring agency.

Psychological Disability – a persistent psychological or psychiatric disorder, emotional or mental illness that adversely affects educational performance. The following applies to a psychological disability:

- Listed in the current revision of the American Psychiatric Association Diagnostic and Statistical Manual (DSM)
- Coded as Axis I or II as moderate to severe
- Reflects a psychiatric or psychological condition that interferes with a major life activity
- Poses a functional limitation in the educational setting.

This disability does not apply to:

- Any condition designated by the DSM with a V code signifying that it is not attributable to a mental disorder.
- Any condition designated by the DSM as a developmental disorder (mental retardation, pervasive developmental disorder or specific developmental disorder), or that is covered by another disability category.

The following conditions listed in the DSM are not included in the California Community College definition of a psychological disability: Transvestitism, trans-sexualism, pedophilia, exhibitionism, voyeurism, gender identity disorder not resulting from physical impairment, or other sexual behavior disorders; compulsive gambling, kleptomania, or pyromania; psychoactive substance abuse disorders resulting from current illegal use of drugs.

Recovering drug and alcohol abusers are considered as psychologically disabled as long as they are in or have completed a recovery program and meet all other conditions for this disability category. This disorder is in the DSM.

Psychological disabilities can be verified by a licensed psychologist or psychiatrist, or by the documentation of a referring agency, if its verification was done by a licensed psychologist or psychiatrist. This disability can be verified by an OSD staff member, only if that person is a licensed psychologist or psychiatrist. Verification documents from the psychologist or psychiatrist should include either the DSM disorder code or the name of the disorder plus a description of the disorder as moderate to severe.

Other Disability – all other verifiable disabilities and health related limitations that adversely affect education performance but do not fall into any of the other disability categories. Therefore, it is first necessary to consider whether the condition qualifies in any of the specific disability categories discussed above. If so, the student should be served and reported under the appropriate disability specific category.

A student should only be categorized under “other” if the student has a current verifiable impairment, which meets the general definition of a disability with an educational limitation, but does not qualify in any of the disability specific categories.

“Other” disabilities include conditions having limited strength, vitality, or alertness due to chronic or acute health problems. Examples are environmental disabilities, attention deficit disorder, heart conditions, tuberculosis, nephritis, sickle cell anemia, hemophilia, leukemia, epilepsy, acquired immune deficiency syndrome (AIDS), diabetes, etc.

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In addition, a person may be protected under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act because he or she has a history of disability or is regarded as having a disability.

“Other” disability must be verified by an appropriately licensed or certified professional or through documentation from a referring agency that obtains its verification from an appropriately licensed or certified professional.

Student Education Contract (SEC)

Support Services, Technology Accessibility and Instruction

OSD staff will work with students on an individual basis to determine what special class, or support services are required as a result of a student’s disability. Verification from an appropriate professional is may be required before any support services/reasonable accommodations can be recommended. Furthermore, all support services/reasonable accommodations must address the student’s educational functional limitations as a result of their disability.

Adaptive Physical Education KIN 101: This physical education course is designed for students who have physical limitations and who wish to participate in an individualized physical exercise program that will meet their individual needs. KIN 101 students will have the use of adaptive weight machines, aerobic bicycles, tread mills, and a heated pool with a lift.

Alternative Media: Conventional print converted into Braille, large print, and audio CDs.

Alternative Seating: Accessible tables and chairs available in all classrooms.

Assistive Listening Device: Amplification device worn by hard of hearing persons so they can hear the instructor and classroom discussions.

Close Captioning: Captioning of videos, or DVDs.

Equipment Checkout: Equipment for checkout include calculators, spell checkers, tape recorders, and MP3 players for audio formatted textbooks. Handicapped Parking: Handicapped parking in all parking lots.

High Tech Center: Training for students on adaptive computerized hardware and software. The access technology available include closed circuit TVs (CCTV), PC based screen readers and print reading programs (i.e., Jaws, Kurzweil 1000 and 3000).

American Sign Language (ASL) Interpreter Service: ASL interpreters utilized in classroom, or AVC campus functions.

Note takers: Copy of a student’s classroom notes.

Priority Registration: First group of students allowed to register.

Reader/Scribe: Student Aide who reads, or writes for a disable person in a classroom, or during an exam.

Learning Ally: Audio textbooks or downloads.

Registration Assistance: Help for students during the registration process.

Real Time Captioning: Use of a transcriptionist to transcribe the classroom lecture on to a PC for students who are hard of hearing.

Test Accommodations: Use of readers, scribes, and or extended time for exams

#1. SLO: Students will gain an increased awareness and understanding of their disability, or disabilities and their functional limitations that result from their disability. #2. SLO: Students with disabilities will learn the specific support services/reasonable accommodations that have been

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recommended by OSD staff and that they are entitled to receive as a result of their disability. Increase the awareness and understanding by students with disabilities regarding their recommended reasonable accommodations/ supportive services that they are entitled to receive.

Activities: During the initial student intake, as the medical records are reviewed, or at the conclusion of the LD testing process, as the results are interpreted for the student, OSD staff will explain orally and in writing what the student's disabilities are, or how they manifest themselves and what functional limitations might typically be expected. OSD staff will utilize a disability awareness checklist to insure that the student understands their disability and their resulting possible limitations. Students will also sign and date the disability awareness checklist to document their understanding.

Evaluation/Assessment: Conduct an annual student survey administered during four weeks prior to either the fall or spring registration dates with the purpose to ascertain the degree to which students with disabilities understand their specific disability and their resulting functional limitations.

If after analyzing the student survey results and if 80% of the students surveyed do not adequately understand what their specific disability is, or how it limits them in an educational setting, OSD staff

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will undertake measures to improve the degree to which students understand their disability and resulting limitations.

#2. SLO: Students with disabilities will learn the specific support services/reasonable accommodations that have been recommended by OSD staff and that they are entitled to receive as a result of their disability. Increase the awareness and understanding by students with disabilities regarding their recommended reasonable accommodations/ supportive services that they are entitled to receive.

Activities: During the initial student intake, as the medical records are reviewed, or at the conclusion of the LD testing process, as the results are interpreted for the student, OSD staff will explain orally and in writing what types of reasonable accommodations are recommended. Furthermore, students will be provided a written document called a program eligibility verification form, which lists the supportive services that a student is entitled to receive. Students will be encouraged to take their program eligibility form to their instructors where they can then discuss their special needs. In addition to the program eligibility verification form that students are provided, OSD staff will also utilize a disability awareness checklist to insure that students understand what types of support services/reasonable accommodations they are entitled to receive. Students will also sign and date the disability awareness checklist to document their understanding.

Evaluation/Assessment: Conduct an annual student survey administered during four weeks prior to either the fall or spring registration dates with the purpose to ascertain the degree to which students with disabilities understand the types of reasonable accommodations that they are entitled to receive.

If after analyzing the student survey results and if 80% of the students surveyed do not adequately understand what types of support services they are entitled to receive, OSD staff will undertake measures to improve the degree to which students understand their reasonable accommodations.

Systematic Assessment and Evaluation

In order to insure that students with disabilities are receiving quality services from the OSD program OSD staff will conduct systematic assessments and evaluations of all aspects of the OSD program. Some of the methods that will be utilized for the assessment, evaluation and improvement process are:

- OSD Program Plan – Review and update annually.
- OSD Program Review – Comprehensive review approximately every two-three years of all aspects of the OSD program.
- Student Learning Outcomes (SLO) on-going
- ADA Self Evaluation Plan – Update and revise the self evaluation plan, a process whereby all campus programs and services are evaluated to insure that they are accessible by persons with disabilities.
- AVC's ADA Transition Plan – Update and revise Transition Plan a process whereby all campus facilities are evaluated to insure that they are accessible by persons with disabilities.
- Student Satisfaction Surveys – Conduct annually.
- Agency and Community Involvement – Continued involvement with state and local community colleges, schools, and service organizations that serve persons with disabilities.

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- ~~• OSD Advisory Committee—Annually convene the OSD advisory committee to improve service to persons with disabilities through out the Antelope Valley and within AVC.~~

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- OSD Staff Meetings – Weekly OSD staff meetings to improve communication and discuss constant ways to improve service to students.

OSD PROGRAM ELIGIBILITY REQUIREMENTS

The Office for Students with Disabilities Program is administered in accordance with guidelines established in the AVC Catalog, Title V of the California Code of Regulations, and the California Education Code.

Students participating in special programs and services offered through OSD are required to complete an intake interview with the OSD Director, OSD Disability Services Specialist, or the Learning Disability Specialist.

Criteria for Determining Eligibility

- Students with physical or psychological disabilities entering the OSD Program are required to have their disabilities verified by an appropriate professional and/or physician.
- Students receiving learning disability services must complete diagnostic tests conducted by a certified Learning Disability Specialist or provide results of such tests conducted within the past three years by an appropriate professional.
- Students receiving speech-language services must be certified by a Speech-Language Specialist.
- All medical information and disability documentation must be submitted by the student, in order to receive OSD services. Participation in Adaptive Physical Education (KIN 101) may require a physician's evaluation and recommendation.
- Personal attendant care is not a service to be provided by the college according to Section 504 of the Rehabilitation Act and AB 803. However, physical assistance directly related to participation in an instructional activity (e.g., changing clothes for adaptive physical education class) is allowable.
- Office for Students with Disabilities does not provide transportation on or off campus. This is the responsibility of the student and/or other non-college agencies.
- All students are expected to follow the Student Code of Conduct established by the college and refrain from behaviors that offend or deny the personal rights or safety of others.

Disability Groups and Means of Verification

A student with a disability is a person enrolled at a community college who has a verified impairment that limits one or more major life activities, which imposes an educational limitation. An educational limitation prevents the student from fully benefiting from classes, activities or services offered to non-disabled students, without specific additional support services or instruction. Services and accommodations provided by OSD must be directly related to the student's educational limitation.

Mobility Impairment – an orthopedic or physical impairment that causes a serious limitation in locomotion or motor functions in the educational environment. Mobility impairment includes, but is not limited to, the following:

- a.) Impairments caused by congenital anomaly (e.g. clubfoot, absence of a body member, etc.)
- b.) Impairment caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.)
- c.) Impairments from other causes (e.g. cerebral palsy, amputation, fractures and burns that can cause contractures).

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~~Other conditions in this category include: carpal tunnel, arthritis, spinal cord injury, post-polio, multiple sclerosis, muscular dystrophy, back injury, etc.~~

~~Mobility impairment does not apply to a mobility limitation due to seeing, hearing, or psychological limitations or mobility limitation resulting from a brain trauma (ABI).~~

~~Mobility Impairment can be verified, if possible, by the personal observation of an OSD professional staff member with the OSD Director's review, by documentation from a physician, or through documentation from a referring agency that obtains its verification from a physician.~~

~~Visual Impairment—A total or partial loss of sight that adversely affects a student's educational performance. Visual impairment includes the following conditions:~~

~~Blindness is visual acuity of 20/200 or less in the better eye after correction; or visual loss so severe that it no longer serves as a major channel for information processing.~~

~~Partial sightedness is visual acuity of 20/70 or less in the better eye after correction, with vision still capable of serving as a major channel for information processing.~~

~~Visual impairment does not apply where the loss or impairment is the result of a psychological condition or ABI.~~

~~Visual impairment can be verified by a physician, a licensed vision professional or through documentation from a referring agency that obtains its verification from a physician or other licensed eye professional. This disability can be verified by an OSD staff member, only if that person has the appropriate license.~~

~~Hearing Impairment—total deafness or a hearing loss so severe that a student is impaired in processing information through hearing, with or without amplification. Hearing impairment is defined as:~~

~~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, telephone devices for the deaf, etc. or:~~

~~Hearing limitation means a functional loss in hearing which is still capable of serving as a major channel for information processing and is measured as follows:~~

~~A mild to moderate hearing impaired person is one whose average unaided hearing loss in the better ear is 35 to 54 dB in the conversational range or average aided hearing loss in the better ear is 20 to 54 dB.~~

~~A severely hearing impaired person is one whose average hearing loss in the better ear (aided or unaided) is 55 dB or greater in the conversational range, or a person with speech discrimination of less than 50%, or medical documentation of rapidly progressing hearing loss.~~

~~Hearing impairment does not apply where the loss or impairment is the result of a psychological disability, autism, or ABI.~~

~~Hearing Impairment can be verified by a physician, a licensed hearing professional or through documentation from a referring agency that obtains its verification from a physician or other licensed hearing professional. This disability can be verified by an OSD staff member, only if that person has the appropriate license.~~

~~Speech Impairment—one or more speech and language disorders of voice, articulation, rhythm and/or the receptive and expressive processes of language that limits the quality, accuracy, intelligibility or fluency of producing the sounds that comprise spoken language.~~

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~~Speech impairment does not apply to language having to do with a foreign accent. It also does not apply to any limitation that is caused by a physical or hearing impairment, psychological disability or ABI.~~

~~Speech impairment can be verified by a licensed speech professional or through documentation from a referring agency that obtains its verification from a licensed speech professional. This disability can be verified by an OSD staff member, only if that person has the appropriate license.~~

~~Learning Disability — a persistent condition of a presumed neurological impairment. This dysfunction continues despite instruction in standard classroom situations. Learning disabilities are exhibited by:~~

- ~~Average to above average intellectual ability; and~~
- ~~Severe processing deficit(s); and~~
- ~~Severe aptitude-achievement discrepancy(ies); and~~
- ~~Measured achievement in an instructional or employment setting.~~

~~Learning disability does not apply to learning problems resulting from cultural deprivation, English as a second language, physical, visual, or hearing impairments, psychological disabilities, ABI, below average intellectual functioning, or any health related disabilities.~~

~~Learning Disability must be verified using the community college LD eligibility model. OSD staff members who meet the appropriate minimum qualifications for community college LD specialists and have completed training in the community college LD eligibility model can verify this disability. Documentation of appropriate test results from a referring agency may be used in the community college LD eligibility model.~~

~~Acquired Brain Injury — an acquired injury to the brain caused by external or internal trauma, resulting in total or partial functional disability that adversely affects or limits a student's educational performance by impairing:~~

- ~~Cognition, information processing, reasoning, abstract thinking, judgment and/or problem solving~~
- ~~Language and/or speech~~
- ~~Memory and/or attention~~
- ~~Sensory, perceptual and/or motor abilities~~
- ~~Psycho-social behavior, or~~
- ~~Physical functions~~

~~ABI does not apply to functional limitations resulting from brain trauma induced by birth, present at birth or which is progressive and/or degenerative in nature. ABI students cannot be claimed under any other disability category.~~

~~ABI can be verified by a physician or by the documentation of a referring agency that obtains its verification from a physician.~~

~~Developmentally Delayed Learner — A student who exhibits both below average intellectual function and potential for measurable achievement in instructional and employment settings. In other words, this disability is defined as learning deficits resulting from below average intellectual functioning that adversely affects educational performance, existing concurrently with measurable potential for achievement in educational and/or employment settings.~~

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~~DDL does not apply to learning problems that can be explained by any physical, visual, hearing, speech impairment, ABI, psychological disabilities or other disabling factors.~~

~~DDL can be verified by the OSD Director or DDL specialists using documentation from a referring agency.~~

~~Psychological Disability—a persistent psychological or psychiatric disorder, emotional or mental illness that adversely affects educational performance. Psychological disability is a condition which:~~

~~is listed in the current revision of the American Psychiatric Association Diagnostic and Statistical Manual (DSM), and~~

~~is coded as Axis I or II as moderate to severe.~~

~~reflects a psychiatric or psychological condition that interferes with a major life activity, and~~

~~poses a functional limitation in the educational~~

~~setting. This disability does not apply to:~~

~~Any condition designated by the DSM with a V code signifying that it is not attributable to a mental disorder.~~

~~Any condition designated by the DSM as a developmental disorder (mental retardation, pervasive developmental disorder or specific developmental disorder), or that is covered by another disability category.~~

~~The following conditions listed in the DSM are not included in the California Community College definition of a psychological disability: Transvestitism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorder not resulting from physical impairment, or other sexual behavior disorders; compulsive gambling, kleptomania, or pyromania; psychoactive substance abuse disorders resulting from current illegal use of drugs.~~

~~Recovering drug and alcohol abusers are considered as psychologically disabled as long as they are in or have completed a recovery program and meet all other conditions for this disability category. This disorder is in the DSM.~~

~~Psychological disabilities can be verified by a licensed psychologist or psychiatrist, or by the documentation of a referring agency, if its verification was done by a licensed psychologist or psychiatrist. This disability can be verified by an OSD staff member, only if that person is a licensed psychologist or psychiatrist. Verification documents from the psychologist or psychiatrist should include either the DSM disorder code or the name of the disorder plus a description of the disorder as moderate to severe.~~

~~Other Disability—all other verifiable disabilities and health related limitations that adversely affect education performance but do not fall into any of the other disability categories. Therefore, it is first necessary to consider whether the condition qualifies in any of the specific disability categories discussed above. If so, the student should be served and reported under the appropriate disability specific category.~~

~~A student should only be categorized under “other” if the student has a current verifiable impairment, which meets the general definition of a disability with an educational limitation, but does not qualify in any of the disability specific categories.~~

~~“Other” disabilities include conditions having limited strength, vitality, or alertness due to chronic or acute health problems. Examples are environmental disabilities, attention deficit disorder, heart conditions, tuberculosis, nephritis, sickle cell anemia, hemophilia, leukemia, epilepsy, acquired immune deficiency syndrome (AIDS), diabetes, etc.~~

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~~In addition, a person may be protected under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act because he or she has a history of disability or is regarded as having a disability.~~

~~“Other” disability must be verified by an appropriately licensed or certified professional or through documentation from a referring agency that obtains its verification from an appropriately licensed or certified professional.~~

~~Student Education Contract (SEC)~~

~~Section 56022. Student Educational Contract~~

~~A Student Educational Contract (SEC) is a plan to address specific needs of the student. An SEC must be established upon initiation of DSPS services and shall be reviewed and updated annually for every student with a disability participating in DSPS. The SEC specifies those regular and/or special classes and support services identified and agreed upon by both the student and DSPS professional staff as necessary to meet the student's specific educational needs. The SEC shall be reviewed annually by a DSPS professional staff person to determine whether the student has made progress toward his/her stated goal(s).~~

~~Whenever possible the SEC shall serve as the Student Educational Plan (SEP) and shall meet the requirements set forth in Section 55525 of this division. In addition, for students in noncredit special classes, each SEC shall include, but need not be limited to a description of the criteria used to evaluate the student's progress.~~

~~Note: Authority cited: Sections 67312, 70901, and 84850, Education Code. Reference: Sections 67310-12 and 84850, Education Code.~~

~~Student Educational Plan (SEP)~~

~~All students with disabilities who are receiving service through the OSD Program will have in their file a student educational plan (SEP). The SEP will assist OSD staff to insure that disabled students are making progress toward their educational goals (i.e., vocational certificate programs, Associate degree, and or, general education transfer requirements).~~

~~Special Classes and Support Services~~

~~OSD staff will work with students on an individual basis to determine what special class, or support services are required as a result of a student's disability. Verification from an appropriate professional is required before any support services/reasonable accommodations can be recommended. Furthermore, all support services/reasonable accommodations must address the student's educational functional limitations as a result of their disability.~~

~~Adaptive Physical Education KIN 101: This physical education course is designed for students who have physical limitations and who wish to participate in an individualized physical exercise program that will meet their individual needs. KIN 101 students will have the use of adaptive weight machines, aerobic bicycles, tread mills, and a heated pool with a lift.~~

~~Alternative Media: Conventional print converted into Braille, large print, and audio CDs.~~

~~Alternative Seating: Accessible tables and chairs available in all classrooms.~~

~~Assistive Listening Device: Amplification device worn by hard of hearing persons so they can hear the instructor and classroom discussions.~~

~~Close Captioning: Captioning of videos, or DVDs.~~

~~Equipment Checkout: Equipment for checkout include calculators, spell checkers, tape recorders, and MP3 players for audio formatted textbooks. Handicapped Parking: Handicapped parking in all parking lots.~~

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High Tech Center: Training for students on adaptive computerized hardware and software. The access technology available include closed circuit TVs (CCTV), PC based screen readers and print reading programs (i.e., Jaws, Kurzweil 1000 and 3000).

American Sign Language (ASL) Interpreter Service: ASL interpreters utilized in classroom, or AVG campus functions.

Notetakers: Copy of a students classroom notes.

Priority Registration: First group of students allowed to register.

Reader/Scribe: Student Aide who reads, or writes for a disable person in a classroom, or during an exam.

Learning Ally: Audio textbooks or downloads.

Registration Assistance: Help for students during the registration process.

Real Time Captioning: Use of a transcriptionist to transcribe the classroom lecture on to a PC for students who are hard of hearing.

Test Accommodations: Use of readers, scribes, and or extended time for exams.

Student Rights and Responsibilities/Substitution and Waivers

Title V Education Code of regulations

56008. STUDENT RIGHTS OF DISABLED STUDENTS

Participation by students with disabilities in Disabled Student Programs and Services shall be entirely voluntary.

Receiving support services or instruction authorized under this subchapter shall not preclude a student from also participating in any other course, program or activity offered by the college.

- No qualified individual with a disability may be discriminated against by a department, agency, special purpose district, or other instrumentality of a state or local government (Title 2 of the Americans with Disabilities Act).
- No qualified handicapped student shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any postsecondary education program or activities (Section 504, 84.43[a]).
- An institution shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or students. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution or specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted (Section 504, 84.44[a]).
- The modifications postsecondary institutions are required to make may be referred to as "academic adjustment" or "reasonable accommodation." Examples of academic accommodation include modification to degree requirements (e.g., time to complete the degree, course substitution/waiver, adaptation in the manner in which a course is conducted), modifications to course examinations (e.g., additional time, alternative testing measures), and the use of auxiliary aides (e.g., readers, calculators).

All records maintained by OSD personnel pertaining to students with disabilities shall be protected from disclosure and shall be subject to all other requirements for handling of student

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records as provided in Subchapter 2 of chapter 5 of this Division

~~Title V Education Code of Regulations~~

~~Section 56010. STUDENT RESPONSIBILITIES OF DISABLED STUDENTS~~

~~Students receiving support services or instruction under this subchapter shall:~~

~~Comply with the student code of conduct adopted by the college and all other applicable statutes and regulations related to student conduct;~~

~~Be responsible in their use of OSD services and adhere to written service provision policies adopted by OSD; and~~

~~• Make measurable progress toward the goals established in the Student's Educational Contract or, when the student is enrolled in a regular college course, meet academic standards established by the college pursuant to subchapter 8 of chapter 6 of this Division.~~

~~A district may adopt a written policy providing for the suspension or termination of OSD services where a student fails to comply with subdivisions a2 or a3 of this section. Such policies shall provide for written notice to the student prior to the suspension or termination and shall afford the student an opportunity to appeal the decision.~~

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Student Academic Accommodations Plan

~~Disability Services Specialist or director in It is the philosophy and intent of Antelope Valley College and the Office for Students with Disabilities program to will work collegially with all students with that have disabilities, the faculty, and staff to arrive at an appropriate accommodation that will meet the student's individual and specific needs.~~

~~The accommodation process shall be as follows:~~

- ~~1. The student will complete an intake packet, which includes their disability verification documents. An appointment will be scheduled with a Disability Services Specialist to discuss and determine the accommodation(s).~~
- ~~2. The Academic Accommodation Plan (AAP) will be completed, which includes the student's Educational Limitations and the Academic Adjustments, Auxiliary Aides Services and/or Instruction Approved for this student, along with a signature portion.~~
- ~~3. The Program Eligibility verification form will include the student's course adjustments and auxiliary aids, without the student's educational limitations. This is the form that the student will use to provide to their instructors to receive accommodations. The Program Eligibility Verification form is also the written contract for the student stating their specific accommodations.~~

~~When a mutually accepted accommodation cannot be reached between an OSD staff member and a student, the student will be sent an Accommodation Denial form explaining the denial, which will include contact information to appeal to the Vice President of Student Services, who will make final determination.~~

~~When a mutually accepted decision cannot be reached on a request for an accommodation between a faculty member and a student the college has developed a procedure to resolve such issues.~~

~~For community members, urthermore, for all other reasonable accommodation requests AVC has also created an internet based OSD reasonable accommodations form and process. This request form is to be utilized when a person with a disability feels that an accommodation will be necessary for them to participate in any of AVC's activities, services, and programs. This process may be utilized by the general public, AVC faculty, staff and students.~~

~~.1 — Purpose and Definition~~

~~The purpose of this document is to explain and put forth the administrative procedures of Antelope Valley Community College District which ensures that students with disabilities receive appropriate accommodation in their instructional activities, as mandated by federal and state law. The fundamental principles of nondiscrimination and accommodation in academic programs were set forth in the implementing regulations for Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act; these regulations provide that:~~

~~No qualified individual with a disability may be discriminated against by a department, agency, special purpose district, or other instrumentality of a state or local government (Title 2 of the Americans with Disabilities Act).~~

~~No qualified handicapped student shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any postsecondary education program or activities (Section 504, 84.43[a]).~~

~~An institution shall make such modifications to its academic requirements as are necessary to~~

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~~ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or students. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted (Section 504, 84.44[a]).~~

~~The modifications postsecondary institutions are required to make may be referred to as "academic adjustment" or "reasonable accommodation." Examples of academic accommodation include modification to degree requirements (e.g., time to complete the degree, course substitution/waiver, adaptation in the manner in which a course is conducted), modifications to course examinations (e.g., additional time, alternative testing measures), and the use of auxiliary aides (e.g., readers, calculators).~~

~~.21 — Academic Accommodations Panel~~

~~.22 — The ADA/504 Officer (Vice President of Human Resources) will serve as the panel chair and will be responsible for ensuring that:~~

- ~~— The informal process has been attempted;~~
- ~~— The instructor and student are informed of their rights and responsibilities~~
- ~~— The panel members are notified;~~
- ~~— All arrangements for the formal process are in place.~~

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~~.23 _____ The Academic Accommodations Panel will consist of the ADA/504 Officer, the Affirmative Action Officer, the Director of Office for Students with Disabilities, the Vice President Academic Affairs, an Academic Senator, a subject matter expert, and a student appointed by the Associated Student Organization (ASO).~~

~~.24 _____ The role of the Academic Accommodations Panel is to:~~

~~Review the disputed academic accommodation with respect to the ADA and Section 504. Specifically, does the accommodation ensure access for the student with a disability to meet the academic standards of the course, while maintaining the integrity of the course content?~~

~~Advise the Superintendent/President of the most appropriate accommodations.~~

~~.2 _____ Informal Resolution~~

~~The student will make a reasonable effort to resolve the matter on an informal basis prior to requesting a hearing by the Academic Accommodations Panel.~~

~~If an instructor has questions about an accommodation requested by a student with a verified disability, the instructor should contact the Director of Office for Students with Disabilities promptly. Informal meetings and discussion among the instructor, student, and appropriate members of Office for Students with Disabilities and/or other appropriate members of the college community are essential at the outset, and will be completed within five (5) instructional days following the request for the accommodation.~~

~~.3 _____ Formal Resolution~~

~~If no informal resolution can be found within five (5) instructional days and the accommodation is not allowed, the student may then seek a review by following the Academic Accommodations Procedures. Prior to the formal resolution process the Section 504 Coordinator, or other designated district official with knowledge of accommodation requirements, has the authority to make an interim decision pending a final resolution of the accommodation request.~~

~~If a satisfactory informal resolution to an Academic Accommodations Request was not found, a student may request an Academic Accommodations Hearing.~~

~~Academic Accommodation Hearing~~

~~The student must complete the Statement of Grievance form and the Grievance Hearing Request form. These forms, requesting a review by the Academic Accommodations Panel, will be filed by the student with the ADA/504 Officer.~~

~~The ADA/504 Officer will convene the panel within five (5) instructional days following receipt of a Grievance Hearing form or as soon as possible thereafter based on the timing involved in arranging a meeting time for all involved in the hearing process.~~

~~If this is a request for an in-class modification, the accommodation will be allowed for a maximum of three (3) weeks during which time a resolution will be achieved. If the decision of the panel is that the accommodation is not reasonable, the instructor will have the right to have the student redo any work done during those three (3) weeks with the new accommodation.~~

~~Hearing Procedure~~

~~The full Academic Accommodations Panel must be present for the hearing to proceed. The ADA/504 Officer will be the chairperson and will inform the participants of the procedures to be followed in the hearing.~~

~~.41 _____ If this is a request for a modification to a degree/certificate modification; both the Dean for that major and the student may call witnesses and introduce oral and/or written testimony relevant to the issue of the accommodation.~~

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~~.42 _____ If this is a request for in-class accommodations; both the instructor and student may call witnesses and introduce oral and/or written testimony relevant to the issue of the accommodation.~~

~~.43 _____ The ADA/504 Officer will assist both parties in the securing of witnesses.~~

~~.44 _____ Formal rules of evidence will not apply, any relevant evidence which reasonable people are accustomed to consider in dealing with a serious matter will be admitted.~~

~~.45 _____ Parties may represent themselves and will also have the right to be accompanied by a person of their choice, other than legal counsel, who may act as their advisor. Parties will notify the ADA/504 Officer of their choice of representation, no later than three (3) instructional days prior to the hearing.~~

~~.46 _____ The ADA/504 Officer will ensure the hearings will be closed and confidential.~~

~~.47 _____ In a closed hearing, witnesses will be present only when testifying unless both parties and the Academic Accommodations Panel agree to the contrary. A transcribed stenographic record will be maintained by the ADA/504 Officer.~~

Academic Accommodations Panel Decision

~~The Academic Accommodations Panel decision will be based only upon the evidence presented at the hearing in conjunction with the relevant sections of state and federal law.~~

~~Within five (5) instructional days of the hearing, the Academic Accommodations Panel will render a decision. The ADA/504 Officer will prepare a written decision for the Superintendent/President or his/her designee. This document will include the accommodation(s) under dispute, a summary of the evidence and the panel's recommendation(s).~~

Superintendent/President's Decision

~~Within five (5) instructional days following receipt of the decision of the Academic Accommodations Panel, the Superintendent/President, or his/her designee, will submit to all parties his/her written decision. The Superintendent/President may accept or reject the findings and recommendations of the Academic Accommodations Panel. The findings and recommendations of the Academic Accommodations Panel will be accorded great weight. If the Superintendent/President does not accept a finding or recommendation of the panel, his/her reasons will be communicated in writing to the panel and also stated in the decision not accepted. The decision of the Superintendent/President will be final.~~

Responsibility of Antelope Valley College

~~The District is required to assure that all programs and services are accessible to individuals with disabilities. It acknowledges that the office of Office for Students with Disabilities has been delegated authority by the Office of the California Community College Chancellor to prescribe academic accommodations for all students who have been certified as having a disability. The district must institute procedures to make modifications in academic requirements to ensure that such requirements not discriminate on the basis for a disabling condition.~~

~~The Faculty is responsible for conducting classes and administering examinations. They should be mindful, in developing tests or other procedures for evaluating students' academic achievement, that federal regulations require that methods should be provided for evaluating the achievement of students who have a handicap that impairs sensory, manual or speaking skills as will best ensure that the results of the evaluation represents the student's achievement in the course, rather than reflecting the student's impaired sensory, manual or speaking skills (except where such skills are the factors that the test purports to measure). [Section 504]~~

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~~The Office for Students with Disabilities has been delegated the authority to certify disabilities. The certification of a disability by OSD is binding upon the district. It should also be mentioned that the use of services offered by the OSD office is voluntary.~~

~~The OSD faculty is responsible for verifying a student's disability, estimating the effect of the disability on the student's participation in academic activities, and advising the student concerning appropriate learning strategies. OSD faculty may also determine the nature of accommodations in instruction and testing that might be required for a student in order to demonstrate mastery of the subject matter. He/she shall be available to faculty for consultation.~~

~~The ADA/504 Officer is responsible for informing the students of their rights, under the ADA and Section 504, to file through the Office of Civil Rights if the desired accommodation is not allowed. An updated file of all district decisions will be kept.~~

~~Section 56050. Advisory Committee.~~

Each district receiving funds pursuant to this subchapter shall establish, at each college in the district, an advisory committee which shall meet not less than once per year.

The OSD advisory Advisory committee Committee shall meet at least once a year, at a minimum, include students with disabilities and representatives of the disability community and agencies or organizations serving persons with disabilities.

Note: Authority cited: Sections 67312, 70901, and 84850, Education Code. Reference: Sections 67310-12 and 84850, Education Code.

OSD Staffing

The OSD program employs the following staff members to serve students with disabilities and the AVC community with the purpose to assist students as they strive to attain their educational goals.

Full-time employees

Director Office for Students with
Disabilities OSD Disability Services
Specialist
~~Learning Disability
Specialist Educational
Advisor
Learning Disability Technician
Access Technology Alternative Media
Specialist OSD Program Secretary/Clerical~~

III

Half-time

~~High Tech Center Laboratory~~

Technician

~~Technician Adjunct faculty~~

Adaptive Physical Education

Instructor

~~In addition to these permanent OSD staff members OSD employs AVC students and off campus professionals as American Sign Language (ASL) interpreters, readers, scribes, note takers, and for office support. (updated 11/18/05)~~

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Revised 9/17

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