

GUIDEBOOK
FOR
STUDENTS
WITH
DISABILITIES

**FROM THE OFFICE OF
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CENTRAL OREGON
community college

GETTING STARTED

Preparing for College

The college environment differs greatly from high school or other learning environments you may have previously encountered. According to the Oregon Post-Secondary Education Transition Guide:

“If students are interested in attending college, they need to know about and do many things in order to be successful in that setting. This is particularly true for those who wish to enroll in and complete Academic and Professional-Technical Programs.”

The Guide lists the following key factors for a student’s success:

- level of interest and motivation
- independence, self-direction and self-advocacy skills, knowledge about him or herself
- academic abilities
- information about college programs and services
- resources for support.

These factors are equally important whether you are a traditional student transitioning from high school, or a student returning to school at a later time in your life.

Admission & Registration

Admission procedures are outlined in the college catalog and in the schedule of classes published each term. You may also go to the COCC Admissions website, <https://www.cocc.edu/departments/admissions/future-students/default.aspx> for more information.

If you believe you will need any special service or accommodation based on disability, it is critical that you contact the office of Services for Students with Disabilities (SSD), located on the bottom floor of the Library (LIB), 541-383-7583, as soon as possible. Determining what service you are eligible for and making the necessary arrangements to have it in place by the time classes begin often takes time. Ideally, prospective students should contact the SSD office about four weeks prior to enrollment. Students in high school transition programs will want to make this contact even earlier, about midway through their senior year. This early contact will help us, and you, to do the appropriate planning. COCC will make every reasonable effort to accommodate you even if you do not meet these recommended timelines, and certain accommodations can be arranged without a lot of preplanning. Still, to assure that we are able to provide the service you need, we urge you to make every effort to meet with the SSD office early. (Examples of accommodations where early planning is very important include requests for sign language interpreters, print material in alternate format or specialized equipment.)

Initial Meeting

The initial meeting covers a lot of information and is designed to prepare you for your next steps of orientation and registration (if you have not already done so). At this meeting, be prepared to discuss:

- your plans and goals
- a review of the strategies and accommodations which have worked for you in other learning environments, and of your existing support system

- a discussion of COCC’s services, programs and facilities
- your request for specific services and accommodations at COCC, and a discussion of your responsibilities to advocate for yourself
- a review of the documentation of disability you provide which supports the accommodation requests you are making.

You may need to schedule a second meeting sometime after you have registered for classes and before the term begins to determine your eligible accommodations.

Priority Registration

Due to availability of online registration for all students, we will no longer be providing priority registration.

Auditing Classes

Students who want the experience of taking a particular class or classes but do not wish credit may register as “audit” students in college courses. Audit students are not required to meet specific course requirements but should participate fully in class activities. Persons who want to explore college but are not sure if they are ready for college-level work and demands may find the audit option attractive. For more information, see the COCC catalog.

Adult Basic Skills

Students who are interested in COCC but not ready for college credit instruction should look into Adult Basic Skills (ABS). The ABS program provides GED test preparation, and basic skills instruction in reading, writing, spelling, math, study skills and basic computer technology. Assessments are available to help the student determine current skill levels and learning style. For more information, call 541-504-2950 or go to <https://www.cocc.edu/departments/adult-basic-skills/>

Documentation of Disability

All students must meet the academic requirements and standards considered essential to the integrity of each college course, program or college policy. Students with disabilities are expected to provide documentation of your disability in order to receive disability support services. If your documentation is more than three years old, you may be required to provide a current verification of disability. Documentation is a diagnostic report from a qualified professional person (physician, psychologist, psychiatrist, speech/hearing specialist, etc.). As the Oregon Transition Guide notes for recent high school graduates, “IEPs may be helpful but generally won’t qualify as documentation.”

Documentation is particularly important if the disability is not readily apparent as in the case of a hearing condition, a back injury or a learning disability.

It is always a good idea to meet with the SSD Coordinator before the start of a term so you can discuss any area where you perceive you might need accommodations. When accommodations are approved, they are listed in a letter sent to you to share with your instructors. The SSD Coordinator can also work with you to develop success strategies. Even if your documentation does not support a specific request for accommodation, you may still benefit from such

strategies. The SSD office can also refer you to professionals in the community who might be able to evaluate your needs and provide documentation.

It is wise to introduce yourself to all new instructors early in the term and let them know who you are. Bringing a copy of your SSD letter is a good way to “break the ice” with a new instructor. Instructors are willing to assist students once they know that accommodations are reasonable and are based on documented disabilities. In addition, the SSD Coordinator is available to confer with the instructor and/or student regarding any questions about accommodations being provided.

Please note that some accommodations are expensive and time consuming to arrange, and that some may require consultation with outside service agencies.

Refusal to provide information will not subject a student to any adverse treatment; however, in order to receive certain services, it is necessary to document the true need. Information cannot, and will not be released to individuals outside the SSD office unless written student permission is granted.

The SSD office can provide you with a copy of learning disability, AD/HD, medical impairment, or mental health disorder guidelines for documentation. It is important that you pick up a copy of applicable guidelines prior to being tested for such by a psychologist/evaluator.

TIPS & INFORMATION

Confidentiality

COCC’s Office for Students with Disabilities office recognizes students’ rights to privacy and confidentiality. It is normally the policy of the SSD office not to share information concerning disabilities with other parties.

Identifying oneself as having a disability and requesting accommodations are entirely voluntary actions under the law. Any information shared with the SSD office concerning a disability, in addition to being confidential, is strictly voluntary. Students with disabling characteristics may attend COCC without being identified as a student with a disability if that is their wish.

After classes begin, an instructor who believes that a student might benefit from contacting the SSD office might encourage that student to do so. Students who do not choose to identify themselves to the SSD office however, will not be pressured and will receive no further attention in terms of special services regarding disabilities.

With regard to records documenting disability, the office will comply with FERPA and other applicable laws. We will not forward copies of records documenting disability to anyone without the express written consent of the student. We encourage persons submitting copies of records documenting disability to keep a personal copy of these records in case they decide in the future to share it with another agency/school.

If an individual wishes the SSD office to confer with or to provide information to persons who are not members of COCC’s staff, he or she must provide them with permission to do so.

Information regarding a student's disability MAY be shared by the SSD office with COCC faculty and staff, under the following conditions: a) in the vast majority of cases, only persons providing accommodations to the student (e.g. faculty) will be informed that the student qualifies for service based on disability, but will not be told the nature of the disability; b) only in exceptional cases where SSD staff determines that an individual has a justifiable "need to know" such as when safety or legal concerns exist will further information be shared.

To view our Confidentiality Agreement form, please go to <https://www.cocc.edu/departments/disability-services/confidentiality-and-ferpa.aspx>

Continuance of Services

We now offer online access to continuing accommodations for subsequent terms. If you are a student registered with our office in the current term, we will send an email to you during the last part of the term asking if you are registered or plan to register for the subsequent term, and wish to continue utilizing your accommodations. If so, you need only to reply to that email and provide your student ID number and we will send you an accommodation letter for the new term. You may also contact our office on your own to request your accommodation letter for the ensuing term.

Be Your Own Advocate

COCC has a responsibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to ensure that no student with a disability who meets the academic and technical standards for admission to, or participation in, its programs is excluded from such participation. Students with disabilities are expected to make reasonable efforts on their own part to obtain the services they require, and to follow the procedures related to receiving those services. To do this, students need to be their own advocates.

Being your own advocate starts when you contact the office of Services for Students with Disabilities and make your needs known. As you become established with COCC, we hope you will feel free to stay in contact with the SSD office for help and guidance and to keep lines of communication open.

As a College student, being your own advocate means you need to understand your own needs, how the college system works, and be able to speak up for yourself when things aren't working for you. College is an adult environment and your attendance is voluntary. As the Oregon Transition Guide states, "students must be able to schedule their own time, get to classes, complete class assignments, prepare for tests, and ask for help when they think it is necessary." It is important that you do not expect faculty or staff to anticipate your needs for you. COCC is still a small, friendly place and our staff is genuinely interested in helping you succeed, but this is your education, and you need to be in charge!

If you are unsure of the accommodations you may need for a particular class, or are unaware of which services or equipment are available at COCC to suit your needs, the place to start is the SSD office. The SSD Coordinator can help you evaluate your needs and advise instructors on accommodations which might be arranged.

Other Tips for Success

- Frequent short study (1 hr 3x per wk) works better than the same three hours in a single day.
- Form study groups for tough subjects.
- Use computers for producing papers.
- Make sure your instructor knows you.
- Start your assignments the same day you get them.
- Divide projects into small tasks.
- Study in one-hour blocks, take breaks and reward yourself!
- Mix up the subjects in a longer study session.
- Remove external distractions and keep a list of internal distractions during study.
- Turn homework in on time.
- Ask questions. Go see your instructor. Ask for help as soon as you need it. Use the Tutoring services.

Getting Around

The main Central Oregon Community College campus has been evaluated by a specialist in physical accessibility for colleges. Many modifications needed to improve access have already been made, and a long-range plan for further improvement has been developed. To view accessible routes of travel around the Bend campus, please click on the following link.

<https://www.cocc.edu/about/maps/files/cocc-campus-map-ada.pdf>

COCC is still located upon a hill, and although many physical barriers have been eliminated, there are challenges to moving about campus, particularly during inclement weather. During winter, it is especially important that you keep us informed of problems you encounter. As with any support service, the more advance notice you give us of your need, the better we are able to respond. If you encounter a barrier to physical access in any COCC facility, contact the SSD office, 541-383-7583 or ADA Coordinator for Facilities, Joe Viola, 541-383-7776, right away. We will work with you to provide the access to which you are entitled.

For students with disabilities but without vehicles, the College makes a genuine effort to assist with getting from class to class by providing a lift-equipped van, once the students have gotten to campus by their own means. The college also provides a free shuttle service around campus for all terms, for all students. Shuttle maps with times are available in the Boyle Education Center. The 15-person bus features a wheelchair lift, bike rack and automatic chains.

Students with disabilities needing transportation to campus from locations in Bend may wish to contact Dial-A-Ride at 541-385-8680 concerning their service. Bend Area Transit (BAT), a public bus transportation system comes to the COCC campus as well. You may access their schedules by going to <http://www.cascadeseastransit.com/bend-bus-schedule/bend-schedule.html> or for more information you may call 541-385-8680.

Parking

It is COCC's policy to provide ample disabled parking so that students with DMV permits may drive from building to building. Students with both temporary and permanent mobility limitations are eligible for disabled parking permits. These permits are issued by the State of Oregon Motor Vehicles Division. In order to receive either a temporary or permanent disabled

parking permit, you will need to secure a physician's signature to document your disability on the parking permit application. There are parking areas reserved for students needing special parking at various places around the campus. To view COCC campus maps and disabled parking areas, please click on the link above.

If you regularly experience difficulty locating a parking place or have a unique concern, contact the ADA Coordinator for Facilities Joe Viola, 541-383-7776. COCC does not provide transportation to and from campus.

Access to Special Events

Persons who, because of a physical or mobility disability, need accommodation or on campus transportation for College special events should contact ADA Coordinator Joe Viola, 541-383-7776, in advance of their need for accommodation.

Persons who, because of other disability such as hearing impairment, need accommodation for College special events should contact Jamie Rougeux, 541-383-7743, in advance of their need.

Medical Emergencies

COCC treats medical emergencies seriously. If a medical emergency occurs where there is any question as to the safety of the individual concerned, it is the College's policy to assure the best possible intervention by contacting 911, Emergency Services.

Evacuation

The most important factor in emergency safety for people with disabilities is advanced planning.

IN ALL EMERGENCIES

After an evacuation is ordered.....

- Check on people with special needs during an evacuation. A buddy system, where people with disabilities arrange for volunteers to alert them and assist them in an emergency, is a good method.
- **Do not** use elevators unless authorized to do so by police or fire personnel. Elevators can fail during a fire or a major earthquake.
- If the situation is life threatening, call Ext. 7775, Campus Services.
- Always ask those with disabilities how you can help before attempting any rescue technique or giving assistance. Ask how they can best be assisted or moved and whether there are any special considerations or items that need to come with the person.

RESPONSES TO EMERGENCIES (bomb threat, earthquake, fire, hazardous materials release and power outages):

Blindness or Visual Impairment

- Offer to lead them out of the building to safety.
- Give verbal instructions about the safest route or direction using compass directions, estimated distances and directional terms.
- Do not grasp a visually impaired person's arm. Ask if they would like to hold onto your arm as you exit, especially if there is debris or a crowd.

- Give other verbal instructions or information (e.g., elevators cannot be used).

Deafness or Hearing Loss

- Get the attention of a person with a hearing disability by touch and eye contact. Clearly state the problem. Gestures and pointing are helpful, but be prepared to write a brief statement if the person does not seem to understand.
- Offer visual instructions to advise the safest route or direction by pointing toward exits or evacuation maps.

Mobility Impairment

- It may be necessary to clear the exit route of debris (if possible) so that the person with a disability can move out or to a safer area.
- If people with mobility impairments cannot exit, they should move to a safer area, for example: most enclosed stairwells.
- An office with the door closed, which is a good distance from the hazard (and away from falling debris in the case of earthquakes). If you do not know the safer areas in your building, call Campus Services for a building survey.
- Notify police or fire personnel immediately about any people remaining in the building and their locations.
- Police or fire personnel will decide whether people are safe where they are and will evacuate them as necessary.
- If people are in immediate danger and cannot be moved to a safer area to wait for assistance, it may be necessary to evacuate them using an evacuation chair or a carry technique.
- Power Outages:
If people with disabilities choose to wait in the building for electricity to be restored and the outage occurs during the day, they may move close to natural light that is also near a working telephone. If they would like to leave and need assistance, or if the outage occurs at night, call Campus Services at 541-480-2418.
- Some campus telephones may not operate during a power outage. As soon as information is available, the campus emergency information line 541-383-7700, will have a recorded message stating when power is likely to be restored.

Library Information

It is important that every COCC student is familiar with the library, its location and its services. All services, resources, and equipment in and of Central Oregon Community College Library are available to all members of the community, and the library staff is ready to assist those whose physical disabilities would otherwise prevent them from using the library effectively. These services include:

- retrieving material that is out of reach
- assisting in using the book catalog and other computerized databases
- reproducing materials

- aiding in entering and exiting when special routing is needed
- allowing another person to charge out materials for the patron who is unable to get to the library
- renewing loaned material via "My Library Accounts" on the library website, by phone or email.
- providing information to a person with a physical disability via our online help services or by phone about the availability of materials and the reserving of such material until it can be picked up. In cases where mobility or third part arrangements pose considerable difficulties, the library may consider mailing items to the student.
- Video Relay System (VRS), providing telephone communication for deaf or hearing impaired persons utilizing sign language interpreting. Located on the main floor, North wall of the Reference section.

The library doors are wheelchair accessible and there is an elevator for public use that allows you to visit each of the library's three floors.

In addition, the library currently has a text magnifier machine that assists individuals with vision impairments in reading printed materials. There are two adaptive computer workstations in the library building: one in each of the classrooms LIB117 and LIB118, for in-class use. These two work stations have height adjustable ADA desks to accommodate wheelchairs. There is a third separate workstation on the main floor of the library with a height adjustable ADA desk that accommodates wheelchair access. There is also a workstation on the main floor of the library equipped with Kurzweil reading software with attached scanner.

It is important to remember that the library staff is there to assist all library patrons, and for this reason they are not always available to provide extended periods of their time to help students with disabilities. If the assistance you require will take extensive time, you should arrange to take your own assistant or tutor with you to the library, or make an appointment with the library staff for more personal attention that is convenient for you both. Friends or classmates who are familiar with the library and its systems can also help. If you need special assistance that will take considerable time, it must be arranged in advance, so planning ahead is essential.

For more information, please visit the COCC Library website at <https://www.cocc.edu/departments/library/default.aspx> .

SERVICES AND ACCOMMODATIONS

Advising

As stated above, (Admission and Records) advising is available to all COCC students. Ordinarily students are assigned an advisor based on their major; however, students with disabilities who are uncertain or feel a need for extra support may choose to be additionally advised by the SSD Coordinator who may be in a better position to help them with course selection. An academic advisor is available in the CAP Center to assist any current COCC

student with the services listed below. Call the CAP Center at 541-383-7200, to set up an appointment with an advisor. Advisors are available to assist students to:

- prepare for a meeting with their assigned advisor;
- transfer to another institution;
- prepare academic warning petitions for their advisor's review;
- find resources to make decisions about majors, careers, and steps after COCC;
- locate and understand degree requirements to develop a multi-term plan;
- navigate registration requirements;
- access and use their online student account;
- locate and help with COCC resources.

Please note that the CAP advisor will not routinely clear advising requirements or provide signatures for other advisors. Questions? Call 541-383-7258.

Aides

The College does not provide personal care attendants or aides to assist persons with disabilities in carrying out personal functions. In certain cases, the College may provide a volunteer or paid class aide to assist a person with a disability in carrying out classroom activities. Examples are pairing a student with a visual impairment with a sighted student in a Science Lab or providing an aide to help a person with a mobility impairment move from station to station in a Physical Education class. (www.ed.gov, OCR 104.44 Academic Adjustments, d. Auxiliary Aids, 2.)

Auditory Format of Books

Books in Etext or on CD are available for students who are blind, physically disabled or learning disabled. COCC currently has an institutional membership with Learning Ally www.learningally.org, and Bookshare at www.bookshare.org and you must qualify for these services by first meeting with the SSD Coordinator. Students with disabilities wishing to use these services are required by the providers to furnish written verification of disability to establish eligibility. Many textbook publishing companies also provide electronic versions of textbooks (Etext) with proper documentation of disability. As this is copywrited material, it may be necessary for the student to sign a letter of agreement acknowledging certain restrictions imposed by the publishing company prior to receiving the electronic material. In most cases, the Etext is provided at no charge, with the requirement that a printed copy of the book be purchased in advance.

Although COCC has a responsibility for making available such aids as taped texts, our institutional responsibility for producing taped materials is not primary unless all existing sources have been exhausted. When students are unable to locate a book through the primary resources, COCC will make a reasonable effort to respond to requests when the request is made in a timely manner.

Computer Centers

The Computer Centers in Pioneer Hall, Grandview, Boyle Education Center and the Library serve all students. There is adaptive hardware housed in the Computer Centers for use by persons with disabilities.

Counseling

COCC students may contact the CAP Center, 541-383-7200, to schedule an appointment with a counselor for guidance services as well as short-term and crisis counseling. The counselors do not provide ongoing therapy/psychological treatment; when such services are needed, counselors can suggest appropriate referrals. For more information, please visit the COCC CAP Center web page <https://www.cocc.edu/departments/cap/personal-counseling/>

For students with disabilities, the SSD coordinator is available to provide guidance, advising, and problem-solving assistance in a confidential setting. Due to potential conflicts of interest, however, the SSD Coordinator will find it necessary to refer students to another counselor in certain instances.

Enlarged Print

Large print is available in some instances. Whether or not the College provides large print depends on several factors including the student's vision needs and other alternatives for getting access to print material. The College does not enlarge textbooks for students who are able to use magnification or book recording services. The College, does, however assume responsibility for providing enlarged print for materials used in class, including tests. We will also provide enlarged print copies of COCC policies and procedures, including this handbook, when requested. Requests for enlarged print text should be made to the SSD office well in advance, depending on the amount of text.

Note Takers

Physical disabilities prevent some students from taking notes; learning disabilities hinder others from listening and taking notes simultaneously. In these cases, note-taking assistance can be provided through the SSD office. Once you have established eligibility, some instructors may be willing to allow you to copy their personal notes or lecture outlines. SSD will ask the instructor to assist in locating and hiring a classmate who takes good notes to work with you. SSD can provide special, lined "carbonless copy" paper to be used by note takers, or you can photocopy your note taker's notes if you wish.

Students using note takers have responsibilities, too. They need to request note-taking assistance from SSD as early in the term as possible, communicate with the instructor for help in locating a good note taker, attend each class, read and review the notes regularly and carefully, give the note taker helpful feedback, and rework or add to the notes, writing things that will help understanding and remembering. Your note taker will pick up a supply of the "carbonless copy" paper from the SSD office and bring it to each class.

Realtime Captioning

Realtime Captioning converts the spoken word into instant text which is simultaneously shown on a laptop screen at the student's desk. A highly skilled stenocaptioner hears the lecture via wireless microphone and types the text to be displayed to the student's screen. This technology is widely utilized by the deaf and hearing-impaired community as an alternate to American Sign Language. It is important to notify the SSD office with advance notice, preferably three to four weeks, if this service is desired so proper scheduling of service can be made.

Recording Lectures

Bringing a recorder to class is useful for many students. You will need to notify instructors if you wish to tape their lectures. Occasionally an instructor may be reluctant to let you tape record a class. This is the instructor's right unless you have established eligibility through the office of Services for Students with Disabilities to tape classes as a reasonable accommodation based on disability. In such cases, the instructor may require you to sign a waiver agreeing that you will:

- only use the recorded material as an aid to study for that course
- destroy the recorded material upon completion of the course

Service Animal Policies and Procedures

The ADA defines a service animal as a dog that is individually trained to do work or perform tasks for an individual with a disability. Beginning on March 15, 2011, only dogs are recognized as service animals under Titles II and III of the ADA. There is a provision regarding miniature horses as service animals, meeting specific assessment factors. There are instances when a service animal may be restricted. In *Pool v. Riverside Health Services*, a federal court upheld the facilities' restriction of the animal. The ADA authorizes places of public accommodation to impose restrictions if it is a safety requirement.

The "ADA contains no blanket policy mandating the places of public accommodation permitting service animals under all circumstances". (Kincaid, 1966, p.16). With regard to a university/college, there may be possible restrictions of service animals in clinical practice of nursing and health sciences programs, in food services programs, or in laboratories that can pose a safety risk. These exceptions would need to be considered individually to determine whether the dog poses a possible danger, and if other reasonable accommodations can be provided.

Overall, it is the student's responsibility to ensure the safety of the animal and of the team. While legal access rights are afforded to users of assistance animals, with that comes the responsibility of ensuring that the animal behaves and responds appropriately at all times in public and that the partner/handler, as a team, are to adhere to the same socially acceptable standards as any individual in the community.

Portions of this section are adapted or quoted verbatim from the Service Animal Policy of the University of Wisconsin-Madison, Marcia Carlson, and the University of Colorado.

Definitions:

Companion animal – In recent years, these animals have been prescribed as treatment for some disabilities for their calming influence, affections, stability or even a feeling of security. They are not trained and not afforded the legal protections of service animals. Extremely extenuating circumstances in the student's documentation would be necessary to permit a companion animal on campus, and the accommodation is determined on a case by case basis.

A dog in training – A dog being trained; however, it has the same rights as a fully trained dog when accompanied by a trainer and identified as such.

Partner/handler – A person with a service or therapy animal. A person with a disability is called a partner; a person without a disability is called a handler.

Service Animal – Any animal individually trained to do work or perform tasks for the benefit of a person with a disability. Service animals are usually dogs but may be monkeys. A few other animals have been presented as service animals.

Team – A person with a disability, or a handler, and his or her service animal. The two work as a cohesive team in accomplishing the tasks of everyday living.

Therapy Animal – A therapy animal does not assist an individual with a disability in the activities of daily living, and historically they have not been protected by laws for service animals. The use of therapy animals for mental disorders, i.e. agoraphobia has assisted the individual to safely leave the house and participate in community and educational activities. Documentation needs to specifically address the need and training of a therapy animal and is determined on a case by case basis.

Types of Service Dogs (Animals)

Guide dog – Guide dog is a carefully trained dog that serves as a travel tool by persons who are blind or have severe visual impairment.

Hearing dog – Hearing dog is a dog who has been trained to alert a person with significant hearing loss or who is deaf when a sound, e.g. knock on the door, occurs.

Service dog – Service dog is a dog that has been trained to assist a person who has a mobility or health impairment. Types of duties the dog may perform include carrying, fetching, opening doors, ringing doorbells, activating elevator buttons, steadying a person while walking, helping a person up after the person falls, etc. Service dogs are sometimes referred to as assistance dogs.

Sig dog – Sig dog is a dog trained to assist a person with autism. The dog alerts the partner to distracting repetitive movements common among those with autism, allowing the person to stop the movement (e.g. hand flopping). A person with autism may have problems with sensory input and need the same support services from a dog that a dog might give to a person who is blind or deaf.

Seizure response dog – Seizure response dog is a dog trained to assist a person with a seizure disorder; how the dog serves the person depends on the person's needs. The dog may stand guard over the person during a seizure, or the dog may go for help. A few dogs have somehow learned to predict a seizure and warn the person in advance.

Documentation Requirements - The handler of the service animal will be required to meet with the Services for Students with Disabilities coordinator, providing the following information for documentation purposes:

Licensing – The animal must meet the licensing requirements of the state of Oregon. (For nonresidents, home state tags may be accepted.)

Health records – The animal must have a health statement, including vaccinations from a licensed veterinarian dated within the past year. Generally, legitimate assistance animals are well groomed and receive excellent veterinary care, including an annual checkup. A

veterinarian's statement within the past 12 to 15 months as to good health is necessary. Preventative measures should be taken at all times for flea and odor control. Consideration of others must be taken into account when providing maintenance and hygiene of assistance animals.

Minimum training standards – Verification that the animal has been individually trained to provide the service/assistance to meet the needs of the student/handler. In Arizona State University Case No. 08-96-2079-B, OCR, rejected a claim because “the student provided no proof to the university or OCR that the dog had been individually trained as required by the ADA.”

Identification – It is *recommended* that the animal wear some type of commonly recognized identification symbol, identifying the animal as a working animal, but not disclosing disability.

Control Requirements

- The animal should be on a leash when not providing a needed service to handler.
- The animal should respond to voice commands at all times, and be in full control of the handler.
- To the extent possible, the animal should be as unobtrusive to other students and the learning environment as possible.

Exclusion for behavior – A service animal may be excluded from the campus when that animal's behavior poses a direct threat to the health and safety of others. Although the campus may exclude any service animal that is out of control, it will give the individuals with a disability who use the service animal the option of continuing to enjoy its goods and services without having the service animal on the premises (ADA Today, p4).

Consequences for behavior – When an assistance animal is determined out of control as reported by students, staff or administration, the infraction will be treated on an individual basis. If the animal poses a threat to the safety of other students, Public Safety will be part of the collaboration team to determine the outcome of the behavior. Consequences may include but not be limited to muzzling a barking animal, refresher training for both the animal and the partner, or exclusion from university facilities.

Public Etiquette by Animal

To the extent possible, the animal should/should not:

- Sniff people, restaurant tables or the personal belongings of others.
- Display any behaviors or noises that are disruptive to others unless part of the service being provided the handler.
- Engage in personal grooming in public settings.
- Block an aisle or passageway for fire egress.

Public Etiquette to Student with Animal – General public should avoid:

- Petting a service animal as it may distract them from the task at hand.
- Feeding the service animal.
- Deliberately startling a service animal.

- Separating or attempting to separate a partner/handler from his/her service animal.
- Hesitating to ask a student if she/he would like assistance if there seems to be confusion.

Areas of Safety – As cited above, there are certain instances when it may be considered unsafe for animals in such places as medical facilities, laboratories, mechanical rooms or any other place where the safety of the animal or partner/handler may be threatened.

When it is determined unsafe for the team to be in one of these areas, reasonable accommodations will be provided to assure the student equal access to the activity.

Emergency Situations – In the event of an emergency, the emergency response team (ERT) that responds should be trained to recognize service animals and be aware that the animal may be trying to communicate the need for help. The animal may become disoriented from the smell of smoke in a fire or laboratory emergency, from sirens or wind noise, or from shaking and moving ground. The partner and/or animal may be confused from the stressful situation. The ERT should be aware that the animal is trying to be protective and, in its confusion, is not to be considered harmful. The ERT should make every effort to keep the animal with its partner. However, the ERT's first effort should be toward the partner; this may necessitate leaving the animal behind in certain emergency evacuation situations.

Conflicting Disabilities – It is common for a person to have a disability that precipitates an allergic reaction to animals. Persons making an asthmatic/allergy/medical complaint are to be directed to make that complaint with the Services to Students with Disabilities office. The person making the complaint must show medical documentation to support that complaint. Action will be taken to consider the needs of both persons and to resolve the problem as efficiently and expeditiously as possible. In the event that cannot be resolved, the institution will invoke first-person rights.

First-Person Rights – If the person uses a service animal and is registered in a course or present in a college area, and another person arrives with serious allergies, you cannot remove the first person to accommodate the second person. (Disability Compliance for Higher Education (July 1996) Vol. 1, No. 12, p. 4 & 5).

Disclosure – Service animals are used by individuals with disabilities to facilitate access. What if a student with a service animal does not identify themselves with the office of Services for Students with Disabilities? Can you exclude that individual from the campus until they comply with these rules of documentation.

In the absence of case law, the following guidelines will be used until proven otherwise discriminatory:

- As COCC has a general policy excluding animals on campus, a student consistently seen on campus with an animal that is identified by a jacket or some other symbol that it is a service animal, will be advised of the general policy and directed to the Services for Students with Disabilities office.
- If there is any complaint regarding the animal and its behavior, the dean of students will contact the student and, in collaboration with the Services for Students with Disabilities coordinator, inform the student of the policies regarding service animals.

- If the student fails to act in accordance with the above, the student conduct actions will be taken.

Sign Language Interpreters

COCC is committed to providing access to individuals needing sign language interpreting services. When students requiring interpreter services give advance notice of their intention to enroll full time in an upcoming term, the College will conduct a search to hire a qualified, full-time interpreter. We will obviously be more successful, particularly in hiring a full-time person, when we have advance notice of *one month* or more, though we will make every reasonable effort no matter what the notice.

Erin Trimble, Sign Language Interpreter Coordinator, can be reached at 541-383-7737 or by email at: etrimble@cocc.edu.

Specialized Equipment

The College cannot provide personal equipment. Students with disabilities are expected to have their own wheelchairs, hearing aids, and other personal adaptive equipment. COCC does have some adaptive equipment available for student use on campus such as large screen computer monitors and closed circuit TV for persons with visual impairments, and various software including JAWS and ZoomText and an FM loop transmitter/receiver system for students with hearing impairments.

Other items available for use by students with disabilities, which are available for check out through the SSD office include (as available):

- Comtek FM loop listening device
- Digital recorders

Other available items for use:

- Basic Power Trainer in Mazama
- High support boots to use with power trainer in Mazama
- Specialized gloves for wheelchair users in circuit training class in Mazama
- IntelliKeys keyboard with classic overlays and Clickit software – ABE classroom.

Testing Accommodations

Students with certain disabling conditions may require extended time when taking tests. Some may need to test in a setting with minimal distractions such as is available in the Tutoring & Testing Center. Talk to the SSD Coordinator to establish eligibility for special testing. To view the COCC Special Testing website, please go to <https://www.cocc.edu/departments/tutoring-and-testing/testing/ada-testing-at-cocc.aspx> .

TypeWell

TypeWell is a transcription system that allows COCC to hire and train its own transcriber to provide communication access and note taking services for students and others who need such support. It is an effective learning tool for deaf and hard-of-hearing students and staff, as well as those with visual, physical or learning disabilities.

How it works: A hearing transcriber uses a notebook computer with abbreviation software to transcribe meaning-for-meaning what is said in class lectures and discussions. The students read

the transcription in real time from a second computer. Students can also type questions and comments to the transcriber during class, and even take their own notes on the reader computer.

In addition to communication access during class, TypeWell transcribers usually provide notes for after-class use. These notes can be given “as is” to the student or edited to be useful educational notes. For example, any behavioral control remarks can be removed, along with educationally irrelevant comments. Spelling and grammar can be corrected, and confusing structures clarified. This leaves the students with printed notes that are readily approachable in length and relevancy.

Writing Center

The Writing Center, located in the basement of the library, offers free tutoring in composition skills to all COCC students enrolled in any course that involves writing.

Writing Center tutors are available to help you work on a wide range of writing skills. They do not merely proofread and correct specific errors, but they can point out a pattern of errors and suggest possible strategies to help you revise. When they find recurrent problems in your rough drafts, they will direct you to review materials to help you remedy them.

When you receive a graded essay from your instructor, you may bring it to the Center for revision, or information to help you understand how you might improve your next essay. Writing Lab tutors do not discuss grades or correct errors for you, but they can try to interpret teachers’ comments and suggest strategies for correcting errors and improving your revisions. Writing Center Tutors also provide help with application letters and resumes.

NOTE:

It is important to remember that needs of students with disabilities might vary from quarter to quarter, and that it is not possible to list every service which a student might receive. It is important for students to work closely with the SSD Coordinator and their instructors so that their disabilities do not interfere with their educational goals. Our goal is to give every student with a disability equal access to classes at COCC. The rest is up to you!

Equal Opportunity Policy Statement

Central Oregon Community College has a continuing commitment to programs of equal opportunity and affirmative action to extend community services and educational, employment and promotional opportunities to all legally protected classes.

Central Oregon Community College does not discriminate on the basis of age, disability, gender, marital status, national origin, color, race, religion, sexual orientation or veteran status. The College complies with all federal legislation and civil rights laws of the State of Oregon.

Equal opportunity for employment, admission, and participation in the College's benefits and services shall be extended to all persons, and the College shall promote equal opportunity and treatment through a positive and continuing Equal Opportunity Policy.

Unlawful discrimination by age, disability, gender, marital status, national origin, color, race, religion, sexual orientation, or veteran status shall not exist in any area, activity or operation of the district. Read full equal opportunity policy: <https://www.cocc.edu/departments/human-resources/employment/equal-opportunity/default.aspx>

The office of Services for Students with Disabilities is open to COCC's faculty, staff, and students as a resource on disability issues.

Your Civil Rights

As a student with a disability, you have certain rights that are guaranteed to you by law. Section 504 of the Rehabilitation Act of 1973 states that "no otherwise qualified handicapped individual shall, solely by reason of his/her handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance". This means that you will not be denied access to any class or to class material solely on the basis of your disability.

Some laws outlining the protections for persons with disabilities have used the word "handicapped" to describe such individuals. This handbook has used the word "disabled". A person with a disability is one whose disabling condition, physical or mental, substantially limits one or more major life activities, such as walking, seeing, speaking, or learning.

Central Oregon Community College complies with Section 504 and the ADA by:

- Ensuring that treatment of students is free from discrimination in programs of academic and occupational training, counseling, tutoring, academic advising, financial aid, physical education, recreation and other extracurricular activities.
- Ensuring that its educational programs and activities are free from discrimination by providing certain accommodations and auxiliary aids, such as notetakers, extended test time, alternative format materials, computer access, etc.
- Making facilities as barrier free as possible.

Students with disabilities who have a grievance (complaint) with a staff or faculty member, or with a COCC policy, should consider the following process to gain a resolution of their grievances.

1. If you believe that you have experienced discrimination because of your disability in any class or because of any procedure of the college, you should bring this alleged discrimination to the attention of the instructor or the individual involved.

The Services for Students with Disabilities coordinator is prepared to provide assistance by consulting with you and by acting as liaison between students and other campus individuals.

The SSD coordinator can also help you identify the most appropriate office or individual to resolve the problem and can provide telephone numbers or contact names. This process usually results in a mutually satisfactory resolution and is often the quickest and most direct route to a solution.

2. If you continue to believe your rights have been violated, it is then appropriate to follow the College's formal Concerns Procedure outlined below. The SSD Coordinator can assist in communicating the problem and act as a liaison. <https://www.cocc.edu/departments/student-life/student-policies.aspx>

4. If you have filed an official grievance through the COCC Concerns Procedure, and you are not satisfied with the results, you may also file your complaint with the U.S. Department of Education, Office for Civil Rights. <http://www.hhs.gov/ocr/office/file/index.html>.

APPENDICES

Appendix A

Selecting a Note Taker

- Good note takers identify and record all the principal points made by the instructor. They determine which points are secondary and which are incidental, and record the secondary points.
- A note taker needs to be a person who does not miss class and who takes detailed notes in legible handwriting.
- Good note takers need to be enthusiastic students, who are excited by learning and who want others to experience the same excitement.
- Note takers need to understand how to organize on paper and be able to hear the lecture or class presentation and synthesize the information in notes.
- Note takers should be self-confident and able to accept suggestions as well as self-starters and independent learners.
- Notes should be written with consideration for the student with a disability who will receive them.
- Note takers should be punctual, dependable, persistent, organized and good time managers.
- For personal safety reasons, students should restrict their out of class meetings with note takers and anyone they do not know well to public locations such as the library and cafeteria.

Appendix B

Study Habits

What every student should know and do:

The following list was compiled by Mary Ostrander who teaches COCC's "Study Strategies" class (HD101, 3 credits)

1. Read the College catalog and schedule of classes carefully to learn about COCC's policies, deadlines and resources. You need to know about College resources ahead of time so you can

use them as soon as you see a problem starting.

2. Take responsibility for your own educational plan and each quarter's course selection. You'll need to know, a) what courses are required for your degree or certificate, including the prerequisites, b) when the courses are offered c) how many credits are reasonable for you to take during a particular quarter (keep in mind work hours, family, health, fixed obligations, etc.) d) what you plan to take in future quarters that may depend on the courses in which you are currently enrolled. While your faculty advisor can help you with checking this, it is important that YOU understand where each course fits into your plan. You are paying money for the courses, but you are also "paying" with the investment of your time, energy and commitment. Don't spend them carelessly!

3. Set specific goals for what grades and learning you want to accomplish each quarter, each week, even each study session. If "C or better" is good enough, you will very likely cruise to the lowest level. If "B+" is your goal, you will be more likely to stay motivated to do what it takes to get there.

4. Go to class. Unlike high school classes, which meet 150+ hours per year, college classes generally meet 30 hours during the 10 weeks of the quarter to cover the same material in greater depth. Since it is easier to have someone teach material than to learn it on your own, attendance is important. Besides, it's a large part of what you're paying for!

5. Take good notes in class. You need class notes both to record the information discussed (so you can review it later) and to create another opportunity to understand and remember material covered. Learning to choose and write down the main points and supporting details is an important college skill to develop. It is also very important to "fix up" these notes within a day of when you take them. The sooner you revise them, the more you will remember.

6. Take notes when you read your textbooks. This is one of the best methods to stay active, concentrate and really think about the material you are reading. Ask yourself questions about the material, and answer them out loud. You must stay involved with your textbook if you want to concentrate and learn the material.

7. Review both your class and text notes on a regular basis. Repetition is a very significant step to learning material well enough to use it on tests and for future concepts. By reviewing today's notes and the last five days' notes every day, if only for 10 - 15 minutes, you will remember what you need to and save LOTS of cramming before tests - you just won't need it.

8. Schedule and invest two to three hours outside of class for every one hour you spend in class. While there are some obvious exceptions (Kayaking, Automotive shop, etc.), this time is generally what is needed to be successful. By the time you revise your class notes, read and take notes on the assigned text, complete, revise and check homework, do something toward your long-term projects, and review the last five days' class work and homework, you will have spent the allotted time. These are the daily activities that contribute to college success.

9. Make very specific weekly, monthly and quarterly schedules for using your time. You need to fit in A LOT of detailed work during the time period, and many of those things just won't happen

unless you schedule them. For example, for Tuesday, 8 to 9 p.m., "review class notes from today and last five days in psychology and writing." You need the longer term schedules because college instructors often give four-, six- or even eight-week long assignments. They don't want a four-day quality paper if they allow eight weeks in which to do it; they want an eight-week quality paper!

10. Learn how to take tests strategically and without unproductive anxiety. While being prepared is the best defense against too much stress, you can also improve your test taking skills by relaxing, breathing, talking constructively to yourself about tests, and learning strategies for different kinds of tests that you will get in college.

Appendix C

Disclosure Regarding Services and Confidentiality

The purpose of the office of Services for Students with Disabilities (SSD) is to assist individuals who experience disability with accessing campus programs and services. SSD meets this goal by providing academic adjustments and auxiliary aids afforded by law under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973, Section 504, and in accordance with college processes

When requesting accommodations, your responsibilities include:

- Providing documentation from a qualified professional that identifies the nature of your disability and outlines the functional limitations related to that condition;
- Paying for any medical/psychological assessments and/or record request fees;
- Requesting your accommodations from SSD each term;
- Following the accommodation procedures as described in the SSD Guidebook for Students with Disabilities;
- Communicating with each of your instructors regarding your accommodation needs as outlined in the Letter of Accommodation;
- Following the student Code of Conduct and maintaining the Standards of Satisfactory Academic progress as outlined in the COCC Catalog;
- Contacting SSD if you cannot make any scheduled SSD appointment;
- Resolving accommodations/services disagreements as outlined in the SSD Guidebook for Students with Disabilities

SSD responsibilities include:

- Determining eligibility for SSD services based on disability documentation and functional limitations;
- Providing appropriate and reasonable academic accommodations and support services;
- Disability counseling services related to disability management and adjusting to college, and how your disability may impact your access to college programs;
- Referrals to, and collaboration with, college faculty, staff and programs;
- Referrals to off-campus services and resources;

- Collaborating with other professionals that are working with you regarding your disability, (i.e. your doctor, therapist, and/or vocational rehabilitation counselor);
- Maintaining confidential SSD records while you attend COCC, and for a period of three years.

Central Oregon Community College

Services for Students with Disabilities

Disclosure Regarding Services and Confidentiality

Confidentiality

Discussions with your Coordinator of SSD are generally considered confidential within SSD. There are five (5) exceptions to confidentiality:

- If you have signed a consent form that authorizes release of information;
- If the Coordinator believes that you are going to harm or endanger yourself or others (including children or the elderly), he/she is required to notify the endangered individual(s), the proper authorities, and/or officials;
- If the Coordinator, SSD, or COCC is sued or court-ordered and a properly-issued subpoena is received;
- If there is a legitimate educational purpose to support the disclosure of personally identifiable information (e.g., student identification number, date of birth, address, etc..) to other offices at COCC;
- Consultation with COCC professionals regarding your disability needs and your request for services

Use, Retention, and Re-release of Records

- Disability documentation is secured in SSD and does not become part of your academic records;
- When a student is no longer enrolled at COCC, SSD records are kept for three (3) years;
- SSD does not re-release records. With your consent, SSD may release records generated by our office.