Clatsop Community College

Disability Services

Student Handbook

Disability Services

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Astoria, OR 97103

Towler 312B

Phone: (503) 338-2474

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# Mission Statement

*It is the purpose of the Office of Disability Services to meet*

*the individual needs of Clatsop Community College’s*

*students with disabilities by continually improving accessibility*

*to buildings, programs, classes and services in order to ensure*

*an equal-opportunity educational experience.*

It is the Policy of Clatsop Community College that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age, sexual orientation, or disability in any educational programs, activities, or employment. Questions or complaints should be directed to the Affirmative Action/Gender Equity (Title IX) Officer in Human Resources (503 338-2450); TDD (503-325-2468). The section 504/ADA Coordinator is located in Towler Hall, Room 312B (503-338-2474); TDD (503-338-2468).

# General Information

Location: Towler Hall, Room 312B

Hours: Monday, 1-5 Tuesday, 8-12 Thursday, 1-5 Friday, 8-12

(summer hours vary)

Who: Lisa Deneen, Disability Services Coordinator

Email: ldeneen@clatsopcc.edu

Phone: (503) 338-2474

TDD: (503) 338-2468

Clatsop CC Website: www.clatsopcc.edu

Services Include, but are not limited to:

* Facilitate accommodation process
* Review disability documentation
* Proctoring of accommodated testing
* Classroom auxiliary aids and services
* Alternative formats of textbooks and other educational materials
* Student advocacy
* Registration assistance
* Faculty consultation/liaison services
* Resource referrals

# Student Rights and Responsibilities

## Rights

Students with disabilities have a right to an equal opportunity to learn and participate in all facets of the campus community.

## Responsibilities

* Understand that you are responsible for your academic success. Accommodations are intended to level the playing field by providing you with equitable access to all of the college’s programs and activities. Accommodations do not modify curriculum or lower academic standards, but allows for modifying ***how*** you acquire and/or demonstrate knowledge of educational material.

* Work in partnership with the Disability Services Coordinator in order to plan for appro­priate support and accommodations. At times, the accommodation process may also require planning meetings with your instructors.
* Verify your disability with documentation from an appropriate professional.
* Know your strengths & weaknesses as they relate to your disability.
* Be pro-active. Ask for help at the beginning of the term; do not wait until you are struggl­ing before asking for help.

## Responsibilities of the Disability Services Office

* Ensure that the programs, services, and activities of Clatsop Community College are readily accessible to, and usable by, individuals with disabilities.
* Provide student requested accommodation letters to instructors in a timely manner.
* Maintain the confidentiality of your disability documentation.
* Provide you with accommodation decisions in a timely manner. Notify you of what types of additional documentation is needed to support your accommodation request when a request is denied.
* Treat you with respect.
* Maintain and conduct a grievance procedure to resolve grievances relating to

accessi­bility or accommodations provided by Clatsop Community College.

* Referral to providers for services not covered by the college disability services office.

# **Requesting Accommodations**

* Every college program, class, activity and/or event must be

accessible to students. Requests for accommodations should be directed to the Disability Services Coordinator as soon as possible.

* In order to receive accommodations at Clatsop Community College, students must meet with the Disability Services Coordinator for an intake appointment. If a student cannot physically meet then they must complete the intake with the Disability Services Coordinator by phone (503-338-2474), Skype, or other method which allows for two-way communication.
* Documentation of the disability must be provided in order to receive accommodations. Documentation guidelines are included in this handbook beginning on page 17. Please contact the Disability Services Coordinator with any questions regarding documentation.
* Accommodations are granted on a case-by-case basis though the interactive process with the disability services coordinator.
* **Students must request accommodations on a quarterly basis through My CCC.** See appendix for instructions.

## EXAMPLES OF COMMON ACCOMMODATIONS:

**Testing Accommodations:** Extended time, distraction reduced, use of a scribe or reader are frequent requests. Often instructional faculty will provide the testing accommodations themselves. Proctoring for accommodated tests is also available through disability services.

**Note-taking Technology:** Students are encouraged to try out different note taking technologies (e.g. Livescribe pen, digital recorder, note taking applications) before requesting peer note taking services.

**Note-taking:** When note taking technologies are not appropriate, the DS office can arrange for a peer note-taker in lecture based classes.

**Alternative Text Formats:** Students with print disabilities can receive their textbooks in electronic, audio, or braille formats.

**Readers:** Reading services for testing or in-class reading activities are available upon request. Readers for homework are **not** provided by the college. Alternative text formats for use with various assistive technologies will be provided for all required reading for students with print disabilities.

**Assistive Technologies:** There are many software and hardware products available to assist students with disabilities. Please contact the Disability Services Coordinator for further information.

**Adjustable Furniture:** Special lumbar support and adjustable chairs, as well as adjustable tables, are available upon request.

**Accessibility Guide and Map**: A detailed campus guide and map, indicating accessible routes and disabled parking is available from the Disability Services Coordinator.

**Mobility Assistance:** An individually tailored tour of the college campus to determine accessible routes can be provided. Please contact the Disability Services Coordinator to make an appointment.

**Accessible Parking:**  Parking permits for Towler Hall or the Art building can be requested through the Disability Services Coordinator on a quarterly basis. These permits are issued because there are limited DMV disabled parking spots for these buildings due to the slope. A state issued DMV disabled permit is required for all disabled parking on campus.

**Personal FM** **Systems and Audio Loops:** Personal FM Systems are available for loan.

**Interpreters** (**ASL**, **Oral):** Interpreting services for classes, meetings with instructors and advisers, club activities, plays, guest lectures, workshops, or other college sponsored events are available upon request. Please contact the Disability Services Coordinator at least 2 weeks before the interpreter is needed to ensure availability.

**TDD:** Clatsop CC has a TDD machine, which is located in the Human Resources Office. The TDD number is 503-325-2902.

**Other Disability Services Include:** Advisement for students regarding educational planning, career and job readiness, advocacy for appropriate accommodations/policy modifications, and referrals to appro­priate resources for meeting disability related needs.

### Equipment and other Technology

Students may check out the following equipment from the Disability Services Coordinator:

* iPads with various accessibility applications
* Livescribe pens
* Noise reducing headphones
* Digital tape recorders
* Transformer: portable electronic magnifier
* FM loop system

All equipment may be checked out for one quarter and must be returned to the Office of Disability Services by the last day of finals week each quarter. Students will be held financially responsible for equipment not returned or returned broken due to misuse.

### Testing Accommodations

In order to receive testing accommodations, you must first meet with the Disability Services Coordinator for an intake appointment to determine if and what kind of testing accommodations are appropriate. You are responsible to meet with the DS Coordinator well in advance (at least 2 weeks) of when you want to use testing accommodations. After the initial intake appointment, you do not have to meet with the DS Coordinator again, but will need to request your accommodation letters are sent to your instructors each term.

**If the Disability Services Office is proctoring your exam:**

* Please have your instructor complete a test proctoring form (see appendix) and drop off the form with DS office. You **must** submit this form at least one week prior to the test date; this is especially important if reader or scribe services are needed.
* Readers will read questions clearly and distinctly.
* The Reader will repeat questions as many times as you desire, but will not explain, rephrase, or give hints to the answers.
* If the Proctor is scribing for you, the Proctor will wait for the answer to come from you and will write your response word-for-word.
* If the Proctor is scribing an essay, you must tell the Proctor all of the punctuation, beginnings of new paragraphs, spelling of unusual words, etc., unless otherwise specified by the instructor.
* If the Proctor is scribing mathematics, chemistry, or other sciences, the Proc­tor will wait for instructions from you regarding when to carry numbers during addition, subtraction, etc.
* Books, notes, study material, etc., are not allowed into the testing room, unless otherwise specified as allowed by the instructor.
* All non-test related items (e.g. backpacks, cell phones) are not allowed in the testing room and must be left in the possession of the DS coordinator.

### Working with Note-takers

* Note-takers are usually fellow students in your classes who are being paid to share their notes with you. Note-takers will deliver their notes to the disability services office within 24 hours after class; Disability Services will email the notes to you.
* Note-takers will only provide you with notes if you are present in the class. This includes students who share a note-taker. Any exceptions to this must be cleared with the Disability Services Coordinator.
* Disability Services encourages clear, ongoing communication between you and the note-taker. Provide feedback to the note-taker about the quality of the notes you are receiving.

If you have any questions or concerns about the services being provided, first, approach the note-taker. If further discussion or information is needed, make an appointment to speak to the Disability Services Coordinator.

### Alternative Text Formats

Students should register for classes as early as possible so that Disability Services can start working on obtaining and converting textbooks to alternative formats. Please note that students **must purchase or rent their textbook**s before the DS office will provide the alternative format.

### Parking

* The Disabilities Services Coordinator will disburse parking permits for Towler Hall and the Art building, as these parking areas do not meet standards for official DMV disabled parking. To obtain this permit, you must have an official DMV disabled parking permit.
* To obtain an official DMV disabled parking permit, you need to have your medical provider certify your need on the disabled parking application. To obtain an application visit –

http://www.oregon.gov/ODOT/DMV/Pages/DriverID/disparking.aspx

* Each quarter a Parking Permit Request must be on file with the Disabilities Services Coordinator.
* You must display your parking permit on the dashboard of your car when using CCC permit parking. If you do not display the parking permit you may be ticketed or towed.
* If you see a vehicle that is parked in permit parking and does not have a visible permit:
  + Note the license plate number, and the make and model of the car.
  + Contact Disability Services, who will notify facilities and the vehicle will either be ticketed or towed.

### Working with Interpreters

* Try to meet with your instructors before the first class to introduce yourself and

explain your communication needs.

* The Interpreter will stand outside of the classroom and wait for you.
* The Interpreter will introduce him/herself to the instructor and will explain the role of the Interpreter in the class.
* The Interpreter will try to locate a place that provides the best distance, lighting, back ground and angle for your viewing of the interpreted lecture and the instructor. If you prefer other arrangements, please inform the Interpreter.
* Inform the Interpreter of your language mode or sign choice preferences. Discuss all concerns relating to the interpreting process with the Interpreter as soon as they arise.
* The Interpreter will interpret the lecture material as accurately as possible. It is your responsibility to prepare for class so that you will understand the information being interpreted.
* Please do not socialize with the Interpreter during class. Communication is a two-way process; the instructor has the right to request that the Interpreter interpret all of your comments.
* Interpreters have the responsibility to arrive to all classes on time. If you want to communicate with the instructor or another student after a class, please check with the Interpreter to see if there is enough time before his/her next scheduled assign­ment. If the Interpreter is not available, you can schedule an appointment with the instructor and request an Interpreter for that meeting through the Disability Services Coordinator.
* At times you may find that a person who interprets for you for one course is a class­mate of yours in another course. Respect that individual's right to participate in the class, of which they are a member, and do not ask them to interpret for you.
* Interpreters, as professionals, dress keeping in mind all the assignments they will do throughout the day. If you have specific clothing preferences, please let the Interpreter know. Interpreters will do their best to accommodate your preferences; however, this is not always appropriate or possible.
* If you have concerns about the services being provided, first approach the Interpreter involved. If further discussion or information is needed, make an appointment with the Disability Services Coordinator.
* The Interpreter will maintain confidentiality regarding class information, test scores, and student identification.
* Remember that mutual courtesy and respect are important factors in every good working relationship.

#### Cancellation/No Show Policy

Students who utilize communication services through the Disability Services Office are required to sign a copy of the Cancellation/No Show Policy at the beginning of each academic year.

**Cancellation -** It is your responsibility to notify the Disability Services Coordinator if you will not be attending a class meeting, event, etc., for which you have requested communication services (for example, an interpreter or captionist). If the professor of a class cancels a scheduled session or gives notice in the syllabus that a class meeting will not occur, the student is responsible for notifying the DS Coordinator as soon as possible. Whenever possible, the Disability Services Coordinator needs to receive 24 hours advance notice that you will not be present for the class, meeting, or activity. DS realizes that in emergency situations, the student may not be able to provide 24 hours’ notice. However, failure to provide 24-hour advance notice for known absences may result in a suspension of interpreter services (see no show consequences on next page). To notify the DS Office the student may use one or more of the following venues:

Call DS at 503-338-2474; Email DS at [ldeneen@clatsopcc.edu](mailto:ldeneen@clatsopcc.edu) or [disabilities@clatsopcc.edu](mailto:disabilities@clatsopcc.edu)

**No Show -** Service providers (e.g., interpreter) will wait by the designated area (for ex­ample, outside the classroom) for you to arrive. If you are late, the service provider will wait 15 minutes for classes lasting 90 minutes or less and 30 minutes for classes longer than 90 minutes. If you do not arrive within the specified waiting time, the service provider will leave. The service provider will immediately return to the Disability Services Office and complete Cancellation/No Show documentation. They will then check for other assignments which may need to be covered.

**No Show Consequences:** Failure to provide 24-hour advance notice will result in the following actions:

1. First occurrence: An e-mail will be sent to the student reminding the student of the cancellation/no-show policy and procedures

2. Second occurrence: A letter and e-mail will be sent to the student notifying the student that failure to give 24-hour advance notice has occurred two times, and that failure in a third instance will result in the suspension of services. The letter and e-mail will also remind the student of the cancellation/no-show policy and procedures.

3. Third occurrence: Services will be suspended and a letter and e-mail will be sent to the student regarding cancellation/no-show policy and procedures. The letter will also indicate that services will remain suspended until the student meets with the Disability Services Coordinator to discuss reinstatement of services.

4. Fourth occurrence: Services may be suspended indefinitely. The student will be required to meet with the Disability Services Coordinator before a reinstatement of interpreter services will be considered.

**Service Provider No Show -** If the service provider doesn't show up for an assignment, the student should contact the Disability Services Coordinator as soon as possible. If there is another service provider available, they will be sent as a sub­stitute. The Disability Services Coordinator will follow up with the service provider concerning the "No Show" and take appro­priate action.

# **ACCUPLACER Testing**

Students who wish to be admitted, degree-seeking students at Clatsop Community College are required take the ACCUPLACER assessment unless they have previously completed college level writing and mathematics course work at a regionally accredited college.  As an open-admissions institution, Clatsop Community College does not use test scores to determine which students are eligible for admission. Scores received after taking the ACCUPLACER assessment are used to place students into appropriate reading, writing, and mathematics courses.

**The ACCUPLACER assessment includes the following features:**

* The entire ACCUPLACER test is untimed.
* All students are provided with scratch paper and pencils.
* Students may not bring a calculator to the ACCUPLACER testing. A computer based calculator is provided during appropriate sections of the math placement test.
* A student may request earplugs/headphones to block out noise distractions.
* A student may take the entire ACCUPLACER test at one time or may break it into multiple parts: reading, writing and math.

Students, who need accommodations while taking the ACCUPLACER exam, may request accommodations through the Disability Services Coordinator. Accommodations may include: screen magnification, a trac-ball, sign language interpreters to help with instructions, scribes, and text readers.

# Documentation Guidelines

Determining disability limitations and accommodations is an interactive process with specifics determined on a case-by-case basis. The **primary** sources of information used to determine accommodations are student self-report and the recommendations of qualified professionals who are familiar with the student. A written, comprehensive psychological and/or medical evaluation explaining the student’s functional limitations and recommended accommodations[[1]](#footnote-1) may be required to support accommodation requests. The information below outlines what type of written reports may be requested to support the accommodation request.

## **ADD/ADHD**

ADD/ADHD must be substantiated by a clinician with expertise in the diagnosis of ADD/ADHD, such as a licensed therapist, educational psychologist, psychologist, psychiatrist, neurologist, or physician.

### Documentation must include:

* Clinician’s name, title, license number, phone number, and address; summary of all instruments and procedures; date(s) of examination
* History**:** Written summary of educational, medical, family histories and behavioral observations
* Diagnosis**:** A clear statement of DSM or ICD diagnosis
* Interpretive Summary**:** summary of evaluation results, including all standardized scores for any testing conducted.
* If applicable, information relating to the current use of medication to treat ADD/ADHD and the impact of the medication on student’s ability to meet academic demands
* Statement of specific functional limitations relating to academic performance
* Recommendations for specific academic adjustments supported by rationale.

## **Psychological Disorders**

Diagnosis and discussion of the severity of the disabling psychological condition must be provided by a qualified treating professional (e.g. psychologist, psychiatrist, clinical social worker, licensed professional counselor). The provided documentation must include a detailed description of how this impairment significantly limits a major life activity in an educational setting.

Documentation should include -

* Information from which the diagnosis was made.
* A description of the student’s functional limitations in an educational setting, and the severity and longevity of the condition (temporary/ongoing).
* A description of the effectiveness of current treatment.
* Recommendations for accommodations in the educational setting.

## **Learning Disability**

Students must provide documentation of a learning disability that includes standardized cognitive and achievement testing. This documentation must be provided by a trained specialist (e.g. educational psychologist, psychiatrist, neurologist) and include the date and location in which testing was conducted. For testing that was done when the student was under the age of 18, documentation must be current with testing having occurred within the previous three years. High school I.E.P.’s or 504 plans are acceptable **if** they contain the complete testing information that was conducted, reviewed, and/or updated within the previous three years. Testing that was conducted using adult normed standardized testing is acceptable regardless of when it was done.

In addition to testing results, documentation should include a summary analysis and recommendations by the professional as to which accommodations may be most appropriate for assisting the student in an academic setting.

### Acceptable Test Instruments:

#### Cognitive (IQ) Assessment

A complete intellectual assessment with all subtests and standard scores reported.

* Wechsler Adult Intelligence Scale - Revised or 3rd Edition (WAIS-R, WAIS III)
* Woodcock-Johnson Psychoeducational Battery – Revised, Standard, and Supplemental Batteries (WJPEB-III)
* Standford - Binet Intelligence Scale (4th ed.)
* Wechsler Intelligence Scale for Children-Revised (WISC-R or WISC III or IV)

#### Academic Achievement Assessment

A comprehensive academic achievement battery is essential with all subtests and standard scores reported for those subtests administered. The battery should include current levels of academic functioning in relevant areas such as reading (decoding and comprehension), mathematics, and oral and written language.

* Scholastic Abilities Test for Adults (SATA)
* Standford Test of Academic Skills
* Woodcock-Johnson Psychoeducational Battery - Tests of Achievement, Standard Battery
* Wechsler Individual Achievement Test (WIAT)

## **Physical Disability/Other Health Issues**

A certified medical professional will need to provide a written document stating the nature and extent of any physical disability which may need to be accommodated while on campus. Disability is a condition that “currently substantially limits some major life activity, including learning.”

The letter should indicate if this is an ongoing or temporary disability. If temporary, an approximate timeline for services needed should be included. This letter should also indicate, specifically, how this disability may impact the student in an educational setting, and list recommendations.

## **Autism Spectrum**

Written diagnostic report from a licensed clinical professional that includes client history, DSM-V diagnosis, level of severity, symptoms, functional limitations, diagnostic procedures, and recommendations.

## **Traumatic Brain Injury**

* Written diagnostic report from a licensed clinical professional (e.g. neurologist) that includes etiology, location and severity of the injury, residual symptoms, functional limitations and recommendations.
* When applicable, include a summary of cognitive and achievement testing used and evaluation results including subtest standard/scaled scores and percentiles.

## **Hearing Impairment**

* Copy of audiogram.
* Diagnostic statement from a licensed clinical professional (e.g. audiologist) that includes etiology, type and severity of the hearing loss, functional limitations, and recommendations.
* When applicable, include information regarding speech recognition threshold and use of amplification devices.

## **Vision Impairment**

* Evaluation report from a licensed clinical professional (e.g. ophthalmologist) including all measurements, data, visual fields, and visual acuity for each eye, with or without correction, if worn.
* Diagnostic statement including etiology, diagnosis, symptoms, prognosis and treatment(s).
* When applicable, include phorias, fusional ranges, depth perception and visual accommodation measurements.

# Federal Law and Disabilities

The Department of Education’s Office for Civil Rights (OCR) protects the rights of students with disabilities under two federal laws. One is Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination based on disability in programs and activities operated by recipients of federal funds. It states:

“No otherwise qualified individual with a disability in the United States…shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...”

The other law is Title II of the Americans with Disabilities Act (ADA), which prohibits discrimination based on disability by public entities, regardless of whether they receive federal financial assistance. Title II states:

“[N]o qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.”

## What is a Disability?

 Section 504 and Title II do not contain a specified list of disabilities. Instead, they use a functional definition of disability. Under this approach a person has a disability if he or she: (1) has a physical or mental impairment that substantially limits one or more major life activities of that person; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. Congress has made clear that the definition of disability should be understood to allow for broad coverage. A few examples of impairments that can be disabilities are blindness, deafness, autism, learning disabilities, Attention-Deficit Disorder (ADD), diabetes, food allergies, cancer, and depression.

## What is the Office of Civil Rights (OCR)?

OCR enforces Section 504 in all elementary and secondary schools, colleges and universities, and other educational institutions – public or private - that receive federal financial assistance from the Department of Education. OCR, along with the Department of Justice, enforces Title II of the ADA at all public educational institutions, including public elementary and secondary schools, colleges and universities, as well as public libraries. The protections of Section 504 and Title II, which are generally the same in the context of education, cover all aspects of these institutions’ programs and activities.

The goals of these disability civil rights laws is to provide equal opportunity and fundamental fairness for students with disabilities, including access to special education and related aids and services at public K-12 schools; academic adjustments at colleges and universities; accessible technology; accessible programs, services and facilities; and the right to equal treatment and benefits.

A hallmark of these laws is that, in order to ensure that equal opportunity is provided to students with disabilities and to avoid discriminating on the basis of disability, the laws require schools, colleges and universities to sometimes treat students with disabilities differently from students without disabilities. Another hallmark is the imperative to address the particular needs of each student with a disability. Thus, these laws recognize that not only are there many different disabilities, but students with the same disability may not have the same needs.

**To Contact OCR:**

Seattle Office

Office for Civil Rights Telephone: 206 - 607 - 1600

U.S. Department of Education FAX: 206 - 607 - 1601

915 Second Avenue Room 3310 TDD: 800 - 877 - 8339

Seattle, WA 98174 - 1099 email: OCR.Seattle@ed.gov

Clatsop Community College Student Complaint/Grievance Resolution Procedures  
(Procedure 6.220P; adopted 6-30-97 as part of Procedure 6.210P; revised 6-7-05)

Complaint resolution procedures include both informal and formal processes. Clatsop Community College provides procedures for students to use to address concerns or initiate formal complaints including, but not limited to: alleged violations of college policies or procedures, the denial of a refund petition, grade disputes, disqualification from financial aid, another student(s) conduct which violates the College’s Student Code of Conduct, or charges of faculty or staff misconduct.

Step 1: Initiate the informal process  
The goal of the informal process is to establish communication between the student and the appropriate staff member for the purpose of providing a forum in which the student’s questions or concerns can be addressed.  
The student must meet with the appropriate staff member and discuss his/her concerns. If resolution cannot be reached by meeting with the appropriate staff member or when contact with that individual would be unduly distressful or embarrassing, the student may discuss alternatives with the staff member’s immediate supervisor. Students can receive assistance in locating the appropriate supervisor by contacting the office of the Dean of Student Services or the office of the Vice-President of Instruction.

Step 2. File a Formal Complaint Form with the Dean of Student’s Office.  
If the attempt to resolve the situation informally is not successful, the student may file a formal written complaint. Clatsop Community College’s Formal Complaint Form is available at the Welcome Center, the Human Resources Office, Learning Resource Center (Library), South County Campus and MERTS. Forms should be returned to the office of the Dean of Student Services. The Dean will be responsible for ensuring that the complaint is forwarded to the Student Issues Committee or the appropriate supervisor. If the complaint is regarding the Dean of Students, the student’s formal complaint form should be submitted to the President’s Office. Students shall not be retaliated against for filing a complaint. Correspondingly, irresponsible use of the complaint procedure may result in disciplinary action.  
In order to facilitate resolution of a complaint, it is important that the complaint be filed in a timely manner. Students must file formal complaints alleging violation of a college policy or procedure or allegations of staff or student misconduct within twenty (20) days of the date that the incident or event occurred. Complaints received after this time period has expired will be processed only if there are extenuating circumstances and the supervisor agrees to extend the timeline. An explanation of the reason for the delay must be attached to the complaint form along with a request for an extension of the time.

A. Outcome of Formal Complaint  
Procedure:  
The Student Issues Committee or appropriate supervisor will conduct an investigation of the student’s complaint. A written response to the student’s formal complaint will be mailed directly to the address that the student listed on the complaint form no later than twenty (20) days from the date the complaint form was received in the office of the Dean of Student Services.

B. Appeals:  
All decisions of the Student Issues Committee may be appealed to the Vice-President of Instruction except in the case of an appeal for sanctions invoked as a result of a violation(s) of the Student Code of Conduct. Appeals of sanctions are subject to the guidelines established under the Student Discipline Procedure (6.215P). The request for an appeal to the Vice-President of Instruction must be received, in writing, within ten (10) days of the student receiving the decision of the Committee. The following will be considered grounds for appeal: (A) A procedural error or irregularity which materially affected the decision. (B) New evidence of a substantive nature not previously available at the time of the hearing that would have materially affected the decision. (C) Demonstrated bias on the part of the Committee or supervisor that materially affected the decision. Evidence of bias must be included with the appeal. Appeals of decisions made by a supervisor should be submitted to the office of the Dean of Student Services. The request for an appeal of the decision of a College supervisor must be received, in writing, within (10) ten days of the student receiving the decision. Appeals of management decisions are subject to the same criteria as those outlined for appeals of decisions made by the Student Issues Committee. The Dean of Student Services will forward the appeal to the appropriate administrator who will determine whether or not the criteria for an appeal has been met.  
If the criteria for an appeal is met, a written response from the Vice-President of Instruction or the appointed administrator will be mailed to the student no later than fifteen (15) days from the date the petition was received. The decisions of the Vice-President of Instruction or the appointed administrator will be final.

GRADE DISPUTES:  
Students with extenuating circumstances affecting grades posted to their transcripts as a result of the college enforcing its policies or procedures should report their concerns to the Registrar’s Office. If the Registrar’s office is unable to make the requested change, the student may submit a Formal Complaint Form to the office of the Dean of Student Services. Complaints regarding grades must be filed no later than the term following the one in which the grade was received, with an exception made for spring term. Spring term grade disputes must be submitted no later than the end of fall term. Complaints filed after these specified time periods have passed will not be processed.

DENIAL OF A REFUND PETITION:  
Appeals of the decision of the Director of Accounting Services may be made by submitting a College Formal Complaint Form to the Office of the Dean of Student Services no later than ten (10) days after receiving the decision.

FINANCIAL AID DISQUALIFICATION:  
Students who have been disqualified from financial aid should first discuss their situation with the Financial Assistance Office. If not satisfied with the outcome of the informal process, a student may complete a Financial Aid Petition for consideration by the Student Issues Committee. Forms can be picked up in the Financial Assistance Office and must be completed and submitted to the Financial Assistance Office by 5:00 p.m. the first day of classes. Any petitions received after that day would be considered for reinstatement of aid the following term. An appeal of the decision of the Student Issues Committee may be made to the Vice-President of Instruction. Students may only petition once to request reinstatement of financial aid after being disqualified.

COMPLAINTS REGARDING ANOTHER STUDENT(S) CONDUCT (6215/6.215P)  
The procedures for complaints regarding the conduct of another student(s) are outlined in the College’s Student Discipline procedures (6.215P) published in the Student Handbook.

CHARGES OF FACULTY OR STAFF MISCONDUCT (4.505/4.505P)  
Faculty and staff members are subject to collective bargaining agreements and formal disciplinary rules that cannot be superseded by these procedures. By law, certain procedures must be followed before discipline can be imposed. If the outcome of the informal process is not successful, students may file a formal complaint. Formal complaints may be made by completing the College’s Formal Complaint Form and must be submitted no later than twenty (20) days after the date that the incident or event occurred. Complaints received after this time period has expired will be processed only if there are extenuating circumstances and the supervisor agrees to extend the timeline. An explanation of the reason for the delay must be attached to the complaint form along with a request for an extension of the time.  
Formal complaints regarding the misconduct of a faculty or staff member will be forwarded to the appropriate supervisor and shall be subject to resolution procedures as detailed in the College’s Discipline and Dismissal policy and procedures (4.505/4.505P).  
Note: Any time limit noted in this procedure may be extended by the College for five (5) working days with notice to the complainant. Timelines may be further modified, if necessary, by mutual agreement.

# Office of Civil Rights Complaint Procedure

# Once a student has gone through the Clatsop Community College Student Complaint/Grievance Resolution Procedures and is not happy with the outcome or, the student feels his/her civil rights have been violated he/she may file a formal complaint with the Office of Civil Rights. Please refer to the Office of Rights web page, <http://www2.ed.gov/about/offices/list/ocr/complaintprocess.html> , to see more information describing the OCR complaint procedure.

# Student Code of Conduct

Please see the Clatsop Community College Student Handbook for current Code of Conduct and Disciplinary Procedures.

# Clatsop Community College Resources

## Academic Advising Information

Your advisor can help you select courses, understand career options, interpret college informationand policies, assist with transferring to the university, and complete your graduation petition. You will be assigned a faculty advisor your first term enrolled at Clatsop. Your advisor’s name will be listed on your Student Resource Menu page in your myCCC account.

[*www.clatsopcc.edu/myccc*](http://www.clatsopcc.edu/myccc)

## AED (Automated External Defibrillator) Locations

Towler Hall – 3rd floor, near elevators

Columbia Hall – 2nd floor, near elevators

MERTS – Marine Science Center

## Associated Student Government/Clubs

Would you like to be part of a student leadership team that represents student concerns and ideas to the College Board, faculty, and staff?  You may want to consider joining the Associated Student Government (ASG).

Location: Columbia 115

Phone: 503-338-2371

## Bus Service

Receive a discounted rate on fixed route service when you present a copy of your class schedule to the Sunset Empire Transit District (applies to monthly, quarterly, or annual passes).

Sunset Empire Transit District also provides paratransit services for individuals who have a disability that prevents the use of regular fixed routes. Paratransit information and applications can be found on Sunset Transit’s website.

For more info go to [ridethebus.org](http://www.ridethebus.org)

## Career Center/Cooperative Work Experience

Assistance with career planning, choosing a college major, finding career-related internships and employment assistance is available to all Clatsop students.

Location: Columbia 115

Phone: 503-338-2480

## CCC Catalog

The catalog provides information on CCC programs, course descriptions, and student services. Find CCC’s Catalog online at[*www.clatsopcc.edu/academics/catalog*](http://www.clatsopcc.edu/academics/catalog)

## CCC Bookstore

Books, course materials, supplies, and Clatsop apparel are available at the Bookstore. Regular hours are Monday through Friday from 9 a.m. to 3 p.m. The Bookstore is open extended evening hours the first and second week of each term. Check with the Bookstore for details.

**Location: Columbia 101**

**Phone: 503-338-2447**

## Clatsop Café

Grab a quick bite between classes at the Clatsop Café!

**Location: Columbia 2nd floor**

**Phone: 503-338-2338**

## Counseling Services

Short term, confidential professional counseling is available to help students deal with personal difficulties that may affect their college work. Referrals to appropriate community services are available.

**Location: Towler Hall 104B**

**Phone: 503-338-2409**

## Financial Aid

Financial aid provides funding to help bridge the gap between your own resources and the amount of money needed to pay for the cost of attending college.  Financial aid includes grants, work-study, and student loans. Additionally, they manage the disbursement of scholarships.

**Location: Columbia 116**

**Phone: 503-338-2322**

## Library and Learning Commons

Check out materials for your classes; get help locating resources, view videos, make copies, access the internet, and more! Present a picture ID card at the circulation desk to check out material from the Library. The library also houses the Writing and Tutoring Centers (see descriptions below).

**Location: Dora Badollet Library**

**Phone: 503-338-2462**

<http://lrc.clatsopcc.edu/>

## Lives in Transition (LIT)

The Lives in Transition program assists individuals in setting and achieving goals through personal development and career exploration. The tuition-free program is centered around overcoming personal barriers, discovering career possibilities, exploring educational/vocational options, transition planning, self-care, and stress management.

**Location: Alder Hall & South County Campus**

**Phone: 503-338-2377**

Map of Campus  
Locate a map of campus on our website *at* [*www.clatsopcc.edu/main-campus*](http://www.clatsopcc.edu/main-campus)

## Math Assistance Center

Some students who use the lab are doing well in their classes and want to improve; others need extra help in order to understand materials covered in their classes. Tutoring in the lab is FREE!

**Location: Towler 211**

## Paying your Bill

Pay online with a credit card through your student (myccc) account or by check, cash, or credit card in the Welcome Center.

[*www.clatsopcc.edu/myccc*](http://www.clatsopcc.edu/myccc)

## Student Handbook

Pick up a copy of the Student Handbook for important information on the “who, what, & where” of Clatsop CC! Copies located in the Welcome Center and online*.*

[www.clatsopcc.edu/student-resources/student-issues-and-handbook](http://www.clatsopcc.edu/student-resources/student-issues-and-handbook)

## Welcome Center

Need a computer to register for classes? Want to pay your bill in person or have questions related to Clatsop CC? Visit the Welcome Center for assistance.

**Location: Columbia 109**

**Phone: 503-338-2411**

## TRiO Student Support Services

TRiO SSS provides services such as: academic advising, transfer planning (including college visits), tutoring, technology support (borrow a laptop), and financial literacy training to their students. If you are a first generation college student, have a documented disability, or are considered low income, you may be eligible. Visit TRIO SSS for more info.

**Location: Towler 312**

**Phone: 503-338-2346**

## Tutoring Services

Tutoring is available in most subject areas, except for math, which is tutored in the Math Assistance Center.

**Location: 3rd floor Library**

**Phone: 503-338-2455**

## Writing Lab

Some students who use the lab are doing well in their classes and want to improve; others need extra help in order to understand materials covered in their classes. Tutoring in the lab is FREE!

**Location: 3rd floor library**

**Phone: 503-338-2519**

Veterans Educational BenefitsCCC’s Veterans Certifying Official provides assistance to students who are eligible for VA Education Benefits.

**Location: Welcome Center**

**Phone: 503-338-2414**

1. Recommended accommodations are not guaranteed to be implemented, as they may not be seen as reasonable in the college academic environment. [↑](#footnote-ref-1)