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 (503-325-2902). The section 504/ADA Coordinator is located in the Student Services Center (503-338-2474); TDD (503-325-2902).
General Information

Location: Student Services Center

Hours: Monday, 1-5    Tuesday, 8-12  
       Wednesday 9-1   Thursday, 8 - noon

Who: Christine Riehl, Disability Services Coordinator

Email: criehl@clatsopcc.edu

Phone: (503) 338-2474

Fax: (503) 338-2357

TDD: (503) 325-2902

Clatsop CC Website: www.clatsopcc.edu

Services Include:

- Campus orientation
- Disability Documentation Review
- Accommodation Authorizations and Notifications
- Student advocacy
- Specialized adaptive devises
- Registration assistance
- Test taking facilitation
- Mobility assistance/reserved parking
- Learning style assessment
- Resource and referral services
- Classroom and instructional aids
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STUDENT RIGHTS & RESPONSIBILITIES
Student Responsibilities

- Understand that you are responsible for your academic success and your own personal and medical care. Accommodations can assist you in meeting course requirements. Course objectives may be met using a variety of evaluation methods.

- Identify yourself as soon as possible to The Disability Services Coordinator as needing accommodations.

- Inform your instructor no later than the first two weeks of the term of your need for an accommodation and any additional assistance with the learning process.

- Verify your disability with documentation from an appropriate professional (see DOCUMENTATION).

- Work in partnership with The Disability Services Coordinator in order to plan for appropriate support and accommodations.

- Know your strengths & weaknesses as they relate to your disability.

- Meet all deadlines and be aware of any time constraints that you have.

- Be pro-active. Ask for help at the beginning of the term; do not wait until you are struggling before asking for help.
Cancellation/No Show Policy

Students who utilize 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 services (for example, an Interpreter or Note-taker). The Disability Services Coordinator needs to receive 24 hours advance notice that you will not be present for the class, meeting, or activity.

No Show - Service providers (i.e., interpreter, note-taker) 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. 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. She/he will then check for other assignments which may need to be covered.

If a student misses the same class two (2) times without sufficient advance notification, the support service (i.e., interpreter/note-taker) will be temporarily suspended until new arrangements are made with the Disability Services Office.

Employee No Show - If the service provider doesn't show up for an assignment, the student should contact the Disability Services Office 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 employee concerning the "No Show" and take appropriate action.

No Show Notification - Any Notification of Cancellation that comes into the office less than one hour prior to class time will be considered a NO SHOW and will be
documented as such. The Disability Services Coordinator is in the Student Services Center and can be reached 503 - 338-2474. Students need to discuss extenuating circumstances with the Disability Services Coordinator if they have missed class and still need notes, or if they are not able to contact the office in a timely manner to cancel services.

Responsibilities of the Disability Services Office

- Provide authorization to receive course accommodations for students with documented disabilities.

- Ensure that the programs, services, and activities of Clatsop Community College are readily accessible to, and usable by, individuals with disabilities.

- Maintain and conduct a grievance procedure to resolve grievances relating to accessibility or accommodations provided by Clatsop Community College.
REQUESTING SERVICES
Accommodations

- Students must meet with the Disability Services Coordinator in order to receive accommodations at Clatsop Community College. If a student cannot physically meet then he/she must contact the Disability Services Coordinator by phone (503-338-2474) or email (criehl@clatsopcc.edu) to discuss receiving accommodations.
- Documentation of the disability must be provided in order to receive accommodations. Please contact the Disability Services Coordinator with any questions regarding documentation.
- **Students must request accommodations on a quarterly basis.**

**ACCOMMODATIONS MAY INCLUDE:**

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

**Accessible Parking:** Parking permits must be requested through the Disability Services Coordinator on a quarterly basis. Students using DMV designated spaces on campus, must have a state issued permit.

**Alternative Testing:** Test proctoring, extended test time and alternate ways of testing are all available. You must arrange, through the Disability Services Coordinator, to have the test proctored one week prior to the test date.

**Chairs:** Special lumbar support and adjustable chairs will be available upon request.
Class/Program Access: Every college program, class, activity and/or event must be accessible to students. Requests for assistance should be directed to the Disability Services Coordinator.

Enlarger/Copier Services: A copier which enlarges printed material is available. Material to be enlarged should be left with the Disability Services Coordinator.

Interpreters (ASL, Oral): Interpreting services for classes, meetings with instructors and advisers, social activities, club meetings, plays, guest lectures, workshops and other campus sponsored events are available upon request.

Note-takers: Note-taking services are available upon request.

Orientation and Mobility Assistance: An individually tailored orientation to the college campus can be provided. Please contact the Disability Services Coordinator to make an appointment.

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

Readers: Reading services for classes and class related activities are available upon request.

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

Technology: There are many software and hardware products available to assist students. Please contact the Disability Services Coordinator for further information.

Other Disability Services Include: Advisement for students regarding individual needs and in obtaining the appropriate resources for meeting those needs. Advocacy for appropriate accommodations (Alternative testing situations and modes, preferred accessibility aids, options for meeting academic requirements, etc.)
Equipment and other Technology

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

- Transformer: a vision enhancement tool
- Digital tape recorder
- Portable FM system
- Magnifiers
- Noise reducing headphones
- Headphones to be used with electronic devices including a computer
- Flash drives (downloaded PDF copy of requested textbook)

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.
Compass Testing

Students who wish to be admitted, degree-seeking students at Clatsop Community College are required to take the COMPASS assessment unless they have previously completed college level writing and mathematics course work at a regionally accredited post-secondary institution. The data from the COMPASS assessment will not be used to deny admission to Clatsop Community 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 COMPASS assessment are used to assist advisors in placing students into appropriate reading, writing, and mathematics courses.

The COMPASS assessment includes the following features:

- The entire ACT COMPASS test is untimed.
- All students are provided with scratch paper and pencils.
- Students may borrow a calculator or use their own; nothing more advanced than a TI-86 may be used for the ACT COMPASS test.
- A student may request earplugs to block out noise distractions.
- A student may take the entire ACT COMPASS test at one time or may break it into multiple parts: reading, writing and math.

Students, who need accommodations while taking the COMPASS 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.
Alternative Testing

In order to receive alternative testing, you must first meet with the Disability Services Coordinator to determine if and what kind of alternative test accommodations are appropriate. You are responsible to meet with the Disability Services Coordinator well in advance (at least 2 weeks) of when you want test accommodations.

Proctors will follow directions on the test. In addition:

- Proctors will obtain a copy of the test from the Disability Services Coordinator.
- Readers/Proctors will read questions clearly and distinctly.
- The Reader/Proctor will repeat questions as many times as you desire, but will not distract you or give hints to the answers.
- If the Proctor is transcribing for you, the Proctor will wait for the answer to come from you.
- If the Proctor is transcribing 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 transcribing mathematics, chemistry, or other sciences, the Proctor will wait for instructions from you regarding when to carry numbers during addition, subtraction, etc..
- All books, notes, study material, etc., are not allowed into the testing site, unless otherwise specified by the instructor.
Parking

- The Disabilities Services Coordinator will disburse parking permits.
- Each quarter a Parking Permit Request must be on file with the Disabilities Services Coordinator.
- The majority of permit parking is located on the South side of Columbia Hall. There are also a few spots near the Art Building and a few on the West end of Towler Hall.
- Instead of being assigned an individual parking spot you will be assigned a general area close to the building you wish to access.
- 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 Student Services (the front desk) and a Student Services representative will notify maintenance and the vehicle will either be ticketed or towed.
Working With Readers

• Contact your Reader once she/he has been assigned and discuss exactly what you and the reader expect from each other. Continue communicating with the Reader regularly throughout the term. **If there are any changes in your course syllabus, inform the Reader.**

• Readers will only read class related materials. Readers are not tutors or proofreaders. They cannot correct papers or offer suggestions concerning punctuation and grammar.

• Provide feedback to the Reader about the quality of reading services you are receiving.

• If you have made an appointment to meet with the Reader, remember he/she will wait only 15 minutes for you. After that amount of time has lapsed, it is considered a “No Show” (please see the NO SHOW policy).

• Remember that mutual courtesy and respect are important factors in every good working relationship.

• If you have concerns about the services being provided, first approach the Reader. If further discussion or information is needed, make an appointment with the Disability Services Coordinator.

• The Reader will maintain all information related to the reading assignments confidential including course, student identification, disability, etc.

• A course syllabus for each class must be submitted to the Disability Services Coordinator prior to, or during the first week of classes in order to best schedule Readers.
Working with Note-takers

- The Note-taker will maintain confidentiality regarding class information, test scores and student identification.
- 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.
- Note-takers have the responsibility to arrive on time. Please do not socialize with the Note-taker during class time as they are performing a job.
- 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.
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, background 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.
DOCUMENTATION
It is the responsibility of each student seeking accommodations and services through Disability Services to provide written, comprehensive psychological and/or medical evaluation verifying their diagnosis and recommending accommodations. These recommendations are a significant part of the Disability Services intake process. However, the recommended accommodations are not guaranteed to be implemented.

**Verification of ADD/ADHD**

ADD/ADHD must be verified by a clinician with expertise in the diagnosis of ADD/ADHD, such as a licensed therapist, educational psychologist, psychologist, psychiatrist, neurologist, or physician. We do not accept proof of prescription medication or a doctor’s note simply stating they are treating you for ADD/ADHD as sufficient documentation.

**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-IV 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:** Recommendations for specific academic adjustments supported by rationale.
Verification of Psychological Disorders

Verification of diagnosis and discussion of the severity of a disabling condition must be provided by a qualified treating professional (licensed psychologist or psychiatrist). The provided documentation must include a detailed description of how this impairment significantly limits a major life activity in an educational setting.

Current and comprehensive documentation of disability is required. This 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).
- Recommendations for additional treatment/assistance; information on how best to accommodate the student in an educational setting.

Verification of Learning Disability

Student must provide documentation of a learning disability that currently substantially limits some major life activity, including learning. This documentation must be provided by a trained specialist (i.e. a licensed therapist, educational psychologist, psychologist, psychiatrist, neurologist, or certified learning specialist) and include the date and location in which testing was conducted. Documentation must be current with testing having occurred within the previous three years. High school I.E.P.’s or Summary of Performance documents are admissible only if they contain complete testing information and were conducted, reviewed, and/or updated within the previous three years.

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:

The neuropsychological or psycho-educational evaluation for the diagnosis of a specific learning disability must provide clear and specific evidence that a learning disability does or does not exist. Assessment, and any resulting diagnosis, should consist of and be based on a comprehensive assessment battery which does not rely on any one test or subtest.

Evidence of a substantial limitation to learning or other major life activity must be provided. A list of commonly used tests is included, though not intended to be definitive or exhaustive. The domains to be addressed must include the following:

**Aptitude**

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

- Wechsler Adult Intelligence Scale - Revised (WAIS - R)
- Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability
- Kaufman Adolescent and Adult Intelligence Test
- Stanford - Binet Intelligence Scale (4th ed.)

The Slosson Intelligence Test - Revised and the Kaufman Brief Intelligence Test are primarily screening devices which are not comprehensive enough to provide the kinds of information necessary to make accommodation decisions.

**Academic Achievement**

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)
- Stanford Test of Academic Skills
- Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Achievement
• Wechsler Individual Achievement Test (WIAT)

Or specific achievement tests such as:
• Nelson-Denny Reading Skills Test
• Stanford Diagnostic Mathematics Test
• Test of Written Language - 3 (TOWL - 3)
• Woodcock Reading Mastery Tests - Revised

Specific achievement tests are useful instruments when administered under standardized conditions and interpreted within the context of other diagnostic information. The Wide range Achievement Test - 3 (WRAT - 3) is not a comprehensive measure of achievement and therefore is not useful if used as the sole measure of achievement.

Information Processing

Specific areas of information processing (e.g., short and long term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning and motor ability) should be assessed.

Acceptable instruments include
• Detroit Test of Learning Aptitudes - 3 (DTLA - 3)
• Detroit Tests of Learning Aptitude - Adult (DTLA - A)
• Information from subtests on WAIS - R
• Woodcock - Johnson Psycho-educational Battery - Revised: Tests of Cognitive Ability
• Other relevant instruments

Other assessment measures such as non-standard measures and informal assessment procedures or observations may be helpful in determining performance across a variety of domains. Other formal assessment measures
may be integrated with the above instruments to help determine a learning disability and differentiate it from co-existing neurological and/or psychiatric disorders (i.e., to establish a differential diagnosis). In addition to standardized tests, it is also very useful to include informal observations of the student during the test administration.

**Verification of 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 live 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.
FEDERAL LAWS RELATED TO DISABILITIES
Federal Law and Disabilities

The Department of Education’s Office for Civil Rights (OCR) protects the rights of persons 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 of 1990 (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 function 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, orthopedic impairments, autism, learning disabilities, Attention-Deficit Disorder (ADD) and Attention-Deficit/Hyperactivity Disorder (ADHD), diabetes, food allergies, HIV and AIDS, 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. OCR, alone with the Department of Justice, enforces Title II at all public educational institutions, including public elementary and secondary schools, colleges and universities, as well as the 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. Both laws cover school districts of all sizes, and traditional public schools as well as public charter schools.

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 elementary and secondary 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
U.S. Department of Education
915 Second Avenue Room 3310
Seattle, WA 98174 - 1099
Telephone: 206 - 607 - 1600
FAX: 206 - 607 - 1601
TDD: 206 - 607 - 1647
email: OCR.Seattle@ed.gov
Complaint Procedures
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 Service’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 in the Student Services 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 Student Services, 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 Procedure.
Academic Advising Information
Your advisor can help you select courses, understand career options, interpret college information and policies, 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)

Admissions
Interested in enrolling in a degree or certificate program? Want to learn how to get started, contact our Office of Admissions.
503-338-2411
Admissions@clatsopcc.edu

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 109
Phone: 503-338-2495 (Fall-Spring)
      503-338-2371 (For application information)

Bus Service
Receive a discounted rate when you present a copy of your class schedule to the Sunset Empire Transit District (applies to monthly, quarterly, or annual passes).
For more info go to [www.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: Towler 312
Phone: 503-338-2433 or 503-338-2500
CCC Catalog
The catalog provides information on CCC programs, course descriptions, and student services. Find CCC’s Catalog online at 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.
Location: Alder Hall 201
Phone: 503-338-2378

Faculty & Staff Directory
http://www.clatsopcc.edu/ldap_search.php
Financial Aid
Financial aid is funding provided to help bridge the gap between your own resources and the amount needed to pay for the cost of attending college. Financial aid includes grants, work-study, and student loans.

Location: Student Services Center
Phone: 503-338-2317

Library Services
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.

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 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

Math Lab
Some students who use the lab are doing well in their classes and want to improve; others need extra help in order to understanding 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 in the student services center.

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 Student Services Center.

www.clatsopcc.edu/student-resources/student-issues-and-handbook

Student Services Center
Need a computer to register for classes, want to pay your bill in person or have questions. Visit the Student Services Desk for assistance.

Location: Student Services Center
Phone: 503-338-2411

TRiO/PLUS Program
PLUS provides student support services such as: academic advising, transfer planning, tutoring, technology support, and financial literacy training to their students. If you are a first generation college student, have a documented learning disability, or considered low income according to federal guidelines you may be eligible. Visit PLUS for more info!

Location: Student Services Center
Phone: 503-338-2346

Tutoring Services
Tutoring Services offers a variety of programs that support students in their college classes. Tutoring is available in most subject areas.

Location: Columbia 115
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:** Columbia 115B  
**Phone:** 503-338-2519

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

**Location:** Student Services Center  
**Phone:** 503-338-2414