

# Columbia Gorge Community College

## Disability Resources Handbook

### Building 3 Student Services

## **General Information**

Welcome to Columbia Gorge Community College and Disability Resources! Disability Resources strives to maximize opportunities for all students to achieve educational success and personal growth in college programs. Our services are designed to promote student independence and equal access to classroom and college-related activities for those students demonstrating an ability to benefit from the college.

Students with disabilities wishing services and/or accommodations are required to register. Students are asked to contact the office as early as possible, so that services can be arranged and provided in a timely manner. We will then work with students to determine which services best meet their individual needs.

We are available to offer information, assistance, support and reassurance. You are always encouraged to contact us with your questions, concerns, or requests for assistance.

## **Applying for Services**

It is the student's responsibility to initiate services by contacting the office as soon as they have decided to enroll at Columbia Gorge Community College. Forms are available online at [www.cgcc.cc.or.us](http://www.cgcc.cc.or.us), under "Resources for Students," and in the main Student Services Office. It is very important for students using sign language to contact us at least 4 weeks prior to the beginning of each quarter, to allow adequate time for arranging interpreters.

## **New Students Requesting Services**

To request services, students must take the following steps:

- Schedule an appointment with Shayna Dahl, Advisor by calling Student Services at 541-506-6011.
- Provide required documentation that establishes the existence of a disability, and supports the need for the accommodations requested.

- Request accommodations formally from Disability Resources each term.
- Follow the specific procedures and timelines for each service or accommodation requested.

### **Who is Served by the Office for Students with Disabilities?**

Eligibility is based on a documented need for disability related services that our office provides. Students are required to provide documentation of their disability from an appropriate licensed professional. If the initial documentation is incomplete or inadequate to determine the extent of the disability and reasonable accommodations, the office has the discretion to require additional documentation. Any cost of obtaining documentation is borne by the student.

Once all information is received, the advisor certifies that a student has a disability and registers the student for services. Students who are found to be non-disabled are referred to other campus and community resources for assistance. Our office reserves the right to deny services or accommodations pending receipt of documentation.

### **Verification of a Disability**

Documentation can be a current letter or report from an appropriate professional (such as a physician, audiologist, rehabilitation counselor, psychologist, or learning disabilities specialist) that states the disability and functional limitations.

All documentation must clearly substantiate the need for all the specific accommodations requested. All documentation must be submitted on official letterhead of the professional describing the disability. The report must be signed, dated, and include the name, title, and professional credentials of the evaluator, including information about license or certification.

## **Services Provided**

Services provided to students registered with Disability Resources can include:

- Advising
- Notetaking, writing, and reading/taping support
- Sign language and oral interpreting
- Test proctoring
- Adaptive equipment
- Registration assistance
- Resource and referral assistance
- GED accommodations

All accommodations are designed to promote equal access to all classroom and college-related activities for students with a documented disability. Accommodations are provided to students whose documentation supports the need for a specific service in order to ensure equal access.

## **Instructor Notification**

An “Instructor Notification” form outlines your approved accommodations and acts as a way to introduce yourself to your instructor and begin a discussion of your needs. It:

- Informs the instructor that you have a documented disability.
- Indicates that you are receiving services from Disability Resources.
- Lists accommodations that would equalize your chances of success in the learning environment
- Gives the name and office phone extension of the advisor in case your instructor has any questions.

## **How to Receive the Service**

Meet with the Disability Resources Advisor EACH TERM as soon after you register for classes as possible.

### ***How to Talk to Your Instructor about Your Accommodations:***

1. Make an appointment to meet with you instructor privately at the beginning of the term.
2. Introduce yourself and present the “Instructor Notification” form. Here’s an easy introduction you might try:

“Hi, I’m \_\_\_ in your \_\_\_ class. I’m working with the Disability Resources Advisor, and we have prepared this form to indicate the kinds of accommodations I will need for your course.”

3. Discuss the approved accommodations and any additional helpful information. You do not have to reveal your disability if you do not wish to.

If you feel that you are unable to speak with an instructor, please contact Disability Resources so that we may offer suggestions or if necessary, be present in your meeting with your instructor.

## **Alternative Format Course Materials**

Some students with print related learning disabilities or visual impairments may be eligible to receive textbooks and other print related reading material in an alternative format. To receive this service:

- The Disability Resources Advisor will indicate that you are eligible for this service on your “Instructor Notification” letter.
- If the material is available through Learning Ally, Disability Resources will order the material(s). The set will arrive in approximately two weeks and will be signed out to you when you receive the materials. If the materials are formatted on 4-track tapes, a recorder will also be available for check out if desired.

- If the material must be taped Disability Resources, you will need to work with your instructor to provide a copy of the material and a reading assignment schedule. The advisor will work with you on tailoring the tapes to your needs and to establish a taping schedule (see deadlines below). The tapes are loaned to the student and are to be returned at the end of the quarter.
- Our office must have a minimum of two weeks to begin work on all materials to be taped. The speed of this service depends on the amount and difficulty of the material. To improve your chances of having taped materials ready for class, be sure to submit your request as soon as you've registered for the course.
- Fill out a service request form available in Disability Resources. There is a list of rules printed on the service request form. You will be asked to sign it in order to receive this service.
- Notify us as soon as possible if your needs change or if you decide to stop using taping services during the term.
- You must request this service each term.

### **Notetaking Services**

A variety of services are available to students who need assistance in taking class notes. Students work with Disability Resources to select the method that will best serve your needs as well as allowing you the most independence. The advisor will indicate that you are eligible for this service on your "Instructor Notification" letter. Examples of some services include:

- Tape recorders for taping lectures and class discussions.
- NCR notepaper. NCR notepaper is special notetaking paper that doesn't require any carbon paper. It is available at no charge in Disability Resources. A volunteer classmate takes notes using the NCR paper, then separates the sheets and gives you a copy while retaining the original for them.
- Free copies of lecture notes can be made in Student Services.

## **How to Find and Keep a Volunteer Notetaker**

It may be difficult to approach classmates, but these tips could help you in setting up volunteer notetakers for your classes. Whenever you have problems, be sure to contact the Disability Resources for assistance.

- Practice how you might ask someone to be your notetaker. Think about how you would approach the person and what you might say. Ask the advisor, other staff members, or other disabled students for suggestions. Find what feels comfortable for you.
- Ask your instructor for help when you give your “Instructor Notification” form. Usually, your instructor can recommend a good student or ask for volunteers at the next class session. You will usually have more help than you need.
- In selecting your notetaker(s), try asking people who sit near the front and pay attention, students you know (or at least recognize) from other classes, students with friendly faces, or older students.
- Try to select your notetaker(s) as soon as possible. Don’t put it off for too long!
- It’s a good idea to find one regular notetaker and one or two substitute notetakers for each class.
- Give each of your notetakers a “Volunteer Notetaker Brochure”. These brochures are free through Disability Resources to help you approach classmates and explain why you need their help. Ask the advisor how you can get some help.
- Exchange phone numbers with your notetakers so that you can let each other know about absences. This partnership may also work into a study group.
- Be aware that your notetaker is not obligated to provide you with notes from any class you did not attend. You still need to attend class regularly and actively participate.

## **During the Term**

Be sure to have a good supply of NCR notetaking paper in your notebook at all times for your notetakers—don't send notetakers to get the paper. This is your responsibility.

Remember to thank your notetakers throughout the term and let them know that you appreciate their help. For example, you might say that their notes were a big help when you were studying for an exam or that you appreciate how well they organize the information.

Occasionally, students have problems with their volunteer notetakers, they may not write down enough or write too messy. This is always an uncomfortable situation. You may wish to discuss the situation with the Disability Resources Advisor. It's best to deal with the issue soon, not to let it slide and hurt your grade.

## **Near the End of the Term**

During the last several weeks of classes, give your notetakers' full name (spelled correctly) to the Disability Resources Advisor. "Certificates of Appreciation" will be made and sent to each volunteer.

Consider writing short thank you notes to your notetakers telling them how much you appreciate their help.

## **Test Proctoring**

The OSD offers test proctoring services for students who need accommodations such as:

- A test reader and/or scribe
- Extended time
- A distraction-reduced site
- Adaptive equipment such as speech activated software
- A raised workspace

### ***To receive this service:***

- Disability Resources will indicate that you are eligible for this service on your "Instructor Notification" letter.

- Meet with your instructor and present your “Instructor Notification” form listing the testing accommodations you will need for the course. Discuss your needs and decide how the accommodations will be handled.
- If you will be taking your exam in the Student Services Testing Room, you and your instructor must complete a “Test Appointment” form and submit it to the Disability Resources a minimum of one week prior to the test day. It must be signed by both of you. You are ultimately responsible for ensuring that the paperwork is submitted on time. If you don’t give our office adequate notice of a test and accommodations cannot be set up in time, you must either accept the accommodations available or accept the instructor’s policies regarding late/make-up exams.
- The outlined steps must be taken for *each test*.

### **Additional Information**

- Many students find it helpful to submit all test appointment forms for a course at the beginning of the term so they don’t have to remember to do it later. You can always contact the Disability Resources Advisor to change your appointment if the exam date is changed.
- Sometimes instructors need a reminder to deliver the exam to Disability Resources. To ease your stress on the exam date, call or drop by our office the day before your test to see if your exam is there.
- If a student using test proctoring services is caught cheating, the instructor will be notified immediately and will be responsible for appropriate discipline. If a student is suspected of cheating, a warning will be given and the student will be monitored while taking all future exams.
- Unless special arrangements have been made with the instructor and are noted on the Test Appointment form, the test must be completed in one session. You may not begin the exam, stop it, and then return at a later time to finish it.

- Disability Resources will closely monitor breaks outside the testing area (for bathroom or water). In general, you may leave the room only once an hour and the exam time limit will not be stopped during the break.
- If you don't arrive at the scheduled time to take an exam, the test materials will be promptly returned to your instructor.

### **Are You Having Trouble in Classes?**

At the first signs of trouble in a class, get help! Here are some early suggestions:

1. In class, don't ever be afraid to ask questions and say, "I don't understand."
2. Ask classmates if they would be interested in setting up some type of study group.
3. Contact your instructor during office hours and ask:
  - For clarification on points you don't understand.
  - For tips on how to learn the material.
  - What to focus on for tests.
  - If there is additional study guides/materials you could use for extra practice.
  - If there are any study groups formed by students in you class or other sections of the course.
4. Besides getting the help you need, this contact shows your instructor that you are interested in the course and want to succeed.
5. Utilize the free tutoring center on campus.

**IF YOU HAVE TRIED THESE TIPS AND ARE STILL HAVING PROBLEMS, DON'T GIVE UP—GO SEE YOUR ADVISOR IMMEDIATELY!**

## Suggestions for College Success

1. Set realistic goals and priorities for course work.
2. Be prepared to request reasonable accommodations in your course work so you can learn and demonstrate your knowledge of the course material. You must do this each term. This is your right under Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of a disability.
3. Become knowledgeable and comfortable about describing your disability so you can advocate for yourself with faculty.
4. Keep only one calendar with all relevant dates, assignments, and appointments. Do not try to keep a schedule in your head.
5. Sit toward the front of the classroom to maximize your contact and to reduce distractions.
6. Use a tape recorder during lectures. Selectively tape-record key points using the “pause” button.
7. Listen to the tape or review your written notes as soon as possible to refresh your memory and to fill in any gaps.
8. Estimate how long a given class assignment will take, generally planning on two hours outside of class for every hour in class. Build in study breaks. Fatigue is a big time waster.
9. If you learn better by listening to others and then discussing what you have learned, start a study group.
10. Make notes of any questions you might have so that they can be answered before the next exam.
11. If you are having trouble or feel overwhelmed, talk with the instructor immediately. Do not hesitate to seek help. It is critical that you link up with campus supports before you fall behind in your work.

## **Resolving Accommodation Disagreements**

Disability Resources has a set of informal and formal steps students can use to resolve disagreements about academic accommodations. Often, these problems can be solved quickly, but others may take much longer. Everyone involved will do their best to ensure that the process goes smoothly. It is your responsibility to start this process as soon as the problem arises—don't wait until it becomes a terrible clash.

### **When You and Your Instructor Disagree About an Accommodation**

- Discuss the situation directly with your instructor.
- Discuss the situation with the Disability Resources Advisor. If the advisor supports your accommodation request, they may discuss the situation with your instructor. If the advisor does not support your request, you may wish to speak with the Chief Student Services Officer.
- The Disability Resources Advisor may discuss the situation with your instructor's immediate supervisor.
- You may wish to make a formal complaint. The advisor can explain this process to you. A written copy of the process is available in the Student Handbook on page 37.

### **When you and Disability Resources Disagree About an Accommodation**

- Discuss the situation directly with the advisor. If the request cannot be resolved here, a request to review the issue can be made with the Chief Student Services Officer (CSSO).
- The CSSO will objectively investigate the request, meet with the student and/or advisor if necessary and review any supporting documentation.
- After completing the accommodation review, the CSSO will prepare a response to the request. All of the facts will be gathered and it will be decided either to grant you the requested accommodation, recommend

an alternative accommodation, or to support Disability Resource's decision. The response will go to the student and the advisor. The advisor will work with the student to implement any recommended accommodations.

- If the request is denied, the student may appeal to the Affirmative Action Officer for further assistance.