COLUMBIA GORGE COMMUNITY COLLEGE

AMERICANS WITH DISABILITIES
ACT TRANSITION PLAN

1998

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EXECUTIVE SUMMARY

<u>Introduction</u>

Title II of the ADA pertains to public entities such as Columbia Gorge Community College. Title II of the ADA provides that no otherwise qualified person with a disability shall be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program, service or activity conducted by city, county and state governmental entities. Public entities may not refuse to allow a person with a disability to participate and must provide programs, services and activities in the most integrated setting possible. Auxiliary aids and services must be provided to ensure effective communication.

Title II of the ADA protects qualified individuals with disabilities. Not every person with a disability is a qualified individual with a disability. To be a qualified individual with a disability for purposes of determining participation in the programs, services and activities offered by a public entity, a person must be eligible for the receipt of services or participation in programs and activities.

This plan is met to cover the requirements set forth under Title II of the Americans with Disabilities Act as required by 28 CFR 35.104. A self-evaluation was completed with the results set forth in this document.

Columbia Gorge Community College utilizes the expertise of the Director of Student Services and the Campus Services Director to act as joint ADA coordinators. This blends both the programmatic responsibilities and the facility responsibilities into a team that can meet all the requirements of our disabled students and employees. Both Directors are responsible for implementing the Transition Plan.

The self-evaluation team consisted of the Director of Student Development, the Campus Services Director, and the Learning Assistance Coordinator along with Carl Perron, Architect. The team was charged with developing a Transition Plan for the College and determines its compliance with the Americans with Disabilities Act. This evaluation was performed during fall term 1998 over a period of several months.

Four major areas were covered by the evaluation:

1. An examination of nondiscrimination policies
2. Communication
3. Programmatic and facility accessibility
4. Employment

1. Non-Discrimination Policies

People with disabilities must be assured an equal opportunity to participate in the programs, services, activities and employment offered by a public entity. Programs, services and activities are required to be delivered in the most appropriate and integrated setting possible.

The goal of the ADA is to integrate people with disabilities into existing programs instead of creating separate programs. An entity cannot require an individual to participate in a separate program nor can it restrict an individual from participating in general programs and activities.

A public entity cannot discriminate in official written policies or engage in practices that discriminate in any way. Columbia Gorge Community College Board of Education has enacted board polices to affirm the institutions non-discrimination. Policy JB refers to Equal Opportunity Education for Students and Board Policy, GBA provides for non-discrimination in the work place.

2. Communication

It is imperative that students and the general public as a whole is kept informed about our programs, events and activities at the College. The College catalogue is published yearly and is distributed to all those who express an interest in the College. The schedule is published each term and is mailed to every household in our service area and to those out of our service area on request. It includes all the classes being offered each term and how to contact the Learning Disabilities Coordinator in order to seek accommodations for students. The Campus View is a College bulletin that is published bi-monthly. It includes events and activities and is distributed Campus wide.

3. Programmatic and Facility Analysis

Program accessibility requires that the programs, services and activities offered by a public entity, when viewed in their entirety, are accessible to and usable by individuals with disabilities. The requirement for program accessibility ensures that people with disabilities are not excluded from programs, services and activities because facilities are inaccessible. It is not a strict requirement that all facilities be accessible. It allows a public entity to choose other methods of ensuring program accessibility. They include: relocating services within the facility; relocating services to an accessible facility; alteration of facilities; purchase or redesign of equipment; assignment of aides; and bringing the program to the participant. The Team evaluated each individual program that the College offers to determine its accessibility. That approach determined the facilities paths of the students and how their presence impacted classrooms and other learning area adjacencies. The process and procedures of identification, accommodation, and follow-up were also examined and recorded as a part of this report.

3. Employment

All public entities must ensure that their employment practices policies and procedures do not discriminate against individuals with disabilities. The requirements related to employment are covered under Title I of the ADA. Title I states that no public entity, which includes any State or local government, shall discriminate against an otherwise qualified individual with a disability because of the disability of such individual in regard to job application procedures; the hiring, advancement, or discharge of employees; employee compensation; job training; and other terms, conditions, and privileges of employment. For employment, a qualified individual with a disability must be able to perform the essential functions of the job with or without reasonable accommodation.

Existing Conditions

The ability to serve our disabled students and accommodate them in our programs is paramount. The College does that well. Disabled students have the ability to access and participate in all the programs this institution offers. All disabled students receive individualized attention from our Student Development Department. This requirement contributes greatly to their success.

The following is a summation of the Transition Plan that resulted from the survey.

In the student areas of the main classroom building, building one, compliance is complete. Classrooms are accessible, as are the rest rooms. Only the service areas require minor modifications. The campus phones and pay phone are not mounted at the proper height but are very close to the proper measurement. Power doors would assist in access to the building and library. But, other than sill heights, the present doors function properly. Hardware changes need to be done on the library entrance.

The Administration building, building two, is for the most part compliant. Since the building was built in the late 1920's and has been remodeled several times, there are still a few areas that would require major remodeling in order to be compliant. Offices 2.176 through 2.182 do not have the proper door handle clearance. It will require major remodeling to move the walls that would make those doors compliant. The basement doors need lever hardware. The counter for the Business Office and the Bookstore are too high to be compliant.

The Skill Center and Adult Education building, building three, require total remodel of both rest rooms in order to be compliant. The rest rooms contain access issues and hardware and fixture issues that make them non-compliant.

Building 4, the Art building, also has a rest room that requires remodeling in order to bring it into compliance. Rear door hardware also needs to be replaced.

The Dormitory building, building six, requires extensive remodeling of the first floor in order to bring it into compliance. Several dorm rooms need to be remodeled in order to provide for disabled students.

The campus site plan needs to incorporate building six into the core campus. Currently, handicapped students in wheelchairs cannot safely get from building six to the core campus. Parking lots need to be modified in order to accommodate van parking. Parking lot D needs to have the handicapped parking area moved to a different location and some minor site work done. The entire site needs to provide signage to direct handicapped people to the safest and most accommodating path from building to building.

Transition Plan

Upon the completion of the programmatic survey and the facilities survey, all barriers were assembled into one document and were then ranked using the following table. The barriers were ranked as to their seriousness and the impact they had on the institution's ability to provide access.

CODE	IMPACT	DESCRIPTION
1	Safety Hazard	Highest priority – urgently needs remediation for access or safety reasons.
2	Major Barrier	High priority – barrier severely impedes or blocks access to program, service or activity.
3	Moderate Barrier	Medium priority – a barrier exists with some access but complete access does not exist for all programs, activities or services.
4	Negligible Barrier	Low priority – brings minor violations up to code.

The estimated completion dates for barrier removal are indicated on the Summary of Architectural Modifications. These completion dates are best estimates only. Many factors influence the completion date of these items: the ability of the General Fund to absorb the cost of making the necessary changes and the Community's willingness to provide the funds for remediation of this list by passing a General Obligation Bond. Passing a bond will provide the funds for the remodeling that needs to take place to complete the highest priority and highest cost items on this list.

PROCEDURE FOR AMERICAN WITH DISABILITIES ACT IDENTIFICATION AND INTEGRATION

The following is procedure for American with Disabilities Act compliance for College programs: Students are encouraged to initiate this process at least 1 month in advance of the beginning of the term. Students are routed to Office of Student Disabilities (OSD) office in a variety of ways: Vocational Rehabilitation, Mid-Columbia Jobs Training and Partnership Act (JTPA), local high schools, college instructor referral, and by self-referral. Students who think they may have a learning disability but do not have the appropriate documentation, may be referred to a diagnostician at the cost of the student.

CGCC provides a number of ways for students to access OSD services: Campus newsletter, registration form, flyers, brochures and letters are sent to local high schools' Special Education teachers to share information with their students, provide orientation to students interested in CGCC services (usually by special arrangement with high school coordinator). To protect the confidentiality of the student, the student must self identify to receive services from OSD.

Step one:

1. Student self identifies and applies for OSD services.
2. Official documentation/records are requested from appropriate agenc(y)ies.
3. ASSET Placement Test Given to student (with accommodations if appropriate).

Step two:

1. OSD receives and reviews records and determines appropriate accommodations.
2. Safety procedures are initiated in OSD office during orientation meeting.
3. Student meets with OSD advocate to determine College Success strategies and complete *Letters of Introduction* for each instructor.
4. Student delivers *Letters of Introduction*, complete with requested accommodations for each class.
5. Instructors are invited to request staffing per each student if deemed necessary.

Each student, once identified and accommodations provided are encouraged to meet with OSD the first or second week of the term for problem solving and student concerns. Students are encouraged to contact OSD at anytime. In addition, and prior agreement with student, a mid-term progress report is sent to CGCC instructors to evaluate and trouble shoot any problems with academic performance. Once the report is sent back to OSD contact with the student is initiated by OSD either by phone or letter. A mid-term completed by the instructor may be sent to the agency where the student is a client (only if agency request exchange of information by consent of student).

Step three:

1. OSD maintains contact with student and instructors throughout the term.
2. A mid-term progress report is sent to each instructor and students are contacted to review input.
3. Student, advocate or advisor initiates end of Term Review.

Other Procedures when appropriate:

1. Agencies are contacted if deemed necessary for clarification.
2. With permission from the student, some instructors are contacted before student enters classroom, especially if student has a mobility issue. Some mobility issues constitute a "walk through" experience prior to beginning of the quarter.
3. Learning strengths assessment is given to students.

**See Exhibits.

FREQUENTLY ASKED QUESTION ABOUT CGCC PROGRAM COMPLIANCE

- **Are there any programs that may not be in compliance by ADA guideline?**

    Each case is developed upon an individuals need. Depending on the needs of the student, instructors are contacted prior to student attendance. For example, a student who is quadriplegic needed specific accommodations in the art room. With permission from the student, the instructors are contacted along with the appropriate agencies and accommodations were designed to fit his specific case.

    A case that might not involve prior contact with an instructor would be a student with Learning Disabilities. The student is in agreement with the Office of Student Disabilities (OSD) office to advocate for himself/herself through a letter of introduction given to the instructor on the first day of class.

- **Does the program have Students with Disabilities pay for any extra fees?**

    No.

- **Does the program separate activities for students with disabilities?**

    No. All classes are available to students with disabilities. There are not any separate classes offered to accommodate differences. The full inclusion model is followed at CGCC. Staff is willing to provide alternatives if the student ability to perform task impinges his learning experiences. If a barrier exist, such as a field trip for a student in a wheel chair, some alternatives may be provided. One such alternative may be to video tape the field trip via a student in the class.

- **Are Students with Disabilities excluded from any program?**

    No.

- **Is staff aware that a program may be modified to fit the needs of student with disabilities?**

    Yes. Information about the OSD office is advertised by brochure, flyers and inservice. Contact is made by via student needs to OSD office by telephone, email or staff mail.

- **Is the public informed of our ability to accommodate students with disabilities?**

    Yes. Information is posted in our campus newsletter, schedule and catalogue. We need to expand our information to include more use of media.

ADA PROGRAM COMPLIANCE – QUICK LOOK

Program	In Compliance	Pay Extra Fee	*Separate Activities	Exclusions	Staff Awareness	Public Awareness
Art	Yes	No	Yes-curriculum modification	No	Yes	Limited
Biology	Yes	No	Yes-curriculum modification	No	Yes	Limited
Business Admin.	Yes	No	Yes-curriculum modification	No	Yes	Limited
Chemistry	Yes	No	Yes-curriculum modification	No	Yes	Limited
Comm. Ed.	Yes	No	Yes-curriculum modification	No	Yes	Limited
Computer System.	Yes	No	Yes-curriculum modification	No	Yes	Limited
Computer Appl	Yes	No	Yes-curriculum modification	No	Yes	Limited
Economics	Yes	No	Yes-curriculum modification	No	Yes	Limited
Education	Yes	No	Yes-curriculum modification	No	Yes	Limited
English	Yes	No	Yes-curriculum modification	No	Yes	Limited
Forestry	Yes	No	Yes-curriculum modification	No	Yes	Limited
General Studies	Yes	No	Yes-curriculum modification	No	Yes	Limited
Geology	Yes	No	Yes-curriculum modification	No	Yes	Limited
History	Yes	No	Yes-curriculum modification	No	Yes	Limited
Micro-	Yes	No	Yes-	No	Yes	Limited

electronics			curriculum modification			
Nursing	Yes	No	Yes- curriculum modification	No	Yes	Limited
PE	Yes	No	Yes- curriculum modification	No	Yes	Limited
Philosophy	Yes	No	Yes- curriculum modification	No	Yes	Limited
Skill Center	Yes	No	Yes- curriculum modification	No	Yes	Limited
Sociology	Yes	No	Yes- curriculum modification	No	Yes	Limited
Speech	Yes	No	Yes- curriculum modification	No	Yes	Limited

*Curriculum modification is made with consent of the instructor and usually involves timed events.   Or if the student is mobility impaired accommodation/modifications are built around the students ability to perform task and alternatives are provided.

Program: Business Admin.
Point of Contact: Leibham
Location: Building 1
Description: Professional/Technical
Degrees: AAS Accounting, AAS Mgt.
Certificates: Accounting Clerk
	Type of Instructional Activity:
	    X Classroom Lecture
	    X Computer Lab
	       Science Lab
	       Art Lab
	       Field trips
	       Electronics Lab
	    X Field Practicums
	       Group Projects
	       Other

Program: Computer Applications/Office
Systems Program
Point of Contact: Jackson
Location: Building 1
Description: Professional/Technical
Degrees: AAS Admin. Assist.
AAS Admin. Assist. (Office Management)
Certificate: Computer Apps./Office Syst.
	Type of Instructional Activity:
	    X Classroom Lecture
	    X Computer Lab
	       Science Lab
	       Art Lab
	       Field trips
	       Electronics Lab
	    X Field Practicums
	       Group Projects

Program: Computer Information Systems
Programs
Point of Contact: McCord**/**Hammel
Location: Building 1
Description: Professional/Technical
Degree: AAS Computer Information Syst.
Certificate: CIS
	Type of Instructional Activity:
	    X Classroom Lecture
	    X Computer Lab
	       Science Lab
	       Art Lab
	       Field trips
	       Electronics Lab
	    X Field Practicums
	       Group Projects
	       Other

Program: Microelectronics Technology
Program
Point of Contact: Garth Davis
Location: Building 2
Description: Professional/Technical
Degree: AAS Microelectronics
Technology
	Type of Instructional Activity:
	    X Classroom Lecture
	    X Computer Lab
	       Science Lab
	       Art Lab
	       Field trips
	    X Electronics Lab
	    X Field Practicums
	    X Group Projects
	       Other

Program Section: Education Programs
Point of Contact: Hayes-Fetz/Lusk
Location: Building 2
	Type of Instructional Activity:
	    X Classroom Lecture
	    X Computer Lab

Description: Professional/Technical Certificate: Instructional Asst., SPED, Early Childhood Development	**Science Lab**
	       Art Lab
	X **Field trips**
	       Electronics Lab
	X **Field Practicums**
	X **Group Projects**
	       Other

Program: Professional Skills Program
Point of Contact: Garth Davis
Location: Building 2
Description: Professional Technical Certificate
	Type of Instructional Activity:
	X **Classroom Lecture**
	X **Computer Lab**
	       Science Lab
	       Art Lab
	       Field trips
	       Electronics Lab
	X **Field Practicums**
	       Group Projects
	       Other

Program: Associate Degree Programs
Point of Contact: see below
Location: Building 2
Description: Two-year "Transfer Degrees AA, AS; Two-year "Career Degrees" AA, AS in the following areas:
    Business   **Liebham**   **Computer Science** **Jackson**   **Economics**   **Liebham**   **Education**   **Fetz-Hayes**   **English**   **Wild**   **Forestry**   **Ropeck**   **General Studies** **Carter**   **History**   **Copp**   **Nursing**   **Schluter**   **Philosophy**   **Zenker**   **Physical Education** **Sutherland**   **Psychology**   **Croson**   **Sociology**   **Baumann**   **Speech**   **Watson**
	Type of Instructional Activity:
	X **Classroom Lecture**
	X **Computer Lab**
	X **Science Lab**
	       Art Lab
	X **Field trips**
	       Electronics Lab
	X **Field Practicums**
	X **Group Projects**
	       Other

Program: Community Education Program **Point of Contact:** Linda Quackenbush **Location:** Building 2 **Description:** Non-credit class offerings	**Type of Instructional Activity:** **X** **Classroom Lecture** **X** **Computer Lab** **X** **Science Lab** **X** **Art Lab**

	X Field trips X Electronics Lab X Field Practicums X Group Projects Other
Program: Science, Biology. **Point of Contact:** Ropeck **Location:** Building 1 **Description:** Credit class offerings	**Type of Instructional Activity:** X Classroom Lecture X Computer Lab X Science Lab Art Lab X Field trips Electronics Lab X Field Practicums X Group Projects Other
Program: Art **Point of Contact:** Stuart **Location:** Building 4 **Description:** Credit class offerings	**Type of Instructional Activity:** X Classroom Lecture Computer Lab Science Lab X Art Lab X Field trips Electronics Lab X Field Practicums X Group Projects Other
Program Section: Skills Center **Point of Contact:** Maurer **Location:** Building 3 **Description:** Credit class offerings Reading, Writing, Math Non-credit: GED	**Type of Instructional Activity:** X Classroom Lecture X Computer Lab Science Lab Art Lab X Field trips Electronics Lab Field Practicums X Group Projects Other
Program Section: Geology **Point of Contact:** Bokovoy **Location:** Building 1 **Description:** Study of Geology	**Type of Instructional Activity:** X Classroom Lecture Computer Lab X Science Lab Art Lab X Field trips Electronics Lab X Field Practicums X Group Projects Other