

## Table of Contents

Disability Support Services .....	2
Rights and Responsibilities .....	2
Rehabilitation Act of 1973 and the Americans with Disabilities Act .....	2
Obligations of the Student and College .....	3
Academic Adjustments and Accommodations: The key word is <i>reasonable</i> . .....	4
Documentation.....	5
Confidentiality .....	7
Meeting with DSS .....	8
Requesting Accommodations.....	10
Common Accommodations Used.....	12
Discussing Accommodations with Instructors.....	13
Priority Registration.....	16
Testing Accommodations.....	17
Procedure for Testing Accommodations .....	17
Note takers .....	19
Books in Alternate Format.....	20
Procedure for Requesting Material .....	20
Sick/Attendance Policy.....	23
Service Animal Policy.....	23
Special Assistance (Personal Aide) Policy .....	25
Appeals/Grievance Procedure .....	26
Reserved Parking on Campus for Students with Special Needs .....	27
Locker use for Students with Disabilities .....	28
Campus Resources .....	29
Additional Resources .....	30
Definitions .....	31

## Disability Support Services

Cascadia Community College maintains the Office of Disability Support Services (DSS) to help assure compliance with the rules and regulations set forth by various congressional acts, i.e., the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) 1990. This office has created an atmosphere of opportunity by providing services and mediating considerations for students.

The primary goal of the Office of Disability Support Services is to ensure access for students with documented disabilities and to contribute to the development of self-advocacy and confidence of students with disabilities. We encourage students to take control of their own learning and to discuss the means for arranging types of appropriate support. In addition, we serve as an advocate for students in determining appropriate considerations.

This handbook describes student rights and responsibilities, procedures for requesting accommodations, and information about campus resources. DSS recommends that you read this handbook thoroughly, as it will be a useful reference throughout college and beyond.

## Rights and Responsibilities

In recent years, laws have been passed to protect the rights of disabled persons. A disability is a physical or mental impairment that impedes normal achievement. These laws ensure the rights of people with physical and mental impairments, as well as those with learning disabilities and emotional disturbances.

### Rehabilitation Act of 1973 and the Americans with Disabilities Act

Section 504 of the *Rehabilitation Act of 1973* and Title II of the *Americans with Disabilities Act* (ADA) prohibit discrimination against disabled people by state and local governments or businesses who receive federal funding. This includes public accommodations such as those provided by Cascadia Community College. Title II and Section 504 help ensure that you will have the same opportunities for success as other CCC students. Cascadia Community College's obligation under Section 504 and Title II of the ADA includes ensuring that:

“No otherwise qualified individual with a disability in the United States, . . . shall, solely by reason of his or her 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 United States Department of Education: <http://www2.ed.gov/about/offices/list/ocr/docs/auxaids.html>)

Cascadia Community College is obligated to make reasonable academic adjustments and accommodations only to the known limitations of otherwise qualified students with disabilities. However, these laws do not require, expect, or imply the lowering of academic standards or

altering of any course's content. The laws also don't require CCC to provide adjustments and accommodations that are unduly burdensome, and they are never done at the expense of the essential standards. The laws do require, expect, and imply that the institution must provide reasonable accommodations to assure equal access to the information within the academic setting. For example, for a student who meets every entrance requirement for a specific college course but cannot read the printed text due to a documented visual impairment, the institution must make alternative forms of the book available (i.e. Braille, audio, or electronic text).

For purposes of clarity, the following definitions and explanations have been included.

A person with a disability includes any person who:

- Has a physical or mental impairment which substantially limits one or more major life activities
- Has record of such an impairment, or
- Is regarded as having such an impairment

Major life activities include:

1. Walking
2. Seeing
3. Hearing
4. Speaking
5. Breathing
6. Learning
7. Working

A "qualified person with a disability" is defined as one:

- Who meets the academic and technical standards requisite to admission or participation in the education program or activity.
- With respect to employment, one who with or without reasonable accommodation, can perform the essential functions of the job in question.

### **Obligations of the Student and College**

A student with a disability has an obligation to:

1. Self-identify that he or she has a disability, if services are desired;
2. Provide current/recent documentation of the disability;
3. Self-identify the need for academic adjustment and/or accommodation.

The College's obligations under section 504 and the ADA:

1. Provide reasonable academic adjustments and accommodations for the student's known disability;
2. Afford the student an equal opportunity to participate in the college's programs, courses and activities.

Academic Adjustments and Accommodations: The key word is reasonable.

**Reasonable academic adjustments and accommodations include but are not limited to:**

- Extended time for testing
- Alternative testing sites
- Permission to tape lectures
- Copies of overheads/PowerPoint or outlines/notes used in lectures
- Volunteer readers
- Note takers for classroom
- Scribes and/or readers for exams
- Print materials in alternate format

*Questions about whether or not a request is reasonable should be discussed with the DSS Coordinator.*

**Limitations:**

Colleges are NOT required to provide:

- Personal attendants
- Readers for personal use or study
- Tutorial services other than those provided for the entire student population
- Choice of aids (college may choose methods of auxiliary aids so long as methods provide equal opportunity)
- Coursework adjustments, IF such a provision would fundamentally alter the nature of the program or the academic requirements, which are ESSENTIAL to a program of study or to meet licensing prerequisites

**Important Note:** All academic adjustments and/or accommodations are based upon the recommendations included in a student's written documentation. Documentation does not necessarily entitle a student to all of the considerations listed above.

The Office of Disability Support Services (DSS) reviews the documentation of each student who discloses a disability and determines appropriate academic adjustments and/or accommodations. The responsibility of providing academic adjustments and accommodations and complying with the ADA rests with all employees of Cascadia Community College. The DSS encourages faculty members to help students secure academic adjustments and/or accommodations. Considerations, such as extended time for testing, alternate test sites, copies of lecture notes, and permission to tape lectures, can often be arranged most efficiently by the student in cooperation with DSS and the instructor. The Coordinator of Disability Support Services is available to discuss the appropriateness of academic adjustments and accommodations with instructors when necessary. For more information about understanding and accommodating students with disabilities, please contact the Office of Disability Support Services at (425) 352-8128.

## Documentation

Documentation of disabilities is essential in order for Disability Support Services to implement academic adjustments and/or accommodations. Title II of the Americans with Disabilities Act provides for eligibility of services through guidelines, which must be adhered to by DSS. Basically, documentation includes the physician's or other professional's summary of tests given, the interpretation of those tests, outline of the history of the disability, and any prescribed remedies, such as hearing devices or medications. The extent of the documentation needed varies, depending on the type of disability.

The U.S. Department of Education Office of Civil Rights, in the pamphlet "[Students with Disabilities Preparing for Post Secondary Education: Know Your Rights and Responsibilities](#)," discusses documentation and how post secondary institutions have different requirements than the K-12 system. It goes on to explain what to do if the documentation does not meet the requirements of the post secondary school. Page six states:

*"If the documentation that you have does not meet the post secondary school's requirements, a school official must tell you in a timely manner what additional documentation you need to provide. You may need a new evaluation in order to provide the required documentation."*

The pamphlet, under a separate heading on page six, goes on to say:

*"Neither your high school nor your post secondary school is required to conduct or pay for a new evaluation to document your disability and need for an academic adjustment. This may mean you will have to pay or find funding to pay an appropriate professional to do it..."*

It is not DSS's intention to put an undue burden on you for your documentation; however, it is imperative that we know the "current" state of your disability and how it affects the life activities at this stage of your life. The type of documentation required will vary depending on the nature of the disability. The list below outlines what kind of documentation is required for selected disabilities. If you have any questions regarding these requirements please contact the DSS office.

<b>ADD/ADHD</b> <i>Diagnosis by a developmental pediatrician, neurologist, psychiatrist, licensed doctoral-level clinical or educational psychologist, or combination of such professionals</i>	Evaluation should be usually within three years of application for services and contain the following information: <ul style="list-style-type: none"><li>• Clear statement of DSM III, IIIR, or IV diagnosis</li><li>• Date of diagnosis</li><li>• Summary of procedures and instruments used</li><li>• Summary of evaluation results</li><li>• Medical history relating to use of</li></ul>
--	--

	<ul style="list-style-type: none"> <li>medications</li> <li>• Statement of impact and limitations of academic performance</li> <li>• Recommendations for academic adjustments to compensate for the disability</li> <li>• Name, title, and appropriate licensure information</li> </ul>
<b>Chronic Illness</b>	<ul style="list-style-type: none"> <li>• Diagnosing physician’s name and licensure</li> <li>• Dates of diagnosis and most recent contact</li> <li>• Diagnosis</li> <li>• Prognosis</li> <li>• Functional nature of debilitating illness</li> <li>• Clinical evidence of disability</li> <li>• Recommended accommodations</li> </ul>
<b>Deaf or Hard of Hearing</b> <i>Diagnosis by an audiologist with audiogram included describing scope of hearing loss</i>	<ul style="list-style-type: none"> <li>• Deaf <ul style="list-style-type: none"> <li>○ Hearing loss of 70 dB or greater in the better ear</li> </ul> </li> <li>• Hard of hearing <ul style="list-style-type: none"> <li>○ Hearing loss of 35 to 69 dB in the better ear</li> </ul> </li> <li>• Impact of hearing loss in academic environment</li> <li>• Recent contact with a qualified professional</li> </ul>
<b>Learning Disabilities</b>	<ul style="list-style-type: none"> <li>• Diagnosis by a licensed school or private psychologist</li> <li>• Name, title, and appropriate licensure</li> <li>• Evaluation usually within five years of the student's application for assistance</li> <li>• Specific identified learning disability, including the degree of severity</li> <li>• Battery of tests including aptitude, achievement, and information processing such as: <ul style="list-style-type: none"> <li>○ WAIS-R</li> <li>○ Woodcock-Johnson</li> <li>○ TASK</li> <li>○ TOWL-2</li> <li>○ Stanford Binet</li> <li>○ KAIT</li> </ul> </li> <li>• Reference to specific academic accommodations requested</li> </ul>
<b>Mobility Impairment</b>	<ul style="list-style-type: none"> <li>• Nature of disability</li> <li>• Type of mobility devices</li> </ul>

	<ul style="list-style-type: none"> <li>○ Wheelchair</li> <li>○ Walker</li> <li>○ Cane</li> <li>○ Braces</li> <li>● Academic Environment Issues <ul style="list-style-type: none"> <li>○ Distances</li> </ul> </li> <li>● Physician’s information <ul style="list-style-type: none"> <li>○ Name</li> <li>○ Licensure</li> <li>○ Date of most recent contact</li> </ul> </li> <li>● Impact in academic environment</li> <li>● History and impact of medications on learning</li> <li>● Type and severity of impairment</li> </ul>
<b>Visual Impairment</b>	<ul style="list-style-type: none"> <li>● Diagnosis describing the amount of vision loss</li> <li>● Blindness <ul style="list-style-type: none"> <li>○ Visual acuity in both eyes of less than 20/200</li> <li>○ Visual field of less than 20% despite best correction with glasses</li> </ul> </li> <li>● Low vision <ul style="list-style-type: none"> <li>○ Visual acuity better than 20/200 but worse than 20/70 with correction</li> </ul> </li> <li>● Documentation must include a diagnosis by a medical doctor or optometrist/ophthalmologist</li> </ul>
<b>Emotional/Psychological Impairments</b>	<ul style="list-style-type: none"> <li>● Diagnosis</li> <li>● Prognosis</li> <li>● Functional nature of debilitating illness</li> <li>● Clinical evidence of disability</li> <li>● Recommended accommodations</li> </ul>
<b>Autism and Asperger’s</b>	<ul style="list-style-type: none"> <li>● A complete neurological report including DSM-IV diagnosis</li> <li>● Summary of cognitive and achievement measures</li> <li>● Specific cognitive strengths, weaknesses, and deficits</li> <li>● Recommended accommodations</li> <li>● Social-emotional status should be assessed and discussed</li> </ul>

### Confidentiality

Disability Support Services at Cascadia Community College is under Federal regulations regarding the confidentiality of any student documentation and disability. Any and all

documentation provided to this office is treated as confidential medical records and is not released to anyone outside of the accommodation process within the DSS office, except under the following circumstances:

1. The student gives DSS a signed release (Family Education and Right to Privacy Act – Buckley Amendment) to share the information to the person(s) specifically named on the release
2. DSS is required and/or permitted by the laws and/or court order
3. The student is a direct threat to him/herself or others
4. The student makes a disability-related grievance or appeal.

DSS staff will not release or discuss a student's disability or information given to this office to a parent, spouse, or other party not specified on the Buckley release. DSS will not disclose a student's specific disability with faculty members; however, the impact a disability has on a class is not considered disclosure and can be discussed.

## Meeting with DSS

### New Students

An initial contact with DSS is usually a phone call to the Kodiak Corner at which time a one hour appointment will be arranged for a confidential discussion of disability. You can reach the front desk staff at (425) 352-8383. Documentation of the disability must be completed by a qualified physician, psychologist, neurologist, or other professional will be requested. This documentation must include: the physician's or other professional's summary of tests given, the interpretation of those tests, outline of the history of the disability, and any prescribed remedies, such as hearing devices or medications. The documentation must be within the last three years and may be submitted at the initial appointment, faxed, attached to an email, or through regular postal delivery.

Please be aware that accommodation services cannot begin until the documentation has been accepted and qualifications determined.

In some cases, students who request accommodations, but are in the process of acquiring proper or updated documentation, may be granted provisional reasonable accommodations. Student will need to sign a Provisional Accommodation Agreement. Provisional accommodations are generally granted for one quarter only.

In the first appointment with DSS, the student will discuss with the Coordinator how his/her disability affects academic and other areas, supports used in the past, and what accommodations might be available at the college. The student learns how to access the services (which may be different than high school or former schools) and the responsibilities that are associated with disability accommodations. The student is encouraged to meet with

the DSS Coordinator or Assistant for regular appointments or whenever there is a need.

After a student has been qualified for services, the student will complete an accommodations **quarterly** request survey on my.cascadia.edu. Please allow up to two (2) weeks for your file to be processed and your initial letter created. If your documentation is delayed it will take longer. In addition to the time required to process your file, some accommodations may require extra time to put into place:

- ASL Interpreters/Signed English Transliterators
  - Allow four (4) weeks
- Scribe or reader for exam including the COMPASS
  - Allow one (1) week
- Books on CD or other Alternate format materials
  - Allow three (3-5) weeks
- Note taker
  - Allow one (1) week
- Ergonomic furniture
  - Allow two (2) weeks
- Proctored Exam in testing center or private room accommodation
  - Allow two (1) week,  
*\*note that there will be 4 days needed for prior scheduling of your exam and 10 days for final exams. See Testing Accommodation procedures.*

Following the initial office meeting, the student may meet with DSS whenever needed. DSS staff can provide resources to assist with study skills and time management. Cascadia Community College also offers an Open Learning Center and a Math and Writing Center where students may go to receive tutoring assistance.

### Continuing Students

Continuing students must complete a **quarterly** accommodations request survey on my.cascadia.edu prior to the beginning of each quarter, preferably immediately after registration.

### Faculty/Staff Referrals

Faculty/staff that are approached by students requesting accommodations are asked to refer those students to the DSS office and are under no obligation to provide accommodations without appropriate approval from DSS. Consultation with DSS staff is encouraged in all cases. If a student offers to provide documentation of their disability directly to faculty/staff, the faculty/staff should again refer the student to DSS office. Documentation must reside in the DSS office and not in personal faculty/staff files.

## Temporary Disability

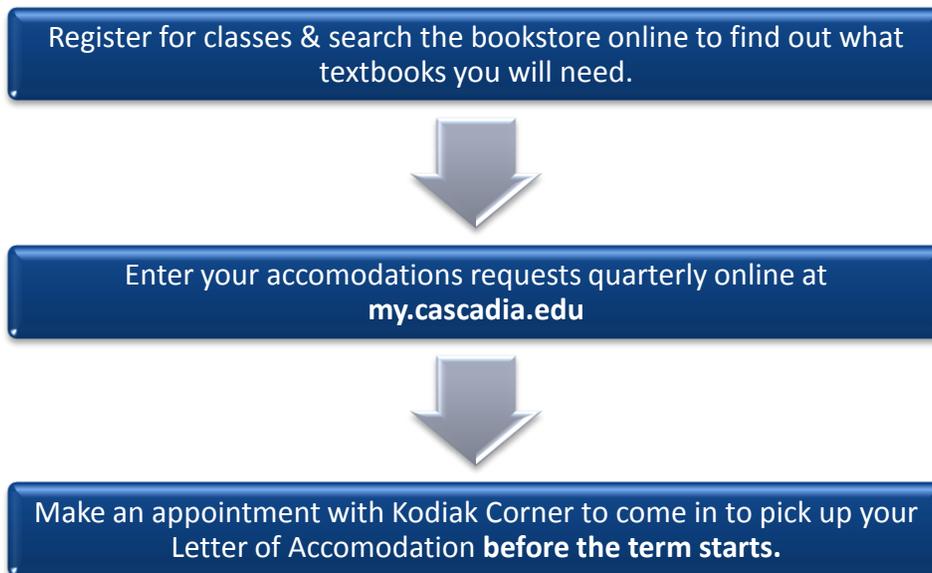
A temporary disability, which may cause interference in a student's ability to participate in programs, services, and activities for an extended period of time, will be treated on an individual basis and will follow the standard process for disability documentation. The medical documentation is expected to be current in order to support the need for temporary accommodations/adjustments.

## Requesting Accommodations

To receive academic adjustments/accommodations from your instructors, you must request letters of accommodation from the DSS office. These letters verify that documentation of your disability is on file with our office and that you are eligible for special considerations. Each quarter, you must provide information about your courses to the DSS office, which will then provide you with your letters.

You are encouraged to speak directly with faculty members regarding any academic adjustments/accommodations you need. Approaching faculty members on your own is an excellent way to increase your self-confidence and ability to discuss your needs. This is good preparation for life beyond college, where there may not be as many support services in place to help you arrange accommodations. Discussing your needs with faculty members helps them to better understand your situation and allows them to get to know you personally.

**Please follow these steps to request academic adjustments and/or accommodations**



1. Login into My.Cascadia (<http://my.cascadia.edu>) and go to the Disability Support Services page

(<http://my.cascadia.edu/Departments/StudentSuccessServices/EducationalSupportServices/DSS/default.aspx>)

2. Fill out the appropriate Accommodation Request Survey based on the accommodation you need. This needs to be done for **each quarter you require a specific accommodation**. Please keep in mind that ***some accommodations may take up to two-four weeks to process, so plan ahead.***
3. After you have completed the survey, you will be contacted (typically by mass email) that your Letter of Accommodation is ready to be picked up.
4. You must check in with the Kodiak Corner front counter to pick up your Letter of Accommodation.
5. You will receive multiple copies of your letter (one copy for you and the additional copies for your instructors). Once you have your letters, be sure to **hand deliver** them to your instructors.

It is best to make an appointment with your instructors during their office hours first so that you will have an opportunity to introduce yourself, explain your needs, and discuss these accommodations. Simply handing the letter to an instructor prior to the beginning of class or at the end of class is not appropriate, since there is a greater chance of the letter becoming misplaced or forgotten. Personal appointments will make the best impression on your instructors and ensure your privacy.

6. Discuss accommodation requests with your instructors at the beginning of each quarter, when you present your accommodation letters. For extended time and/or quiet room accommodations for testing, before each test, remind your instructor of the need for the accommodation, how they would like you to arrange for the time/room, and how the test is to be delivered to DSS office.
  - a. If you are having your exam proctored, be sure to have your instructor fill out the Exam Accommodations Request Form (Gold or Purple) which you can pick up outside of the Kodiak Corner or download an electronic fill-able copy from the DSS My.Cascadia site (<http://my.cascadia.edu>).
    - The **Gold form** is for students who will use the COMPASS room.
    - The **Purple form** is for students who have a private room accommodation. Be sure to use the correct form for your needs when you schedule your exams.
  - b. Next, you will need to take your completed Gold or Purple Form to Kodiak Corner to schedule your exam dates and times. If a reader/scribe is requested, you must contact DSS at least five (5) business days in advance of the test so a

reader/scribe can be arranged, and fourteen (14) business days if your exam is a Final Exam.

It is **the student's responsibility** to notify DSS or make appropriate changes to a My.Cascada survey submission regarding **any** changes in accommodations. Please notify the DSS office of **all** schedule changes, or materials/services no longer needed so they can be available for other students use. Do not assume that a previous term's accommodation will be carried over to a current or future term. With a high demand for accommodations, if a request is not made, the accommodations will go to the next student on the list.

### Common Accommodations Used

The type of accommodations granted to a student will vary depending on the nature of the disability. Listed below are some commonly used accommodations within each category of disability. This is not intended to be a comprehensive list. The DSS Coordinator will determine on a case-by-case basis which accommodations you are eligible for.

<b>ADD/ADHD</b>	<ul style="list-style-type: none"> <li>● Voice recorder for lectures</li> <li>● Note taker</li> <li>● Extra time on exams</li> <li>● Audio books</li> </ul>
<b>Chronic Illness</b>	<ul style="list-style-type: none"> <li>● Voice recorder for lectures</li> <li>● Note taker as needed</li> </ul>
<b>Deaf or Hard of Hearing</b>	<ul style="list-style-type: none"> <li>● Assistive Listening Devices</li> <li>● ASL interpreter or Signed English transliterator               <ul style="list-style-type: none"> <li>○ Students may indicate interpreters that they do or do not prefer. DSS will try to honor that request but cannot promise that students will always get their preferred interpreter.</li> </ul> </li> <li>● CART reporter</li> <li>● Note taker</li> </ul>
<b>Learning Disabilities</b>	<ul style="list-style-type: none"> <li>● Voice recorder for lectures</li> <li>● Note taker</li> <li>● Extra time on exams</li> <li>● Private room accommodation for exams</li> <li>● Scribe</li> <li>● Reading Services for exams</li> <li>● Audio books</li> <li>● Use of laptop in classroom to take notes</li> <li>● Use of Adaptive Technology for assignments such as Dragon</li> </ul>

	Naturally Speaking
<b>Mobility Impairment</b>	<ul style="list-style-type: none"> <li>• Assistance in arranging accessible classrooms</li> <li>• Note taker for students with manual dexterity difficulties</li> <li>• Scribes for exams for students with manual dexterity difficulties</li> <li>• Ergonomic chairs and adjustable height tables made available as needed</li> <li>• Extra time on exams as needed</li> <li>• Use of on campus locker for storage in the CC3 building</li> </ul>
<b>Visual Impairment</b>	<ul style="list-style-type: none"> <li>• Print materials made available in alternate format and (i.e. audio, Braille, or large print)</li> <li>• Increased font size on exams</li> <li>• Note taker</li> <li>• Readers or scribes for exams</li> <li>• Extra time on exams</li> </ul>
<b>Emotional/Psychological Impairments</b>	<ul style="list-style-type: none"> <li>• Voice recorder for lectures</li> <li>• Note taker as needed</li> <li>• Extra time on exams as needed</li> <li>• Written explanation on letter disclosing impact of disability</li> </ul>
<b>Autism and Asperger's</b>	<ul style="list-style-type: none"> <li>• Voice recorder for lectures</li> <li>• Note taker</li> <li>• Extra time on exams</li> <li>• Private room accommodation for exams</li> <li>• Written explanation on letter disclosing impact of disability</li> </ul>

## Discussing Accommodations with Instructors

Discussing the nature of your disability (not the disability itself) with your instructors is imperative to helping them understand your needs. This can seem challenging, especially for beginning students who have not had much experience discussing the impact of their disabilities or accommodations. The ability to clearly request accommodations and explain your needs is a skill that will help you in all aspects of life.

The following are some suggestions that can make your discussions with faculty members more successful.

1. *Plan Ahead* - Think about what you will say before you meet with an instructor. You may wish to write out a script and practice ahead of time. Some instructors may not be

familiar with your specific academic adjustments or accommodations, so you should be prepared to give them a brief explanation of how your disability affects you academically.

2. *Make an appointment* - Making an appointment with your instructor will ensure that he or she has set aside time to listen to you without distractions. It is inappropriate to approach an instructor just prior to the start or at the end of a class session to ask about an appointment or give him/her your letter, as you will not have the instructor's undivided attention. You will also not have the privacy a discussion of your disability deserves. During the appointment, clarify with the instructor how accommodations will be arranged.
3. *Be firm, yet pleasant* - Accommodations are your legal right, yet they can mean extra work for the instructor. Approaching the discussion in a cooperative, rather than demanding, manner is usually the most effective way to secure your accommodations. Remember, because this discussion will go beyond accommodations, you are actually establishing a relationship with a faculty member with whom you will be working for an entire quarter. You can keep the mood of the meeting positive by going into it with a friendly attitude. For example, if extended time and a quiet room for exams are two of your accommodations, ask where the instructor would like you to take exam (the professor's office, an extra classroom, at DSS, etc.). It is your responsibility, not the instructor's, to reserve a room at DSS for testing.
4. *Remind instructors about agreed upon accommodations* - It is helpful to remind instructors about exam accommodations a few days before the exam to avoid any problems the day of the test. Determine in your initial meeting with the instructor how best to contact him or her. For example, would the instructor like a reminder email note from you, a phone call, or a verbal reminder at the class session just prior to the scheduled test? This is especially important for the classes that only meet one day per week.

### **Meeting with Instructors: Topics to Cover**

Outlined below are the topics covered in a typical student/instructor meeting. Examples are listed in italics.

**Introductions.** Introduce yourself and tell the instructor in which class you are enrolled. This is also a good time for small talk or a comment about class.

*"Hi Dr. \_\_\_\_\_. My name is \_\_\_\_\_. I'm in your Geography 101 class and am really enjoying it so far."*

**Reason for Meeting.** Explain that you have a disability and that you need certain accommodations. You can give the instructor your letter at this time. You may need to provide

a rationale for the accommodations if the instructor does not have previous experience in this area.

*"I wanted to have this meeting to talk to about my disability and to work out accommodations for me. Here is my letter from Disability Support Services describing appropriate accommodations for my disability."*

(or)

*"I'm here to discuss with you the need for having accommodations in your class for my disability. The accommodations won't require much work on your part, but they will make a big difference in my academic success."*

(or)

*"I have a disability that can be compensated for with a few accommodations."*

**Arrange Accommodations.** Describe the appropriate accommodations for your disability. Try to arrange these accommodations with your instructor during the meeting. For example, if extended time and a quiet room are two of your accommodations, please ask your instructor whether they would feel comfortable having you take the test at DSS or if they have a quiet room you would be able to take the test in. It is your responsibility to have your instructor fill out the "Exam Accommodations Request Form (Gold or Purple)" to request test accommodations and then you need to make an appointment to be proctored. You must have an appointment to take an exam if you choose to take any test at DSS. No "walk-ins" will be honored.

Follow up with questions such as:

- If you are eligible for copies of visual aids used in class, find out how you will get them.

For example:

*"Shall I stop by your office each week for the copies of your lecture materials or will you bring them to class? Would it be easier if I gave you my email address so they could be sent to me? Is there a course website where I can download them?"*

It is important to be direct at this time. Ideally, you should leave the meeting with a clear understanding of how each accommodation will be arranged. Write down the agreed upon arrangements, for future reference, should a mix-up occur.

**Thank your instructors for their cooperation.** Instructors are required by law to provide you with accommodations, but thanking them is a courtesy that can help you build a better relationship.

*Please Note: You will find that most instructors are willing to cooperate with your requests for accommodations. If you encounter any difficulty in arranging accommodations with instructors, contact DSS for assistance.*

## Priority Registration

Students with documented disabilities are eligible for early registration times. This accommodation is provided to allow students more flexibility when planning their schedules and to help arrange adequate time between classes, especially if extended time for testing or travel is an appropriate accommodation. Priority registration also allows our office to put needed accommodations into place that may take extra time.

When registering for classes, consider your disability-related needs. Here are some factors that you may want to consider:

- Can you handle back-to-back classes or do you need breaks?
- If you have energy limitations, are you able to get to your next class on time?
- Is your coursework balanced so that you avoid overload?
- How often does the class meet?
- What time of day does the class meet?
- Is there a type of work that is affected by your disability? (For example, if you have a learning disability in reading, can you handle three classes that involve a considerable amount of reading?)

Once you have provided DSS with documentation of your disability, you are eligible for priority registration. You may take advantage of priority registration throughout your entire career at CCC, except for the first Freshman Quarter. All students should meet with an advisor prior to requesting registration from DSS. This ensures you are taking the appropriate classes for your program of study. It is your responsibility to keep track of registration times and to seek assistance with registration, if necessary. Priority registration means that once registration opens you are among the first to be able to register for courses. **Registration dates and times are posted on the Cascadia College Website (<http://www.cascadia.edu>) and in Kodiak Corner. You are responsible for finding out when registration begins.**

Steps to the class registration process:

1. **Kodiak Corner Advising Office.** If possible, make an appointment or call ahead. Advisors will be able to access the registration system through office computers and can assist you in choosing appropriate courses and alternatives to closed classes. For advising appointments, please call (425) 352-8860.

2. **Make an appointment with DSS.** We can help you create a schedule which will suit both your academic program and your disability.
3. **Register for classes.** You are able to register for classes online at <https://www.ctc.edu/~cascadia/wts/webreg/waci221.html>.
  - Check to make sure there are no restrictions on the courses for which you wish to enroll. Make sure you have completed or are currently enrolled in any prerequisites. **DSS cannot override any closed sections, time conflicts or holds placed on your record, so if you have outstanding debts like parking tickets, take care of them before requesting priority registration.**
4. **Letter of Accommodation.** Be sure request accommodations through my.cascadia.edu. Please allow up to two weeks for your request to be processed and your Letter of Accommodation (LOA) created. You are responsible to pick up your completed letters from the DSS office, obtain instructor signatures, and return the signed signature sheet to DSS for your file.

## Testing Accommodations

To access testing accommodations through Disability Support Services, a student must provide documentation of his/her disability, which should include recommendations for accommodations. Testing accommodations may include extended time testing, a quiet room or oral testing with test readers, scribes, and computer access.

### Procedure for Testing Accommodations

It is the student's responsibility to:

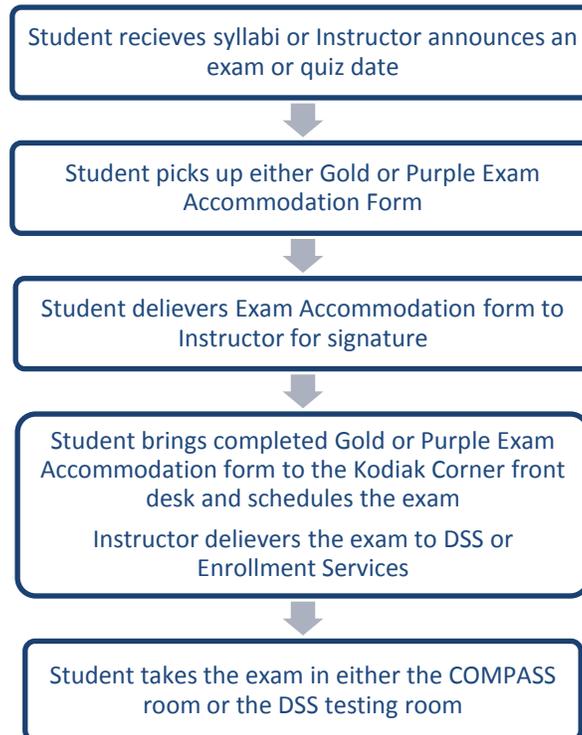
1. Request testing accommodations using the Exam Accommodation form.
  - If you will be testing in the COMPASS room you will need to use the **gold form**.
  - If you have a private room accommodation you will need to use the **purple form**.
2. Schedule your exam with the front desk staff at the Kodiak Corner.
  - Exams must be scheduled at least **4 working days** prior to the administration of the exam.
  - Final exams must be scheduled at least **10 working days** in advance. Final exams must be taken by the last day of the quarter.
3. Remind the instructor of your test accommodations at least one class session prior to the exam.
  - Instructors need time to get the test to Disability Services.
  - Instructor delivers or emails test to Disability Services.
4. Report to the Kodiak Corner for testing at requested date/time.

- Bring some form of ID with you when coming to take your test. You will need to show this to be able to take your test. It will be checked.
- Complete all essential tasks before checking in to take your tests. You will **not** be able to once your test has begun (unless you have a documented reason). This includes:
  - ⇒ Using the restroom
  - ⇒ Getting a drink of water
  - ⇒ Making all cellular telephone calls
- **Please be prompt!** If you are late for the appointed time to take your test, the amount of time you are late will be deducted from the extended time given for the test.
- **Turn your cell phones, pagers, and electronic devices off and put them away before entering the testing room.** No cell phones or electronic devices (excluding approved calculators and devices) may be out when you enter any test proctoring room.
- When you enter the test proctoring room, take all your needed supplies out and store your book bags, brief cases, and any other school bag either completely under your test or up against the wall. If you do not know what you are allowed to use, the proctoring staff will let you know ahead of time based on what is listed on your colored form.
- If you cancel a test due to illness or related personal reasons, you must alert the instructor of your intentions and reschedule the test with Kodiak Corner by completing another Testing Accommodations form.
- When the instructor changes the test date, it is **your responsibility** to reschedule the test for another date

#### ABSENCES AND SCHEDULED TEST PROCTORING

- ⇒ **Your test proctoring is considered an appointment to take your test.** If you are absent for ***any*** reason that will result in you missing your scheduled test proctoring, you must contact your instructor first, to let them know of your situation and that it will affect your test proctoring (*this may also include future scheduled proctoring sessions*). ***Final exams must be taken by the last day of the quarter.***
- ⇒ You must then contact Kodiak Corner **immediately** before your scheduled test time to let them know you will not be coming in for proctoring. By letting Kodiak Corner know of your absence, you will not be marked as a “no-show” which carries a heavy consequence for future proctoring.
  - ❖ Consistent “no-shows” may result in forfeit of future proctoring services.
- ⇒ Your instructor must fill out a new test proctoring form with the changed dates and times. You will be responsible for resubmitting the form to Kodiak Corner for scheduling.

### Testing Accommodations Procedure Flow Chart



***Disability Support Services reserves the right to temporarily suspend test accommodations if the testing procedure is abused.***

### Note takers

If you have an accommodation for a note taker your instructor will be provided with a note taking packet for volunteers and a spiral bound notebook of carbon paper. At the start of class the instructor will announce that a student (the name of the student/s will be kept confidential) needs a volunteer note taker. The volunteer will receive the information packet and notebook. At the end of the class the instructor will introduce you to the note taker and you are responsible to arrange how you would like to pick up your notes.

If you choose to remain anonymous the note taker will give the notes to the instructor instead. You are still responsible to arrange how you will pick up your notes.

Note taking is designed only to supplement a student's attendance. It is not a substitute for class attendance.

## Books in Alternate Format

Textbooks and other materials can be provided in alternate formats as an academic accommodation. Students must have a documented disability to be eligible for this service.

### Procedure for Requesting Material

It is the student's responsibility to:

1. Correctly register for the courses that materials are being requested for. ***This must be done before any request for materials can be made.***
2. If the student is new to the Disability Support Services program (never has registered in the past terms at Cascadia or is new to Cascadia in general) or needs to add eligibility to their accommodations with required documentation, contact Disability Services to determine eligibility for materials in alternative format.
3. Request for materials each quarter online using the provided surveys on the DSS page in My.Cascadia.
  - Requests need to be made as soon as the student knows their class schedule and the textbook information.
  - Provide Disability Services with the following information pertaining to the materials (this information can be found online at the bookstores website or when you register for classes):
    - i. Textbook titles – Entire title required!
    - ii. Author(s) Name
    - iii. ISBN Number (10 digit or 13 digit) – Found on the back of all books.
    - iv. Edition
    - v. Publishing Company
  - Requests take 4-6 weeks or more to fulfill. Request this accommodation promptly each quarter.
4. Requests will be collected from the website and then fulfilled in a variety of ways (sometimes not in the order listed):
  - Disability Services will first check their on-campus library for the materials.
  - Disability Services will then check the Recording for the Blind & Dyslexic's (RFB&D) online catalog of books to determine if the textbook is available in alternate format. If it is available, Disability Services will use its institutional membership to place the order for the audio book, which will arrive on CD.
  - Disability Services will then check an online book database to see if the book is available for download from another location.
  - Disability Services will then check the bookstore to see if a "jump book" (eBook) copy is available for purchase using their corporate account.
  - Disability Services will then contact the textbook publishing company to see if the book can be ordered.

- As a last resort, Disability Services will then contact the student and have the student purchase the textbook for Disability Services, deliver to Disability Services, have the bookstore remove the books binding, then scan the book into the computer, and then last have the book converted using a software application into readable text which will be used by a screen reader to be recorded to a CD for the student. The student will get their book back in a binder.
5. Disability Services will notify you when the alternate format materials have arrived and are ready for delivery to you.
  6. Student will make an appointment with Disability Services to come in to pick up the requested equipment, **show proof of original material purchase (i.e. receipt from the bookstore)**, complete an *Equipment Loan Contract*, receive training on the equipment, and at that time ask any questions they may have regarding the equipment.
    - There are a limited number of RFB CD/MP3 players available to borrow for the quarter through Disability Services.
    - Some CDs can be played using a standard computer CD-ROM drive or a CD player that can handle MP3 file versions.
    - PDF and Text Files which require a computer text-reader can be downloaded at various websites. Disability Services will provide those sites to you. You can only download and use computer text-reader software on your own home computer equipment, **NOT** on any school computer equipment (as per the technology policy in place at Cascadia Community College). **NOTE: Disability Services provides software names and sites as a reference and holds no liability whatsoever on the outcome of the installation of the software or the possible damage, loss of data, or any problems which may occur.**
  7. Return CDs and related equipment to Disability Services at the end of each quarterly or risk having a hold placed on your transcript.

### **Textbooks in Alternative Format**

If your documentation recommends that you receive textbooks in alternate format, please note that DSS can check with the publishers for the availability of digital books or scan your textbooks electronically and burn them to a CD.

DSS is equipped to produce electronic text for our students with print-related disabilities. Electronic text is the most effective, as well as the quickest way to convert your textbooks and course packs.

If we do not have the textbook, please purchase your textbooks as early as possible as we have many requests at the beginning of a quarter. We must remove the binding of the books in order to use our high-speed duplexing scanner, however all books will be returned to you.

To have a book scanned, label each one of the books you wish scanned with your name and contact information. We want to be sure to return books and CDs to the proper owners. Once the books are scanned, DSS will contact you for pick up.

Due to copyright laws, DSS must have proof that you have purchased your textbooks. While DSS may already have a book you require scanned, you are still expected to purchase the book to be in compliance with copyright laws.

*The following are alternative resources for obtaining textbooks in other formats.*

**Cascadia Community College/University of Washington Bothell Library** – CCC/UWB Libraries have a wealth of electronic texts available. Please see their web page for links to sites available for students at CCC. The web address is: <http://library.uwb.edu/>.

**NetLibrary** - Another resource for electronic text format is available through [www.netlibrary.com](http://www.netlibrary.com). Students can register free of charge and utilize ebooks online similar to checking out a book from the library. This service is provided through CCC's affiliation with the Library of Michigan ([www.michigan.gov/libraryofmichigan](http://www.michigan.gov/libraryofmichigan)).

**Amazon.com** - Ebooks are also available through various online book sellers with the major one being Amazon. You can download a wealth of text from Amazon.com. Some books are free for download while others have a minimal charge. Most well known novels cost a few dollars. Some of the more technical books can cost as much as \$35.00. ([www.amazon.com](http://www.amazon.com))

**The National Library Service for the Blind and Physically Handicapped (NLS), Library of Congress** - A free national library program of braille and recorded materials for blind and physically handicapped persons is administered by the National Library Service for the Blind and Physically Handicapped (NLS), Library of Congress. Under a special provision of the U.S. copyright law and with the permission of authors and publishers of works not covered by the provision, NLS selects and produces full-length books and magazines in braille and recorded formats. Reading materials are distributed to a cooperating network of regional and subregional (local) libraries where they are circulated to eligible borrowers. Reading materials and playback machines are sent to borrowers and returned to libraries by postage-free mail. Braille books, magazines, and music materials are also made available on the Internet through Web-Braille. Established by an act of Congress in 1931 to serve blind adults, the program was expanded in 1952 to include children, in 1962 to provide music materials, and again in 1966 to include individuals with other physical impairments that prevent the reading of standard print. (<http://www.loc.gov/nls/find.html>)

**King County and Sno-Isle Public Libraries** – Both library systems have audio books

available for checkout in CD or downloadable format from the libraries' websites. While they may not have "textbooks" these two libraries have novels and other reference books used in many of the courses taught at Cascadia.

King County Libraries Website: <http://www.kcls.org>

Sno-Isle Libraries Website: <http://www.sno-isle.org>

## Sick/Attendance Policy

Attendance and participation requirements for each course are specified in the course syllabus. These are an important part of student learning and student success. Be proactive – get phone numbers and/or email addresses from classmates at the beginning of the quarter. If you miss a class you can contact those students and catch up on what you missed. Also, talk to your classmates about setting up a study group.

When you need to miss class, be sure to inform your instructor **beforehand**. This can be done by phone or email. See your syllabi for contact information.

If you have missed a class or classes, it is your responsibility to contact your instructor and work out a resolution.

You only need to inform the DSS office if you have classroom services (i.e. an interpreter) that will need to be cancelled that day. If you miss three (3) consecutive classes you will need to make an appointment with DSS to discuss your options.

## Service Animal Policy

### Service Animals on Campus

In accordance with the Americans with Disabilities Act (ADA), service animals are permitted in college facilities. Service animals are animals trained to assist people with disabilities in the activities of daily living. The (ADA) definition of service animals is:

*" . . . any animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals who are hearing impaired to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items."*

To work on campus, a service animal must be specifically trained to perform a service function that the individual could not do independently or effectively. If an animal meets this definition, it is considered a service animal regardless of whether it has been licensed or certified by a state or local government or a training program. Service animals whose behavior poses a direct threat

to the health or safety of others or is disruptive to the campus community may be excluded regardless of training or certification.

Emotional support, comfort, companionship, or therapeutic benefits, the promotion of emotional well-being, and the crime deterrent effects of an animal's mere presence do not constitute work or tasks for the purposes of this definition.

The guidelines (below) have been developed with the understanding that most service animals working on the college campus will be dogs. If another kind of animal is to be employed as a service animal on campus, the partner (person with a disability) should contact the Disability Support Services office as soon as possible to explore any additional health or safety concerns.

It is the responsibility of the handler to properly dispose of any waste or mess produced by their service animal. If the handler is unable to accomplish this without assistance, the handler is still responsible for notifying the facilities help desk to place a request for assistance. They can be reached at (425) 352-5466.

Waste needs to be disposed of outside the building in provided garbage cans, never inside the building. It is also the responsibility of the handler to carry with them at all times the proper equipment and materials needed for waste removal and disposal (this includes bags or the equivalent).

#### A. Definitions

1. **Owner/Handler:** A person with a service animal.
2. **Service Animal:** Any animal individually trained to do work or perform tasks for the benefit of a person with a disability. Service animals are usually dogs; however, a few other animals have been presented as service animals.
  - I. **Guide Dog** is a carefully trained dog that serves as a travel tool to persons with severe visual impairments or who are blind.
  - II. **Hearing Dog** is a dog that has been trained to alert a person with significant hearing loss or who is deaf when a sound, e.g., knock on the door, occurs
  - III. **Service/Support Dog** is a dog that has been trained to assist a person who has a mobility or health impairment. Types of duties the dog may perform include carrying, fetching, opening doors, ringing doorbells, activating elevator buttons, steadying a person while walking, helping a person up after a fall, etc.
  - IV. **SsigDog** is a dog trained to assist a person with autism. The dog alerts the partner to distracting repetitive movements common

among those with autism, allowing the person to stop the movement (e.g., hand flapping). A person with autism may have problems with sensory input and need the same support services from a dog that might be given to a person who is deaf or blind.

- V. **Seizure Response Dog** is a dog trained to assist a person with a seizure disorder; how the dog serves the person depends on the person's needs. The dog may stand guard over the person during a seizure, or may go for help. Some dogs have learned to sense and predict a seizure and warn the partner in advance.

### 3. **Requirements of Service Animals and Their Owners/Handlers**

- I. **Under Control of Owner/Handler:** The owner/handler must be in full control of the animal at all times. The care and supervision of a service animal is solely the responsibility of its owner/handler.
- II. **Licensing and Tags:** Service animals must be licensed and immunized according to local ordinances. Samples of these ordinances follow: "Dogs four months old or older shall be vaccinated against rabies;" "all license tags issued shall be securely fastened to a collar or other like harness which shall be worn by the animal at all times when off the premises of the licensed owner."

### 4. **Responsibilities for Faculty, Staff, and Students**

- I. Allow a service animal to accompany the owner/handler on campus, except where service animals are specifically prohibited.
- II. Do not feed, pet, or deliberately startle a service animal.
- III. Do not separate or attempt to separate a handler from his or her animal.

### 5. **An Owner/Handler May Be Asked to Remove an Animal because of:**

- I. **Disruption:** An owner/handler may be asked to remove an animal that is unruly or disruptive from college facilities. If the improper behavior occurs repeatedly, the owner/handler may be told not to bring the animal into any college facility until the owner/handler has taken significant steps to mitigate the behavior.
- II. **Ill Health:** Service animals that are ill should not be taken into public areas. An owner/handler with an ill animal may be asked to leave college facilities.

## **Special Assistance (Personal Aide) Policy**

Any individual who is hired independently to assist a student with a disability is welcomed on the campus and in the classroom with the student they are working for. The aide should schedule an appointment prior to the start of the term to meet with the Disabilities

Coordinator to introduce themselves and discuss what their function will be and how they will be assisting a student with a disability. This meeting will also help to clarify any issues which may arise and create a plan that will benefit the student receiving the service, the aide providing the service, and the college represented by the Disabilities Office.

It is strongly advised that aides should also introduce themselves to the instructor of the course in person. This should be done prior to the start of the term. Aides should also consider becoming familiar with the student's schedule by visiting the campus and the classroom where the student will be having class. This can be found on the student's schedule or online in the schedule of classes. For a personal tour of our college please contact our New Student Welcome Center at (425) 352-8240.

Aides are to follow all policies set up by the college and the course instructor (including following all academic standards). Anyone whose behavior poses a direct threat to the health or safety of others or is disruptive to the campus community may be excluded regardless of training or certification.

## **Appeals/Grievance Procedure**

### **1. Process for Complaint Resolution**

#### **A. Grievance Procedure for Denial of Academic Adjustments and Auxiliary Aids and Services by a Faculty Member**

Any student alleging a violation of Section 504 of the Rehabilitation Act of 1973 or the ADA shall, as a first step in the grievance procedure, contact the Disability Support Services office.

#### **B. The Disability Support Services office shall:**

- I. Provide information about informal and formal options within and without the college. (a)
- II. Intervene, if requested by either party, in order to resolve a complaint to the satisfaction of all parties. If the Disability Support Services office is unable to resolve the grievance, the student may request a hearing with the Director of Advising Services.

#### **C. Consultations with the Disability Support Services office shall be strictly confidential.**

### **2. Grievance Procedure for Discrimination based on disability**

A student who feels that s/he is being discriminated against on the basis of his/her disability shall be referred to the existing anti-discrimination policy.

### **3. Outside Remedies:**

The right of a person to prompt and equitable resolution of a complaint shall not be

impaired by the person's pursuit of other remedies such as the filing of a complaint with the responsible State or Federal agencies. Use of this complaint process is not a prerequisite to pursuing other remedies from state and federal agencies. These agencies are:

<p><b>Washington State Human Rights Commission</b>          Third Avenue          Seattle, Washington 98101          (206) 464-6500          Online complaint form:  <a href="http://www.hum.wa.gov/complaintProcess/">http://www.hum.wa.gov/complaintProcess/</a></p>	<p><b>Department of Justice: Civil Rights Division</b>          1424 New York Avenue,          Room 5041          Washington, D.C. 20005          (800) 514-0383          TTY (202) 307-0818</p>
<p><b>Office for Civil Rights Region X</b>          915 Second Avenue, Room 3310          Seattle, Washington 98174          (206) 220-7900          Online complaint form: <a href="http://wdcrocolp01.ed.gov/CFAPPS/OCR/complaintform.cfm">http://wdcrocolp01.ed.gov/CFAPPS/OCR/complaintform.cfm</a></p>	

In the event that you are not satisfied with the **disability-related academic adjustment** provided in a specific course or have problems with a specific instructor, the following steps should be taken:

1. Contact the **DSS Coordinator**. Coordinator of DSS is available to discuss your complaint and intervene when appropriate.
2. In the event that the DSS office could not resolve your complaint, you may submit a written appeal to the College's **Director of Advising** who will render a decision.

Accommodations are not entitlements. You are not entitled to receive accommodations because you have a disability. You are entitled to NOT be discriminated against, and if an accommodation can be made for you to not be discriminated against, then you should receive it.

Please note that this grievance procedure refers only to disputes with **academic adjustments/accommodations relating to disabilities**. Complaints not relating to a disability should follow the steps outlined in the College's Academic Appeals Procedure located at [http://www.cascadia.edu/programs/academic\\_policies/grade\\_appeals.aspx](http://www.cascadia.edu/programs/academic_policies/grade_appeals.aspx)

## Reserved Parking on Campus for Students with Special Needs

Cascadia, in compliance with State and Federal Laws, has several dedicated disability spaces for individuals who have obtained the required placards or license plates provided by the State of Washington. These spots can be found on the main level of the north parking deck and in front of the building. There are also additional spots available on the first level of the south garage parking deck. Our new CC3 building also has 2 spots with a two hour limit located

at the northwest end near the loading dock. These spaces are identified with the universal blue person in a wheelchair. Any spot that simply says RESERVED are **not** for students with disabilities.

Students who use these spots are responsible for displaying the proper identification placards and also paying the required parking fees. **All students are required to pay the parking fees and displaying the proper placards or license plates to park in a reserved disabled spot or are subjected to fines as imposed by the college and the state.** Disability Services is not responsible for any parking fees or tickets/citations a student receives while using a disabled parking space. Questions regarding disability parking can be directed (depending on the situation) to Security/Campus Safety (425) 352-5359 or to the Campus Parking Program (425) 352-5426.

Unfortunately, at high traffic periods during the school terms, parking may not always be available or accessible due to lack of resources. It is strongly recommended that you try to come to the college early if you plan to park on campus and require a special reserved space. Also, disability services cannot reserve any space in the name of a student as part of an accommodation.

Disability placards or license plates are only prescribed by your physician or care provider and administered by the State of Washington Department of Licensing. The Disability Office does not prescribe or provide these.

### **Locker use for Students with Disabilities**

In January 2010, the new Cascadia CC3 building opened to the public. It contains lockers on the first and second floors. Disability Services has arranged with the college to reserve a set of lockers for students who have a disability to use during the quarter as part of their accommodations.

Disability Services shall loan lockers to its students and keep records of locker assignments. Locker users shall be required to fill out a form acknowledging the terms of use governing the use of their locker. Locker assignment records shall be provided to Facilities by Kodiak Corner at the conclusion of each quarter to facilitate the return of emptied locker contents to owners.

#### **Procedure for requesting a Locker:**

To ensure locker availability, the following procedure shall be followed:

1. Make your accommodation locker request at least one week prior to start of each quarter and summer session.
2. Disability Support Services shall determine the number and location of lockers that need to be reserved for disabled student use and communicate that number to Facilities.

3. Digital lockers reserved for disabled student use shall be programmed and the combinations shall be given to DSS by Facilities for distribution to disabled students.
4. Lockers designed for physical locks shall be secured with a lock by facilities, the lock combination shall be provided to DSS by facilities and disabled students assigned to a locker shall be given the combination by DSS.
5. There shall be no charge for the use of lockers by disabled students.

Students are responsible for using the Disability Service provided lockers in a manner which abides by college policies as well as state and federal laws.

## Campus Resources

- **Office of Disability Support Services (DSS) – (425) 352-8660**  
Please direct questions to the DSS Coordinator or DSS Assistant. The front desk staff at Kodiak Corner will arrange appointments.
- **Academic Advising – (425) 352-8660**  
Academic Advisors help you develop the skills you need to make sound academic decisions. Through advising, you make connections between your academic interests, your long-term goals, and career opportunities. Advisors are here to help you quarter by quarter with educational planning, university transfer options, college application processes, and graduation requirements. We offer support while encouraging you to take responsibility for your success.
- **Counseling Services – (425) 352-8860**  
You can get counseling for help with issues including time management, test and math anxiety, family conflict, divorce, substance abuse, depression, grief and loss. Counseling is confidential, professional, and free.
- **University Bookstore – (425) 352-3344**  
The campus and online bookstore is serviced by *University Bookstore*. The bookstore carries books for Cascadia classes, school supplies, clothing, and other items designed to help you show off your school spirit. You can also buy Cascadia mugs, caps, T-shirts, vests, and jackets from the Cascadia Community College Foundation. Proceeds go to support scholarships and other programs coordinated by the Foundation.
- **Career Services – (425) 352-8220**  
We offer free and low-cost career services, resources, and a job database to Cascadia students and to the local community. Come to the Career and Transfer Center on campus for individual assistance.

- **Open Learning Center – (425) 352-8229**  
The Open Learning Center provides technology assistance to support class assignments, and has a computer lab for student use.
- **Student Financial Services – (425) 352-8860**  
Student Financial Services may help you find the funding so that you and/or your parents can meet basic educational expenses for an academic degree, a professional technical degree, or a certificate program. While the primary responsibility for paying for college rests with you and your family, Cascadia offers many resources to help you.
- **Math and Writing Center – (425) 352-8243**  
The Math and Writing Center provides assistance in empowering and enhancing the skills of all students to reach their academic goals. We provide academic support and assistance in mathematics, writing, and reading skills.
- **UW Bothell/Cascadia Campus Library – (425) 352-5340**  
Cascadia and the University of Washington Bothell share a library on campus that is part of the University of Washington library system. Students, faculty, and staff have full access to the books, periodicals, and other resources available at any of the University of Washington's libraries. If you wish to use materials from the UW Seattle and UW Tacoma libraries you must check them out in person; there is no courier or document delivery service available.

## Additional Resources

- **LS&S: Learning, Sight, & Sound**  
<http://www.lssproducts.com/>  
Products for the visually impaired and hard of hearing
- **Harris Communications**  
<http://www.harriscomm.com/>  
Retailer of assistive products for Deaf and Hard of Hearing people
- **SightConnection**  
<http://www.sightconnection.com/>  
“Products for living well with vision loss”
- **MaxiAids**  
<http://www.maxiids.com/store/default.asp>  
Products for independent living: vision, hearing, mobility, medical, household, computer
- **Regional Reduced Fare Permit**  
[http://metro.kingcounty.gov/tops/accessible/reduced\\_fare\\_permit.html](http://metro.kingcounty.gov/tops/accessible/reduced_fare_permit.html)

Reduced fare permit for regional public transit

- **Zimride**

[www.zimride.com/bothellcampus](http://www.zimride.com/bothellcampus)

Bothell's Social Network for Ridesharing

## Definitions

- **Academic Standard** - The usual indicators of academic ability, such as grade point average, high school rank, and standardized test scores.
- **Accessible Classrooms and College Functions** - The ability to attend classroom or College functions with regard to seating, restrooms, stairs, lighting, walkways, etc.
- **Accommodations Request** - An actual description of the change(s) needed in order to function in the academic setting.
- **Americans with Disabilities Act (ADA)** - ADA (Pub. L. No. 101-336) is a law that protects persons with disabilities.
- **Assistive Listening Device** - A technical tool to assist students who are hard of hearing with or without a hearing aid. ALD's bring the speaker's voice directly to the ear and helps overcome the problems of distance from the speaker and surrounding background noise.
- **Alternate Format** - changing the print material into a different format to allow the student access to that information. Example: textbook to Braille or enlarged print.
- **Alternate Test Format** - Changing the presentation of a test to allow the disabled student to convey his or her knowledge. Example: printed to Braille or oral tests.
- **Books on Tape** - audio versions of textbooks and other printed material for the visually impaired. Most books-on-tape are obtained through the Readings for the Blind and Dyslexic.
- **Closed Captioning** - Word-for-word text of a movie or video dialogue that requires a decoder in order for the text to be viewed on a screen.
- **Degree of Hearing Loss** - the extent that hearing is impaired to categorize from mild to profound.
- **Distraction-Reduced Environment** - a testing environment in which distractions are minimized.
- **Documentation** - Information obtained from a qualified professional, which must contain specific information concerning the diagnosis of the disability.
- **No Show**- A "no show" is defined as being absent without attempting to cancel a scheduled proctoring appointment with Disability Support Services or Kodiak Corner. A student may also be classified as "no show" if they are late by more than 30 minutes to a test proctoring appointment.
- **Parking Permit** – College permit is needed to use accessible parking for mobility impaired students, in addition to state issued disabled placard or plates. This includes any disability, either chronic or temporary, which impedes the ability to walk.

- **Reader** - someone who reads tests or other written information to a disabled student.
- **Reasonable Accommodation** - a request for assistance in the academic environment within an appropriate timeframe.
- **Scribe** - a person who writes responses to test items for a disabled student.
- **TTY** - a telecommunications device (specifically telephone and computer) for the deaf.

***Note: Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap against persons in programs or activities receiving or benefiting from federal assistance. Thus, in an educational setting such as CCC, Section 504 mandates "reasonable accommodation" for students.***

**CASCADIA COMMUNITY COLLEGE NON-DISCRIMINATION STATEMENT**

Cascadia is committed to creating a supportive environment for a diverse student, faculty, and staff population.

Individual differences are celebrated in a pluralistic community of learners.

Cascadia does not discriminate on the basis of race, color, religion, gender and/or sex, sexual orientation, national origin, citizenship status, age, marital or veteran status, or the presence of any sensory, mental or physical disability, or genetic information, and is prohibited from discrimination in such a manner by college policy and state and federal law.

The following office has been designated to handle inquiries regarding non-discrimination policies and can direct inquiries to the appropriate office for ADA-related requests:

Director of Human Resources  
 Cascadia Community College  
 18345 Campus Way NE, CC2-280  
 Bothell, WA 98011  
 (425) 352-8880