



Welcome New Student

Welcome to the Services for Students with Disabilities (SSD) office. We are delighted that you have chosen to attend Shoreline Community College. SSD is here to provide access, offer support, guidance, and accommodation services. Our mission is to insure that all qualified students have access to educational programs, campus services, and activities. We will do our very best to assist you as you navigate your college experience.

Please review carefully all of the information presented to you with this folder. This should answer most of your questions regarding services for students with disabilities at Shoreline, what is considered appropriate documentation, and what your rights and responsibilities are for receiving services. **Please read the accommodation process on the back of this page.** It will provide you with an overview of the entire process. If you have questions at any point in the process please feel free to call or email us and we will be happy to answer your questions.

Regards,

The Office of Special Services/SSD team

(206) 546-4545
SSD@shoreline.edu

SSD Accommodation Process

OVERVIEW

- Complete blue intake form and read information in folder.
- Discuss your accommodation needs, what qualifies as proper documentation if you have none, and what accommodation options are available through the SSD program.
- Make accommodation request if you already know what you are requesting.
- Provide documentation of your disability.
- When documentation has been received the completed file goes to the Director of Special Services for review and accommodation approval.
- When your request and documentation have been reviewed, an SSD staff member will contact you regarding whether accommodations were approved, explain what they are, and give you instructions for the individual accommodations you have been approved for.

IMPORTANT

Your accommodation request cannot be processed until documentation is provided.

EACH QUARTER

- Individual accommodations need to be requested each quarter. Please come to the OSS/SSD program office as soon as you register to fill out your accommodation forms.
- Accommodations must be requested in a timely manner.
- Late requests will be processed in the order they received
- If you have any questions please contact SSD at SSD@shoreline.edu or by calling (206) 546-4545

What is Disability Documentation?

Quality documentation should establish the individual as a person with a disability, provide a rationale for reasonable accommodations, and support specific accommodation requests. The following recommendations enhance program consistency and provide students, prospective students, parents and professionals with the information they may need to establish eligibility for services and for providing accommodation.

1. Credentials of the evaluator(s).

The best quality documentation should be provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is recommended. (e.g., an orthopedic limitation might be documented by a physician, but not a licensed psychologist).

2. A diagnostic statement identifying the disability.

Quality documentation should include a clear diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition. While diagnostic codes from the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Classification of Functioning, Disability and Health (ICF) of the World Health Organization are helpful in providing this information, a full clinical description would be helpful in conveying the necessary information.

3. A description of the diagnostic methodology used.

Quality documentation should include a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with the norming population identified) within the report is recommended.

Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended. Methods may include formal instruments, medical examinations, structured interview protocols, performance observations and unstructured interviews. If results from informal, non-standardized or less common methods of evaluation are reported, an explanation of their role and significance in the diagnostic process will strengthen their value in providing useful information.

4. A description of current functional limitations.

Information on how the disabling condition(s) currently impacts the individual provides useful information for both establishing a disability and identifying possible accommodations. A combination of the results of formal evaluation procedures, clinical narrative, and the individual's self-report is the most

comprehensive approach to fully documenting impact. The best quality documentation should be thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency and pervasiveness of the condition(s).

5. A description of the expected progression or stability of the disability.

It is helpful when documentation provides information on expected changes in the functional impact of the disability over time and context. Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts. If the condition is not stable, information on interventions (including the individual's own strategies) for exacerbations and recommended timelines for re-evaluation are most helpful.

6. A description of current and past accommodations, services and/or medications.

The most comprehensive documentation should include a description of both current and past medications, auxiliary aids, assistive devices, support services, and accommodations, including their effectiveness in ameliorating functional impacts of the disability. A discussion of any significant side effects from current medications or services that may impact physical, perceptual, behavioral or cognitive performance is helpful when included in the report.

While accommodations provided in another setting are not binding on the current institution, they may provide insight in making current decisions.

While relatively recent documentation is recommended in most circumstances, common sense and discretion in accepting older documentation of conditions that are permanent or non-varying is recommended. Likewise, changing conditions and/or changes in how the condition impacts the individual brought on by growth and development may warrant more frequent updates in order to provide an accurate picture. It is important to remember that documentation is not time-bound; the need for recent documentation depends on the facts and circumstances of the individual's condition.



Documentation of Disability

(short version of policy 5114)

1. **"Who documents"** Must be prepared by a professional qualified to diagnose.
2. **"Documentation content"** Must be comprehensive. One test is not acceptable for the purpose of diagnosis.
3. **"Currency"** In most cases, this means the documentation must be from within the past three (3) years.
4. **"Clear and specific"** Documentation should present clear and specific evidence which identifies specific learning disabilities and reflects the individual's present level of functioning.
5. **"Specifics"** Include in the report the exact instruments used and procedures followed to assess the learning disability.
6. **"Sufficiency"** Provide sufficient data to support the particular academic adjustment requested.

For more detailed information about acceptable documentation please refer to Policy 5114 and the handout "What is Disability Documentation?"

Policies, Procedures, and Guidelines Intranet Website

POLICY MANUAL WAC

POLICY 5114

REASONABLE ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities have the right to request and receive reasonable accommodations to ensure access to programs and facilities at Shoreline Community College. To receive reasonable accommodations, students are responsible for requesting accommodations and documenting the nature and extent of their disability in a timely manner. Students should direct their requests for reasonable accommodation to the Services for Students with Disabilities office. (State of Washington Laws of 1994, Ch. 105, Washington Core Services.)

Reasonable accommodations under this policy include, but are not limited to:

- Academic adjustments, such as modification and flexibility in test-taking arrangements;

- Adjustments in nonacademic services and other rules; and,

- Auxiliary aids and services

Shoreline Community College will make those modifications to its academic requirements that (1) are necessary to ensure that those requirements do not discriminate, or have the effect of discriminating, against a qualified student with a disability based on that disability and (2) do not impose an undue hardship on the College or require alteration of essential program requirements.

Appropriate academic adjustments/reasonable accommodations will be provided to qualified students with disabilities participating in the following activities: recruitment, the application process, enrollment, registration, financial aid, course work, academic counseling, and nonacademic programs and services.

The Board of Trustees hereby adopts policy #5114, Reasonable Accommodation of Students With Disabilities, and directs the President to establish procedures to implement this policy and to disseminate its basic principles in accordance with the Federal Rehabilitation Act of 1973, Section 504; the Americans With Disabilities Act (ADA) of 1990; and, the Washington State Engrossed House Bill 2327 (Core Services Bill).

This policy does not provide rights or obligations not provided by applicable laws.

Adopted by Board of Trustees 4/16/99

Procedural Guidelines

This procedure defines terms associated with reasonable accommodation and delineates related procedures and responsibilities. This procedure should not be construed as providing rights or obligations not provided under applicable laws.

I. DEFINITIONS

General

A. "Student with a disability" refers to any student who: (1) has a physical or mental impairment that substantially limits one or more major life activities (i.e., caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working); (2) has a record of such an impairment (has a history of, or has been classified as having, a mental or physical impairment that substantially limits one or more major life activities); (3) is regarded as having such an impairment; or, (4) who has an abnormal condition that is medically recognizable or diagnosable.

B. "Reasonable accommodations" in College programs and services are reasonable modifications to those programs, policies, practices, and/or procedures that enable qualified students with a disability to have an equal opportunity to benefit from and have access to College programs and services, and for provision of auxiliary aids and services.

C. "Program accessibility" means that all programs and services, when viewed in their entirety, are accessible to persons with a disability.

D. "Health Care Professional" means a person who has completed a course of study and is licensed to practice in a field of health care which includes the diagnosis and assessment of the particular disability, or disabilities, in question.

E. "Undue hardship" is any excessively costly, extensive, substantial or disruptive modification, or one that would fundamentally alter the nature or operation of the institution or any of its programs or services, or threaten the health or safety of the College community.

Documentation of Learning Disability:

A. "Who documents": Must be prepared by a professional qualified to diagnose. For learning disabilities, health care professionals would include, but not be limited to: a licensed neuropsychologist or psychologist, learning disability specialist, or other appropriate professional certified to administer and interpret class C psychological tests. Experience in working with the evaluation of adults with learning disabilities is essential.

B. "Documentation content" must be comprehensive. One test is not acceptable for the purpose of diagnosis. Minimally, areas to be addressed must include, but are not limited to:

1. Aptitude. The Wechsler Adult Intelligence Scale-Revised (WAIS-R) with subtest scores is preferred. The Woodcock- Johnson Psycho-Educational Battery-Revised: Tests of Cognitive Ability is acceptable.

2. Achievement. Current levels of functioning in reading, mathematics and written language are preferred. Acceptable instruments include the Woodcock- Johnson Psycho-Educational Battery-Revised: Tests of Achievement; Stanford Test of Academic Skills (TASK); or specific achievement tests, such as the Test of Written Language-2 (TOWL-2), Woodcock Reading Mastery Tests-Revised, or the Stanford Diagnostic Mathematics Test. (The Wide Range Achievement Test- Revised is NOT a comprehensive measure of achievement and, therefore, is not suitable.)

3. Information Processing. Specific areas of information processing (e.g., short- and long-term memory, sequential memory, auditory and visual perception/processing, processing speed) must be assessed. Use of subtests from the WAIS-R or the Woodcock-Johnson Tests of Cognitive Ability is acceptable. (This is not intended to be an exhaustive list or to restrict assessment in other pertinent and helpful areas, such as vocational interest and aptitudes.)

C. "Currency": In most cases, this means the documentation must be from within the past three (3) years. Since assessment constitutes the basis for determining reasonable accommodations, it is in a student's best interest to provide recent and appropriate documentation to serve as the basis for decision-making about a student's needs for reasonable accommodation in an academically competitive environment.

D. "Clear and specific": Documentation should present clear and specific evidence which identifies specific learning disabilities and reflects the individual's present level of functioning in processing and intelligence as well as achievement in written expression, writing mechanics, vocabulary, grammar and spelling, reading comprehension, fluency and rate. (Individual "learning styles" and "learning differences" in and of themselves do not specify learning disabilities.)

E. "Specifics": Include in the report the exact instruments used and procedures followed to assess the learning disability, test score data, a written interpretation of

the results by the professional doing the evaluation, the name of the evaluator and date(s) of testing.

F. "Sufficiency": Provide sufficient data to support the particular academic adjustment requested. Requests that are not supported by documentation may not be approved without additional adequate verification.

Student:

A. "Student" is a person enrolled at the College.

B. A "qualified student with a disability" is one who, with or without reasonable accommodation, meets the academic and technical standards required for admission to, participation in, and/or fulfills the essential requirements for College programs and activities.

C. "Core services" are those services listed in State of Washington Laws of 1994, Ch. 105, that are necessary to ensure students with disabilities are reasonably accommodated at the College.

D. "Course substitution" is replacement of a specific course required for a degree program with another course that measures the same learning objectives/skills as the required course.

II. OBLIGATIONS OF THE COLLEGE

General:

A. Comply with Section 504 of the Rehabilitation Act of 1973; Section 202 of the Americans with Disabilities Act of 1990, as amended; the Law Against Discrimination, Chapter 49.60 RCW; and, the State of Washington Laws of 1994, Ch. 105, (Washington Core Services Bill).

B. Notify students of the College's policy of non-discrimination on the basis of disability and of the steps s/he may take if s/he believes discrimination has taken place. This notice shall be included in all formal correspondence that communicates decisions or policies adversely affecting the individual's status or rights with the institution of higher education. This notice shall include the phone numbers of the United States Department of Education, U.S. Office of Civil Rights, and the Washington State Human Rights Commission.

C. Work with the student, faculty and staff, on a case-by-case basis, to select and provide those reasonable accommodations/core services appropriate for each qualified student with a disability.

D. When a student makes a request for a reasonable accommodation, and the disability is not readily apparent and has not been previously documented, the Coordinator of Services for Students with Disabilities may request that the student provide verification from a health care professional that s/he has the disability as claimed and that it has the effect of necessitating the reasonable accommodation requested. The College may obtain a second opinion at its own expense from a health care professional of its selection. Such inquiries must be limited to verification of the student's claims, except that the Coordinator of Services for Students with Disabilities may also request that the health care professional suggest possible effective alternative reasonable accommodations.

E. Generally, the college will respond to requests for reasonable accommodation within ten instructional days. A decision will be rendered and communicated to the requesting student. At this same time, a second copy of excerpts from College Policy 5114: Reasonable Accommodations of Students With Disabilities will be provided to the student, detailing information on how s/he may seek review (appeal) of the decision on her/his request, if in dispute (Section IV.E.).

F. The College shall develop an internal grievance procedure for addressing disputes related to requests for reasonable accommodation. Such procedures shall: explain the method for submitting a grievance, describe any internal appeals process(es), identify an individual responsible for overseeing the process(es), set forth reasonable time frames for review and resolution of the grievance, and provide for documentation of complaints submitted and the steps taken to attempt resolution.

To Students:

A. Make available to all students information on the services available to students with disabilities, including the name and location of the Services for Students with Disabilities office and the process for accessing those services.

B. Maintain the academic integrity of its programs.

C. Not make pre-admission inquiry as to whether the applicant has a disability, except as provided by law.

D. Develop procedures to protect the confidentiality of information regarding the nature and extent of the documented disability.

III. OBLIGATIONS AND RIGHTS OF THE QUALIFIED STUDENT

The College is obligated to provide reasonable accommodation to a qualified student with a known disability. What is appropriate for the student is a case-by-case determination. It is the obligation of the student to seek reasonable accommodation.

A student who seeks reasonable accommodation under policy 5114 is responsible for documenting the nature and extent of the disability. The College will work collaboratively with the qualified student in determining the appropriate reasonable accommodation.

Obligation of Student:

To ensure that needed reasonable accommodations are provided in a timely manner, the student shall:

A. Provide a signed Release of Information form to the Coordinator of Services for Students with Disabilities.

B. Provide timely notice and documentation of the nature and extent of the disability and the request for reasonable accommodation to the Coordinator of Services for Students with Disabilities. When possible, requests from students for reasonable accommodation should be received by the Services for Students with Disabilities office six (6) weeks prior to the beginning of the quarter for which the request is made. Lack of advance notice may delay the availability of a reasonable accommodation.

C. Provide such additional documentation on the nature and extent of their disability as the College may require to determine appropriate reasonable accommodation. Such documentation must include, but is not limited to: identification of tests administered, test results, description of the covered disability and recommended reasonable accommodations.

D. Cooperate with the Services for Students with Disabilities office to develop an appropriate reasonable accommodation.

E. Promptly notify the Coordinator of Services for Students with Disabilities of any problems encountered in receiving the agreed-upon reasonable accommodation.

Obligation of Services for Students with Disabilities:

A. The Services for Students with Disabilities office is responsible for the coordination of services to qualified students with disabilities requiring reasonable accommodation.

B. The Services for Students with Disabilities office is committed to a reasonable approach in the identification of students with disabilities, including contacting all students who voluntarily self-identify during the College admission or orientation process.

C. Information regarding a disability will be kept confidential according to Federal and State privacy regulations unless a student signs a Release of Information in accordance with College procedures.

D. The Services for Students with Disabilities office will assist and advise each qualified student with a disability, who requests accommodation under this policy, in developing an instructional plan, identifying those reasonable accommodations appropriate for the student, and ensuring that the agreed-upon accommodations are provided.

IV. REASONABLE ACCOMMODATION - EXAMPLES BY CATEGORY

A. Academic Modifications:

Academic modifications may include, but are not limited to:

- flexibility in timelines for completion of courses, certification, and degree requirements;
- adaptation of the manner in which specific courses are conducted;
- flexibility in teaching methods and test-taking arrangements;
- flexible procedures in the admission process, e.g., early or priority registration.

B. Auxiliary Aids and Services:

The Services for Students with Disabilities office provides a comprehensive program of specialized services which include advisement, campus orientation, special parking permits, loan of adaptive equipment, and provision of direct services (readers, notetakers, scribes, tutors, interpreters, etc.). Shoreline Community College students with a disability, either permanent or temporary, can receive information and assistance from the Services for Students with Disabilities office.

C. Access:

In order to provide access to students with disabilities, the College will:

1. provide on-going review and coordination of efforts to ensure campus accessibility, including barrier-free design, signage, identification of hazards of mobility barriers, maintenance of access during construction, snow and ice clearance, and adequate disability parking for all facilities;
2. facilitate physical access to programs and services, including relocation of classes, activities and services to accessible facilities;
3. provide referrals to appropriate on-campus and off-campus resources, services and agencies; and,

4. provide accessibility to tutoring, mentoring, peer counseling, and academic advising, if available on campus, for students with disabilities.

D. Policy and Procedure for Course Substitution and/or Waiver:

Shoreline Community College recognizes that certain disabilities may preclude a student from successfully completing a specific course requirement for a degree even with appropriate reasonable accommodation. SCC recognizes its obligation to provide reasonable accommodation to students with disabilities without compromising the integrity of the academic program.

Under the ADA, the College is not required to waive essential requirements of a student's program of instruction. Therefore, every student enrolled in a degree program at the College is required to meet the essential requirements of a degree program.

Shoreline Community College recognizes that altered methods of course delivery and/or providing core services will enable most students with disabilities to successfully complete course requirements, except in unusual circumstances. Usually, the student with a disability will attempt to successfully complete the required course with reasonable accommodation prior to requesting a substitution. If compelling documentation exists to support a substitution without the student first attempting the course, an exception may be granted by the Coordinator of Services for Students with Disabilities upon written request by the student. If an exception is granted, the student must then follow established course substitution procedures.

A student seeking reasonable accommodation in completing a course due to a documented disability shall request assistance from the Coordinator of Services for Students with Disabilities. The student with a learning disability must present to the Coordinator a previous assessment and documentation of the disability from an appropriate specialist, i.e., licensed neuropsychologist or psychologist. In order for students to qualify for services through Services for Students with Disabilities, SCC requires documentation of a specific learning disability and may request appropriate documentation for students with other disabilities. The learning disability diagnosis must be comprehensive and specify the nature and effects of the learning disability and recommend appropriate compensation strategies and reasonable accommodation suggestions.

If a student is unsuccessful in completing the course, the student may request course substitution under this policy. Only rarely will a waiver of degree program requirements be given, and then only after the student has attempted, with appropriate reasonable accommodation, to meet the requirements.

Request for course substitution may be approved only if the proposed substitution is consistent with the essential degree requirements of Shoreline Community

College. Furthermore, when appropriate, the student will be advised, if transferring, of potential deficiencies in fulfilling four-year degree requirements.

Requests for exemptions and substitutions for a particular course or program are considered only when a qualified student with a disability has demonstrated that, even with academic adjustments and auxiliary aids/services provided by the College, s/he is unable to successfully complete the course solely because of the disability.

All requests for course substitution must be submitted in writing by the student to the Coordinator of Services for Students with Disabilities and must contain an explanation of the relationship of the student's disability to the lack of success in completing the course, including:

- a statement that s/he has made a good faith effort to complete the required course with appropriate accommodations, if applicable;

- a current transcript; and,

- if a current Release of Information form is not on file, a release signed by the student confirming that the Services for Students with Disabilities office may make available the documentation on the student's disability to the appropriate division chair.

The student makes an appointment with the appropriate division chair to submit, in writing, his/her request for the substitution or waiver. The division chair may ask the student to provide any of the above documents. At the request of the student, the Coordinator of Services for Students with Disabilities may accompany the student to the meeting or any subsequent meetings.

The division chair shall respond in writing to all requests for course substitutions within two (2) weeks of receiving the request. The response shall include a brief summary of the basis for the decision.

Waivers of Degree Requirements:

Requests for waiver of a program/graduation requirement will be considered only when the course substitution is not successful. Usually, such requirements will not be waived, but will be adjusted or an appropriate alternate requirement arranged. The appropriate division chair shall consider such requests in the same manner as provided above. The division chair's response shall go to the Vice President for Academic Affairs, who shall make the final decision on requests for waivers.

E. Reasonable Accommodation - Disputes:

1. If a student believes that the Coordinator of Services for Students with Disabilities has not identified or provided reasonable academic adjustments or auxiliary aids, the student may seek review of the Coordinator's actions by the Director of Advising

and Counseling. The Director will review the student's position and respond within five (5) working days.

2. If the student and the Director of Advising and Counseling do not reach resolution, the Director will refer the appeal to the Vice President for Student Services. The Vice President for Student Services will review the dispute and make recommendations in writing for appropriate resolution.

3. If resolution is not reached by the student and the Vice President for Student Services, the Vice President for Student Services will refer the appeal to the ADA Compliance Officer.

4. The decision of the ADA Compliance Officer is the final decision of the institution.

Procedural Guidelines approved April 16, 1999

Revisions approved by President's Staff May 21, 2001

Last modified: August 02, 2007

INTRODUCING THE COLLEGE

Shoreline Community College offers excellent academic transfer, professional–technical, and workforce training programs to get students closer to their educational and career dreams.

Dedicated faculty and staff are committed to the educational success of all students. Located 10 miles north of downtown Seattle in the city of Shoreline, the 83-acre College campus houses 25 buildings amidst a setting of tall evergreen trees and flowering plants. Students enjoy our recently renovated library, well equipped computer labs, a sophisticated multimedia center, and facilities for athletics and recreation.

It is our College mission to provide rich opportunities to learn, excellence in teaching, and comprehensive support services that meet the educational and cultural needs of our students.

We invite you to visit our campus or our website to learn more about the opportunities that await you at Shoreline Community College.

Shoreline
COMMUNITY COLLEGE



Office of Special Services

For further information, contact:

**Office of Special Services
Services for Students with Disabilities
Shoreline Community College
Room 5226**

**16101 Greenwood Ave N
Shoreline, WA 98133**

**(206) 546-4545 – Tel
(206) 533-5109 – Fax
(206) 546-4520 – TDD**

**ssd@shoreline.edu – eMail
www.shoreline.edu/ssd**

This publication is available in alternate formats; contact the Office of Special Services at (206) 546-4545 or (206) 546-4520 (TDD).

Shoreline Community College provides equal opportunity in education and employment and does not discriminate on the basis of race, sex, age, color, religion, national origin, marital status, gender, sexual orientation or disability.

SHORELINE COMMUNITY COLLEGE



OFFICE OF SPECIAL SERVICES
Services for Students with Disabilities

Shoreline
COMMUNITY COLLEGE



SERVICES FOR STUDENTS WITH DISABILITIES AT SHORELINE COMMUNITY COLLEGE



Welcome to Shoreline Community College

Our goal is your access. Our faculty and staff strive to help students reach their educational, career and personal objectives. Shoreline provides a variety of student services, including services for students with disabilities. We will work with you to identify appropriate academic adjustments both inside and outside the classroom.

Services for Students with Disabilities

Students with disabilities will find many special services at Shoreline Community College. (please note—some services may require up to six weeks prior notice):

- Priority registration
- Assistance with administration of exams and other testing accommodations
- Adaptive equipment, such as expanded computer keyboard, visual tech machine, Kurzweil Reader, Dragon Naturally Speaking and JAWS software
- Note-taking assistance
- Assistance in negotiating classroom accommodations
- Developmental classes and labs that build on basic skills in reading, writing and math
- Referral for tutoring
- Assistance in obtaining textbooks in audio format
- Sign Language interpreters
- Referral for counseling services, including student advocacy, educational advising, career planning, self-esteem building and personal counseling
- Referral for learning disability assessment and interpretation of results



Student Rights and Responsibilities

- You have a right to services and accommodations which will allow you to successfully compete on an equal basis with non-disabled students as long as you meet the basic requirements to perform activities of the program or occupation.
- You are responsible for your success at Shoreline Community College. In order to receive services, you must request them each quarter they are needed.
- If you are having trouble, you must let us know immediately so we can try to correct the difficulties. For example, if accommodations are not working in the classroom, contact the Services for Students with Disabilities office so other arrangements can be made.
- Confidentiality: We will not contact instructors regarding your need for classroom accommodation unless you have given specific permission for us to do so.
- If you have a grievance, please contact the office for information regarding the appeals process through the Office of Civil Rights and/or SCC campus process.
- If you need additional information about your rights, ADA, and/or Section 504 issues, you may contact:

Department of Education, Office of Civil Rights:
(206) 607-1600

Washington State Human Rights Commission:
1-800-233-3247, or TTY: 1-800-300-7525



The friendly staff of the Office of Special Services are here to help you in addressing needs inside and outside of the classroom.

How to Make an Appointment

To make an appointment, please call (206) 546-4545, e-mail us at ssd@shoreline.edu or visit our office in Room 5226 of the FOSS (5000) Building.

For More Information

Contact Shoreline's Program Coordinator of services for students with disabilities at (206) 546-4545 or (206) 546-4520 (TDD), at ssd@shoreline.edu, or by visiting our office in the FOSS (5000) Building, Room 5226, for more information or for an assessment of your individual needs.

Our Commitment

SCC is committed to providing educational programs without regard to disabling conditions as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and the Washington Core Services Bill. Reasonable accommodations will be made and no otherwise qualified individual with disabling conditions shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program, activity or service administered by the college.

Essential Student Resources



Math Learning Center

Math Tutoring and Study Center

Rooms 2201-2202-2203-2204

(206) 546-5825

rtepper@shoreline.edu

The Writing & Learning Studio

English Tutoring and Study Center

Room 1501

(206) 546-4308

grhodes@shoreline.edu



Tutoring Center

One-on-One Tutors

Transfer

Room 5217

206.546.4776

tutors@shoreline.edu

Prof/Tech

Room 5216

206.546.7852

dlangle2@shoreline.edu

Financial Aid

Grants, Loans, and Assistance w/ FAFSA

FOSS Rm. 5228

(206) 546-4762

finaid@shoreline.edu



Advising & Counseling Services

Personal, Career, Academic

FOSS Rm. 5229

(206) 546-4559

cackerman@shoreline.edu

16101 Greenwood Ave North • Shoreline, WA 98133-5696 • (206) 546-4545 • www.shoreline.edu

Shoreline Community College does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person or persons has/have been designated to handle inquiries regarding the non-discrimination policies:

Dr. Tonya Drake/Dean of Student Success, Rm: 5202, 206-546-6910, tdrake@shoreline.edu



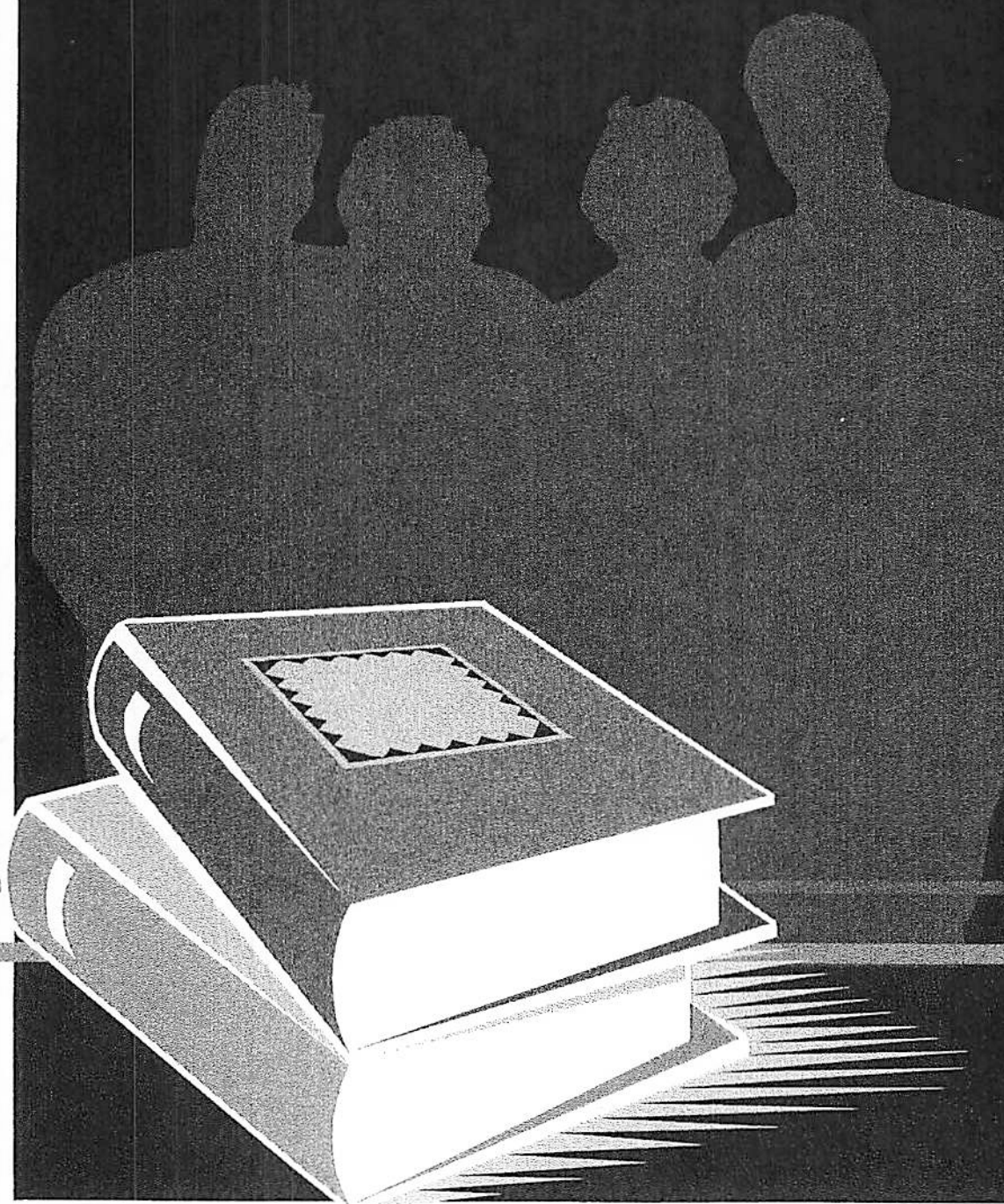
New Student Checklist

- ☐ **APPLY FOR ADMISSION.** Go online @ www.shoreline.edu, or see the FOSS 5200 Registration Desk, (206) 546-4621, sccadmis@shoreline.edu.
- ☐ **ENROLL WITH OFFICE OF SPECIAL SERVICES.** Read about services for students with disabilities @ <http://new.shoreline.edu/oss/studentswithdisabilities> or email ssd@shoreline.edu for information. Then call or visit the office to apply for services, FOSS, Rm. 5226, (206) 546-4545.
- ☐ **TAKE THE COMPASS TEST.** To schedule an appointment, see the Testing Center, Room 5225, (206) 546-4608, jborrow@shoreline.edu.
- ☐ **SUBMIT YOUR HIGH SCHOOL TRANSCRIPTS.** Arrange to have an official high school transcript sent to the Admissions Office if you have graduated within the past 5 years.
- ☐ **SUBMIT YOUR OFFICIAL COLLEGE TRANSCRIPTS.** Arrange to have your official college transcripts sent to the Admissions Office.
- ☐ **APPLY FOR FINANCIAL AID.** Go online @ www.fafsa.ed.gov or <http://www.shoreline.edu/financialaid01.aspx> or see the Financial Aid Office in room FOSS Rm. 5245, (206) 546-4762, finaid@shoreline.edu.
- ☐ **SCHEDULE AND ATTEND AN ORIENTATION & REGISTRATION SESSION.** Schedule your appointment online @ www.shoreline.edu/OrientationAppts, or with Advising & Counseling, Room 5229, (206) 546-4559, cackerman@shoreline.edu.
- ☐ **REGISTER FOR CLASSES.** Enrollment Services is located in the Foss (5000) bldg. (206) 546-4611.
- ☐ **PAY TUITION.** You can pay at the Cashier's Office, which is located in the Foss (5000) bldg. (206) 546-7850 or online at <https://www.shoreline.edu/wts/wccba>. For information regarding tuition deferment, see <http://www.shoreline.edu/es/deferment.aspx>.
- ☐ **BUY A PARKING PERMIT OR BUS PASS.** You can buy a quarterly parking permit or bus pass at the Cashier's Office, FOSS (5000) bldg.
- ☐ **BUY YOUR BOOKS.** You can purchase books online @ www.shorelineeccbookstore.com or at the bookstore in the HUB building (9000). Financial Aid for book purchases isn't available until the first week of the quarter.
- ☐ **GET YOUR STUDENT ID.** Get your free student photo ID at the Library. You'll need proof of tuition payment and a legal photo ID with you.
- ☐ **FIND YOUR CLASSES.** Find your way around campus with help from the map in the class schedule, online, or on the various location markers throughout the campus.

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You are taking an important step toward reaching your educational goals. We are strongly committed to your academic success and will provide you excellent instruction, a rich environment in which to learn, and a variety of student support services and activities. Your success starts here at Shoreline Community College. Use this checklist to keep track of what's needed prior to the first day of class. Enroll now and get closer to your dreams!

U.S. Department of Education



**Students With Disabilities Preparing
For Postsecondary Education:
Know Your Rights and Responsibilities**

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Preparing for
Postsecondary Education:
Know Your Rights and
Responsibilities**

U.S. Department of Education
Office for Civil Rights
Washington, D.C. 20202

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More and more high school students with disabilities are planning to continue their education in postsecondary schools, including vocational and career schools, two- and four-year colleges, and universities. As a student with a disability, you need to be well informed about your rights and responsibilities as well as the responsibilities postsecondary schools have toward you. Being well informed will help ensure you have a full opportunity to enjoy the benefits of the postsecondary education experience without confusion or delay.

The information in this pamphlet, provided by the Office for Civil Rights (OCR) in the U.S. Department of Education, explains the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This pamphlet also explains the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure the school does not discriminate on the basis of disability.

OCR enforces Section 504 of the *Rehabilitation Act of 1973* (Section 504) and Title II of the *Americans with Disabilities Act of 1990* (Title II), which prohibit discrimination on the basis of disability. Practically every school district and postsecondary school in the United States is subject to one or both of these laws, which have similar requirements.*

Although both school districts and postsecondary schools must comply with these same laws, the responsibilities of postsecondary schools are significantly different from those of school districts.

Moreover, you will have responsibilities as a postsecondary student that you do not have as a high school student. OCR strongly encourages you to know your responsibilities and those of postsecondary schools under Section 504 and Title II. Doing so will improve your opportunity to succeed as you enter postsecondary education.

*You may be familiar with another federal law that applies to the education of students with disabilities—the *Individuals with Disabilities Education Act (IDEA)*. That law is administered by the Office of Special Education Programs in the Office of Special Education and Rehabilitative Services in the U.S. Department of Education. The *IDEA* and its Individualized Education Program (IEP) provisions do not apply to postsecondary schools. This pamphlet does not discuss the *IDEA* or state and local laws that may apply.

The following questions and answers provide more specific information to help you succeed.

As a student with a disability leaving high school and entering postsecondary education, will I see differences in my rights and how they are addressed?

Yes. Section 504 and Title II protect elementary, secondary and postsecondary students from discrimination. Nevertheless, several of the requirements that apply through high school are different from the requirements that apply beyond high school. For instance, Section 504 requires a school district to provide a free appropriate public education (FAPE) to each child with a disability in the district's jurisdiction. Whatever the disability, a school district must identify an individual's education needs and provide any regular or special education and related aids and services necessary to meet those needs as well as it is meeting the needs of students without disabilities.

Unlike your high school, your postsecondary school is not required to provide FAPE. Rather, your postsecondary school is required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability. In addition, if your postsecondary school provides housing to nondisabled students, it must provide comparable, convenient and accessible housing to students with disabilities at the same cost.

Other important differences you need to know, even before you arrive at your postsecondary school, are addressed in the remaining questions.

May a postsecondary school deny my admission because I have a disability?

No. If you meet the essential requirements for admission, a postsecondary school may not deny your admission simply because you have a disability.

Do I have to inform a postsecondary school that I have a disability?

No. However, if you want the school to provide an academic adjustment, you must identify yourself as having a disability. Likewise, you should let the school know about your disability if you want to ensure that you are assigned to accessible facilities. In any event, your disclosure of a disability is always voluntary.

What academic adjustments must a postsecondary school provide?

The appropriate academic adjustment must be determined based on your disability and individual needs. Academic adjustments may include auxiliary aids and modifications to academic requirements as are necessary to ensure equal educational opportunity. Examples of such adjustments are arranging for priority registration; reducing a course load; substituting one course for another; providing note takers, recording devices, sign language interpreters, extended time for testing and, if telephones are provided in dorm rooms, a TTY in your dorm room; and equipping school computers with screen-reading, voice recognition or other adaptive software or hardware.

In providing an academic adjustment, your postsecondary school is not required to lower or effect substantial modifications to essential requirements. For example, although your school may be required to provide extended testing time, it is not required to change the substantive content of the test. In addition, your postsecondary school does not have to make modifications that would fundamentally alter the nature of a service, program or activity or would result in undue financial or administrative burdens. Finally, your postsecondary school does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

If I want an academic adjustment, what must I do?

You must inform the school that you have a disability and need an academic adjustment. Unlike your school district, your postsecondary school is not required to identify you as having a disability or assess your needs.

Your postsecondary school may require you to follow reasonable procedures to request an academic adjustment. You are responsible for knowing and following these procedures. Postsecondary schools usually include, in their publications providing general information, information on the procedures and contacts for requesting an academic adjustment. Such publications include recruitment materials, catalogs and student handbooks, and are often available on school Web sites. Many schools also have staff whose purpose is to assist students with disabilities. If you are unable to locate the procedures, ask a school official, such as an admissions officer or counselor.

When should I request an academic adjustment?

Although you may request an academic adjustment from your postsecondary school at any time, you should request it as early as possible. Some academic adjustments may take more time to provide than others. You should follow your school's procedures to ensure that your school has enough time to review your request and provide an appropriate academic adjustment.

Do I have to prove that I have a disability to obtain an academic adjustment?

Generally, yes. Your school will probably require you to provide documentation that shows you have a current disability and need an academic adjustment.

What documentation should I provide?

Schools may set reasonable standards for documentation. Some schools require more documentation than others. They may require you to provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist or other qualified diagnostician. The required documentation may include one or more of the following: a diagnosis of your current disability; the date of the diagnosis; how the diagnosis was reached; the credentials of the professional; how your disability affects a major life activity; and how the disability affects your academic performance. The documentation should provide enough information for you and your school to decide what is an appropriate academic adjustment.

Although an individualized education program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you, it generally is not sufficient documentation. This is because postsecondary education presents different demands than high school education, and what you need to meet these new demands may be different. Also in some cases, the nature of a disability may change.

If the documentation that you have does not meet the postsecondary school's requirements, a school official should 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.

Who has to pay for a new evaluation?

Neither your high school nor your postsecondary school is required to conduct or pay for a new evaluation to document your disability and need for an academic adjustment. This may mean that you have to pay or find funding to pay an appropriate professional for an evaluation. If you are eligible for services through your state vocational rehabilitation agency, you may qualify for an evaluation at no cost to you. You may locate your state vocational rehabilitation agency through the following Web page: <http://www.jan.wvu.edu/SBSES/VOCREHAB.HTM>.

Once the school has received the necessary documentation from me, what should I expect?

The school will review your request in light of the essential requirements for the relevant program to help determine an appropriate academic adjustment. It is important to remember that the school is not required to lower or waive essential requirements. If you have requested a specific academic adjustment, the school may offer that academic adjustment or an alternative one if the alternative would also be effective. The school may also conduct its own evaluation of your disability and needs at its own expense.

You should expect your school to work with you in an interactive process to identify an appropriate academic adjustment. Unlike the experience you may have had in high school, however, do not expect your postsecondary school to invite your parents to participate in the process or to develop an IEP for you.

What if the academic adjustment we identified is not working?

Let the school know as soon as you become aware that the results are not what you expected. It may be too late to correct the problem if you wait until the course or activity is completed. You and your school should work together to resolve the problem.

May a postsecondary school charge me for providing an academic adjustment?

No. Furthermore, it may not charge students with disabilities more for participating in its programs or activities than it charges students who do not have disabilities.

What can I do if I believe the school is discriminating against me?

Practically every postsecondary school must have a person—frequently called the Section 504 Coordinator, ADA Coordinator, or Disability Services Coordinator—who coordinates the school's compliance with Section 504 or Title II or both laws. You may contact this person for information about how to address your concerns.

The school must also have grievance procedures. These procedures are not the same as the due process procedures with which you may be familiar from high school. However, the postsecondary school's grievance procedures must include steps to ensure that you may raise your concerns fully and fairly and must provide for the prompt and equitable resolution of complaints.

School publications, such as student handbooks and catalogs, usually describe the steps you must take to start the grievance process. Often, schools have both formal and informal processes. If you decide to use a grievance process, you should be prepared to present all the reasons that support your request.

If you are dissatisfied with the outcome from using the school's grievance procedures or you wish to pursue an alternative to using the grievance procedures, you may file a complaint against the school with OCR or in a court. You may learn more about the OCR complaint process from the brochure *How to File a Discrimination Complaint with the Office for Civil Rights*, which you may obtain by contacting us at the address and phone numbers below, or at <http://www.ed.gov/ocr/docs/howto.html>.

If you would like more information about the responsibilities of postsecondary schools to students with disabilities, read the OCR brochure *Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education's Obligations Under Section 504 and Title II of the ADA*. You may obtain a copy by contacting us at the address and phone numbers below, or at <http://www.ed.gov/ocr/docs/auxaids.html>.

Students with disabilities who know their rights and responsibilities are much better equipped to succeed in postsecondary school. We encourage you to work with the staff at your school because they, too, want you to succeed. Seek the support of family, friends and fellow students, including those with disabilities. Know your talents and capitalize on them, and believe in yourself as you embrace new challenges in your education.

To receive more information about the civil rights of students with disabilities in education institutions, you may contact us at:

Customer Service Team
Office for Civil Rights
U.S. Department of Education
Washington, D.C. 20202-1100

Phone: 1-800-421-3481
TDD: 1-877-521-2172
E-mail: ocr@ed.gov
Web site: www.ed.gov/ocr

HOW IS COLLEGE DIFFERENT FROM HIGH SCHOOL?

PERSONAL FREEDOM IN HIGH SCHOOL	PERSONAL FREEDOM IN COLLEGE
<ul style="list-style-type: none"> High school is mandatory and free (unless you choose other options). 	<ul style="list-style-type: none"> College is voluntary and expensive.
<ul style="list-style-type: none"> Your time is usually structured by others. 	<ul style="list-style-type: none"> You manage your own time.
<ul style="list-style-type: none"> You need permission to participate in extracurricular activities. 	<ul style="list-style-type: none"> You must decide whether to participate in extracurricular activities. (Hint: Choose wisely in the first semester and then add later.)
<ul style="list-style-type: none"> You need money for special purchases or events 	<ul style="list-style-type: none"> You need money to meet basic necessities.
<ul style="list-style-type: none"> You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities. 	<ul style="list-style-type: none"> You will be faced with a large number of moral and ethical decisions you have not had to face previously. You must balance your responsibilities and set priorities.
<ul style="list-style-type: none"> Guiding principle: you will usually be told what your responsibilities are and corrected if your behavior is out of line. 	<ul style="list-style-type: none"> Guiding principle: you're old enough to take responsibility for what you do and don't do, as well as for the consequences of your decisions.

HIGH SCHOOL CLASSES	COLLEGE CLASSES
<ul style="list-style-type: none"> Each day you proceed from one class directly to another. 	<ul style="list-style-type: none"> You often have hours between classes; class times vary throughout the day and evening.
<ul style="list-style-type: none"> You spend 6 hours each day—30 hours a week—in class. 	<ul style="list-style-type: none"> You spend 12 to 16 hours each week in class.
<ul style="list-style-type: none"> The school year is 36 weeks long; some classes extend over both semesters and some do not. 	<ul style="list-style-type: none"> The academic year is divided into two separate 15-week semesters, plus a week after each semester for exams.
<ul style="list-style-type: none"> Most of your classes are arranged for you. 	<ul style="list-style-type: none"> You arrange your own schedule in consultation with your academic adviser. Schedules tend to look lighter than they really are
<ul style="list-style-type: none"> Teachers carefully monitor class attendance. 	<ul style="list-style-type: none"> Professors may not formally take roll, but they are still likely to know whether or not you attended.
<ul style="list-style-type: none"> Classes generally have no more than 35 	<ul style="list-style-type: none"> Classes may number 100 students or more.

students.	
<ul style="list-style-type: none"> You are provided with textbooks at little or no expense. 	<ul style="list-style-type: none"> You need to budget substantial funds for textbooks, which will usually cost more than \$200 each semester.
<ul style="list-style-type: none"> You are not responsible for knowing what it takes to graduate. 	<ul style="list-style-type: none"> Graduation requirements are complex, and differ for different majors and sometimes different years. You are expected to know those that apply to you.

HIGH SCHOOL TEACHERS	COLLEGE PROFESSORS
<ul style="list-style-type: none"> Teachers check your completed homework. 	<ul style="list-style-type: none"> Professors may not always check completed homework, but they will assume you can perform the same tasks on tests.
<ul style="list-style-type: none"> Teachers remind you of your incomplete work. 	<ul style="list-style-type: none"> Professors may not remind you of incomplete work.
<ul style="list-style-type: none"> Teachers approach you if they believe you need assistance. 	<ul style="list-style-type: none"> Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.
<ul style="list-style-type: none"> Teachers are often available for conversation before, during, or after class. 	<ul style="list-style-type: none"> Professors expect and want you to attend their scheduled office hours.
<ul style="list-style-type: none"> Teachers have been trained in teaching methods to assist in imparting knowledge to students. 	<ul style="list-style-type: none"> Professors have been trained as experts in their particular areas of research.
<ul style="list-style-type: none"> Teachers provide you with information you missed when you were absent. 	<ul style="list-style-type: none"> Professors expect you to get from classmates any notes from classes you missed.
<ul style="list-style-type: none"> Teachers present materials to help you understand the material in the textbook. 	<ul style="list-style-type: none"> Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss may expect you to relate the classes to the textbook readings.
<ul style="list-style-type: none"> Teachers often write information on the board to be copied in your notes. 	<ul style="list-style-type: none"> Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must.
<ul style="list-style-type: none"> Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process. 	<ul style="list-style-type: none"> Professors expect you to think about and synthesize seemingly unrelated topics.
<ul style="list-style-type: none"> Teachers often take time to remind you of assignments and due dates. 	<ul style="list-style-type: none"> Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be

graded.

STUDYING IN HIGH SCHOOL

- You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.
- You often need to read or hear presentations only once to learn all you need to learn about them.
- You are expected to read short assignments that are then discussed, and often re-taught, in class.
- Guiding principle: You will usually be told in class what you needed to learn from assigned readings.

STUDYING IN COLLEGE

- You need to study at least 2 to 3 hours outside of class for each hour in class.
- You need to review class notes and text material regularly.
- You are assigned substantial amounts of reading and writing, which may not be directly addressed in class.
- Guiding principle: It's up to you to read and understand the assigned materials; lectures and assignments proceed from the assumption that you've already done so.

TESTS IN HIGH SCHOOL

- Testing is frequent and covers small amounts of materials.

- Makeup tests are often available.

- Teachers frequently rearrange test dates to avoid conflict with school events.

- Teachers frequently conduct review sessions, pointing out the most important concepts.

- Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve.

TESTS IN COLLEGE

- Testing is usually infrequent and may be cumulative, covering large amounts of materials. You, not the professor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a semester.

- Makeup tests are seldom an option; if they are, you need to request them.

- Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.

- Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions.

- Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems.

GRADES IN HIGH SCHOOL	GRADES IN COLLEGE
<ul style="list-style-type: none"> • Grades are given for most assigned work. 	<ul style="list-style-type: none"> • Grades may not be provided for all assigned work.
<ul style="list-style-type: none"> • Consistently good homework grades may help raise your grade. 	<ul style="list-style-type: none"> • Grades on tests and major papers usually provide most of the course grade.
<ul style="list-style-type: none"> • Extra credit projects are often available to help you raise your grade. 	<ul style="list-style-type: none"> • Extra credit projects cannot, generally speaking, be used to raise a grade in a college course.
<ul style="list-style-type: none"> • Initial test grades, especially when they are low, may not have an adverse effect on your final grade. 	<ul style="list-style-type: none"> • Watch out for your first tests. These are usually “wake-up calls” to let you know what is expected—but they also may account for a substantial part of your course grade. You may be shocked when you get your grades. If you receive notice of low grades on either an exam or a Mid-Term, see your academic adviser.