

# D S S

ISABILITY  
UPPORT  
ERVICES

Student Handbook



Bellevue Community College

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## **DISABILITY SUPPORT SERVICES MISSION STATEMENT**

- Disability Support Services (DSS) is dedicated to service excellence in the provision of comprehensive and flexible accommodation plans which contribute to the successful academic endeavors of qualified students who have disabilities.
- DSS works in innovative ways to provide teaching and learning opportunities to college employees and community partners which further the understanding and success of the students we serve.
- DSS nurtures and coaches its students in skills necessary to achieve success academically and in promoting essential life skills which will integrate students who have disabilities into the overall pluralistic fabric of the community.

## **COLLEGE MISSION STATEMENT**

Bellevue Community College is a comprehensive and innovative college that advances the life-long educational development of its students consistent with their needs, interests, and abilities while strengthening the economic, social, and cultural life of its diverse community. The college accomplishes this purpose by providing high-quality, flexible educational programs and services that are academically, geographically, and financially accessible. Committed to teaching and learning excellence and employee growth and development, the college nurtures a supportive environment throughout its programs and services.

## **CAMPUS RESOURCES**

<b>SERVICE or OFFICE</b>	<b>ROOM</b>	<b>LOCATION</b>	<b>PHONE</b>
Admissions & Registration	B123	1st Floor SSB	(425) 564-2222
ASBCC Student Government	C212	2nd Floor SUB	(425) 564-6150
Assessment/ GED Office	B132	1st Floor B Bldg.	(425) 564-2243
Bookstore	B127	1st Floor SSB	(425) 564-2285
Cafeteria	C134	1st Floor SUB	(425) 564-2291
Campus Information Center & Store	C106	1st Floor SUB	(425) 564-2297
Career Center	B231	2nd Floor SSB	(425) 564-2018
Cashiering	B126	1st Floor SSB	(425) 564-2304
Childcare Center		Q Building	(425) 564-2240
Computer Open Lab	N250	NWCET Bldg.	(425) 564-3960
Counseling Center	B234	2nd Floor SSB	(425) 564-2212
Disability Support Services	B132	1st Floor B Bldg.	(425) 564-2498
Educational Planning Resource & Transfer Center	B232	2nd Floor SSB	(425) 564-2437
Evaluation/Graduation	B125	1st Floor SSB	(425) 564-3106
Financial Aid	B123	1st Floor SSB	(425) 564-2227
High School Programs	B233	2nd Floor SSB	(425) 564-2026
Human Resources	A101		(425) 564-2274
International Student Programs	B233	2nd Floor SSB	(425) 564-3185
Library Media Center		Bldg. L during 2004-05	(425) 564-2252
Math Lab	C204		(425) 564-2492
Multi-Cultural Services	B233	2nd Floor SSB	(425) 564-2208
Public Safety Department	K100		(425) 564-2400
Reading & Writing Labs	A254 & A262		(425) 564-2494
Student Programs	C212	2nd Floor SUB	(425) 564-6150
Student Service Center	B123	1st Floor SSB	(425) 564-2222
Transcripts & Student Records	B125	1st Floor SSB	(425) 564-2245
TRiO Student Support Services	B234	2nd Floor SSB	(425) 564-5745
Tutoring Center	C162		(425) 564-2452
Veterans' Office	B123	1st Floor SSB	(425) 564-2220
Women's Center	B231	2nd Floor SSB	(425) 564-2279
Worker Retraining	B131	1st Floor B Bldg.	(425) 564-4054
WorkFirst	B131	1st Floor B Bldg.	(425) 564-4178

*SSB = Student Services Building*

*SUB = Student Union Building*

## WELCOME TO DISABILITY SUPPORT SERVICES

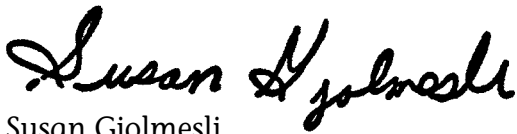
New beginnings are exciting and stressful, too. The DSS staff and I wish to extend a warm and sincere welcome to BCC to our new students with disabilities.

It is our hope that you can use this handbook as a continuing reference to assist you in organizing the steps you must take to initiate and sustain your classroom accommodations.

Disability PRIDE is important to us. In our campus setting, “PRIDE” means “Promoting the Routine Inclusion of Disability in Education.” Share your goals with us and become part of a team to develop PRIDE and self-actualization.

**Welcome!** We are happy to have you as part of our campus community!

Sincerely,



Susan Gjolmesli

Director, Disability Support Services





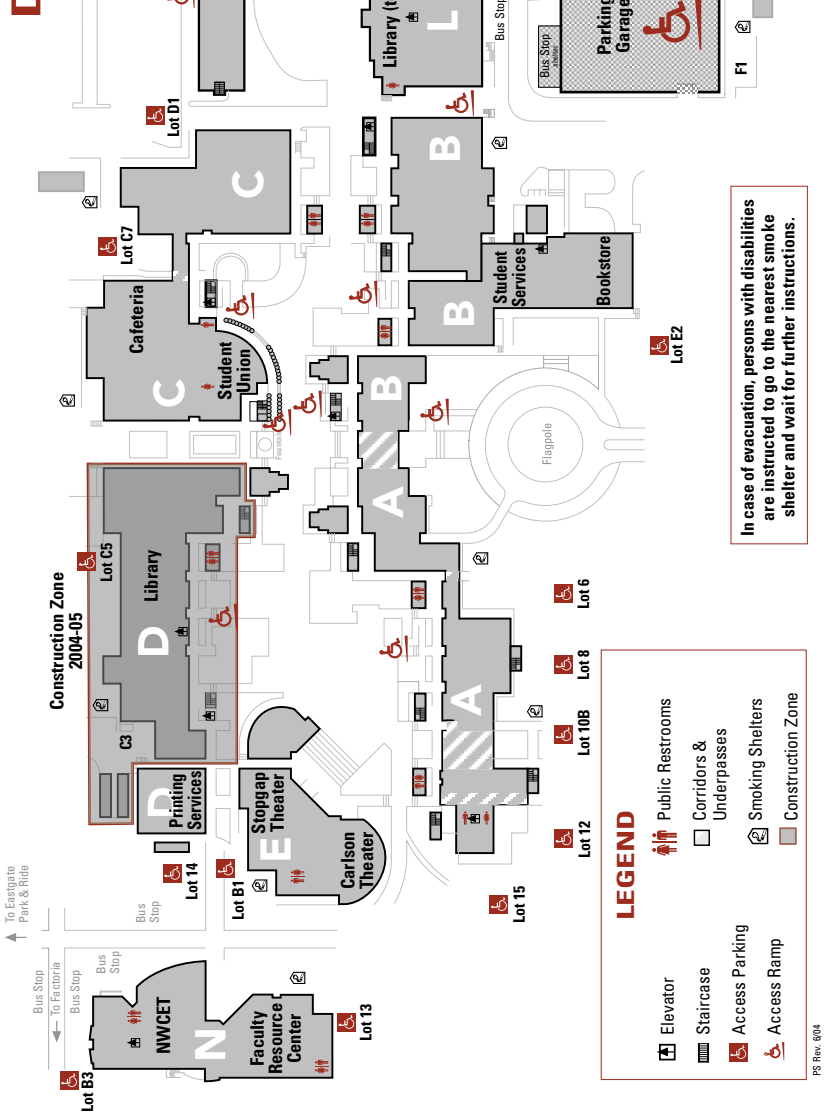
# LOCATOR MAP



Bellevue Community College

For the most current location information, visit [www.bcc.ctc.edu](http://www.bcc.ctc.edu). (See Visitors' Guide Maps)

## Disability Parking Map



PS Rev. 0/04

# DISABILITY PARKING MAP

## PART 1. INTRODUCTION TO DISABILITY SUPPORT SERVICES

### Did You Know?

- Q:** How many people in the U.S. have disabilities?
- A:** The number is difficult to calculate precisely, but it is estimated that 1 in every 5 people in the United States has a disability (Microsoft Corp., 2000).

### COMMITMENT TO ACCOMMODATION

“No student shall, on the basis of his or her disability, be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination under any college program or activity.”

That is Bellevue Community College’s commitment to providing equal opportunity in accessing the benefits, rights, and privileges of college services, programs, and activities for every qualified student with a disability. The college is committed to providing reasonable accommodations for qualified students with disabilities. These will be provided in compliance with the Americans with Disabilities Act of 1990, the Rehabilitation Act of 1973, and Washington State law.

The term “disability” is defined as a physical or mental impairment that substantially limits one or more of a person’s major life activities (Section 504, Rehabilitation Act). Bellevue Community College has developed support services for students with disabilities to ensure that our programs and facilities are accessible. The Disability Support Services office exists to provide reasonable accommodation for qualifying students with disabilities. Students with disability challenges have a right to services and accommodations that allow them to compete on an equal basis with other students. Students must be otherwise qualified to do college level work and must also provide the DSS office with appropriate documentation.

The Americans with Disabilities Act states that “No qualified individual with a disability shall, by reason of such disability, be excluded from the participation in or be denied the benefits of the services, programs, or activities of any public entity, or be subject to discrimination by any such entity.” (Section 202 of the Americans with Disabilities Act [ADA] of 1990)

The Rehabilitation Act states that “No otherwise qualified, handicapped individual in the United States shall, solely by reason of his/her handicap, 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.” (Section 504, Rehabilitation Act of 1973)

## **PART 1A. DSS CONTACT INFORMATION**

**Voice:** (425) 564-2498 (Reception desk)  
**TTY:** (425) 564-4110  
**Fax:** (425) 564-4138 (Confidential fax line)  
**E-mail:** [dss@bcc.ctc.edu](mailto:dss@bcc.ctc.edu)  
**Web:** [www.bcc.ctc.edu/dss](http://www.bcc.ctc.edu/dss)

### **PROGRAM CONTACTS:**

**Susan Gjolmesli, Director**  
Phone (425) 564-2392;  
E-mail: [sgjolmes@bcc.ctc.edu](mailto:sgjolmes@bcc.ctc.edu)

**Julie Freeman, Program Coordinator**  
Phone (425) 564-2699;  
E-mail: [jfreeman@bcc.ctc.edu](mailto:jfreeman@bcc.ctc.edu)

**Dimitri Azadi, Interpreter Coordinator**  
Phone (425) 564-4159;  
E-mail: [dazadi@bcc.ctc.edu](mailto:dazadi@bcc.ctc.edu)

**Suzi Denmark, Program Assistant**  
Phone (425) 564-2498;  
E-mail: [sdenmark@bcc.ctc.edu](mailto:sdenmark@bcc.ctc.edu)



**DSS Staff:**  
**(Left to right)**

**Dimitri Azadi, Julie Freeman, Susan Gjolmesli, Suzi Denmark**

**PART 1B. CONFIDENTIALITY**

Information regarding your disability is considered confidential. This information will not be released to anyone outside the college without your written permission.

**PART 1C. GRIEVANCE PROCESS**

Any student who believes that he or she has been discriminated against may file a formal discrimination complaint with the ADA Compliance Officer. Bellevue Community College has adopted an internal grievance procedure providing for the equitable resolution, within a reasonable time, of complaints by students with disabilities alleging violations of their rights under the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973.

Students also have the right to file a complaint with the U.S. Department of Education and/or seek other legal remedies under state and federal law. The Department of Education requires complaints of discrimination to be filed within 180 days of the last known incident of discrimination. For further information regarding external complaint mechanisms, please refer to RCW 28B.10.910 through RCW 28B.10.914 and the Washington Law against Discrimination, RCW 49.60.

Additionally, complaints can be registered with the Office for Civil Rights, since the OCR is the regulating entity over Title II of the Americans with Disabilities Act.

**PART 1D. THE DSS APPLICATION PROCEDURE**

**STEPS 1 AND 2 ARE FOR ALL BCC STUDENTS.**

1. If you are new to the college, complete and submit a Bellevue Community College “Admissions Application.”
2. Take the COMPASS assessment test for both math and English, to identify the student’s appropriate course placement.

**STEPS 3 THROUGH 7 FULFILL THE REQUIREMENTS TO FORMALLY ENROLL INTO THE DSS PROGRAM.**

3. Contact Disability Support Services and identify yourself as an individual with a qualifying disability.
4. Provide documentation that is a clear, objective medical/clinical evaluation of the disability reflecting the student's functional limitations in an educational setting.
5. Complete the DSS "Intake Information Form."
6. Make an appointment for an intake meeting at the DSS office.
7. Request specific services or classroom accommodations at the intake meeting.

**STEPS 8 THROUGH 10 ARE ONGOING QUARTERLY STUDENT RESPONSIBILITIES.**

8. Complete and submit to the DSS office a "Request for Accommodation Form" once registration is completed. This process needs to be followed every quarter, to allow for letters to be generated and accommodations to be coordinated.
9. Pick up your "Introduction to Faculty & Notice of Accommodation" letters from the DSS office the first week of the quarter and present them to your course instructors.
10. Meet the academic standards expected of all students.

**Important!** Apply for services early each quarter—four to six weeks before classes start. If you do not enroll with the DSS office a minimum of four weeks before the quarter starts, then your accommodations may not be ready until after classes are in session.

## **PART 1E. DOCUMENTATION REQUIREMENTS**

As part of the eligibility process, the student is responsible for providing documentation. The documentation must be a clear, objective medical/clinical evaluation of the disability. This evaluation must reflect the functional limitations the disability presents in the educational setting. The documentation can be hand carried, faxed, or mailed to:

Disability Support Services  
 Bellevue Community College  
 3000 Landerholm Circle SE, B132  
 Bellevue, WA 98007-6484

The DSS confidential fax number is (425) 564-4138.

We will look for the following information when establishing your eligibility for services. Please share this list with your physician or the professional who can document your disability.

### **LEARNING DISABILITY DOCUMENTATION MUST:**

1. Be prepared by a professional qualified to diagnose a learning disability. This might include, but not be limited to: a licensed neuro-psychologist, psychologist, or school psychologist.
2. Be comprehensive. One test alone is not acceptable for the purpose of diagnosis. The test report shall include a DSM-IV (or subsequent edition) notation based on intake interview and testing results. Minimally, areas to be addressed must include, but not be limited to:
  - a) Aptitude. Testing must have been administered at the adult-learning level. The Wechsler Adult Intelligence Scale-Revised (WAIS-R) with sub-test scores is preferred. In lieu of a WAIS-R (or subsequent WAIS), two Wechsler Intelligence Scale for Children-III (WISC-III) tests correlated within 15 IQ points of each other may be acceptable.

- b) Achievement. Current levels of functioning in reading, mathematics, and written language are required. The Woodcock-Johnson Psycho-educational Battery-Revised is preferred. The WRAT-R and the WRAT-III (Wide Range Achievement Test) are NOT comprehensive measures of achievement and therefore are not appropriate for documentation purposes.
  - c) Information Processing. Specific areas of information processing (e.g., short and long-term memory; auditory and visual perception/processing; processing speed) must be assessed.
3. Be current. Testing must have been administered at the adult learning level. 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 accommodation in an academically competitive environment.
  4. Present clear and specific evidence, which identifies a specific learning disability and reflects the individual's present (adult) level of functioning. That is, processing and intelligence, as well as achievement in written expression, writing mechanics and vocabulary, grammar and spelling, reading comprehension and rate. (Individual "learning styles" or "learning differences" in and of themselves do not constitute a learning disability.)
  5. Include the exact instruments used and procedures followed to assess the learning disability. Report shall include: test results (including sub-test score data); a written interpretation of the results by the professional doing the evaluation, name, title, and professional credentials of the evaluator, and date(s) of testing.
  6. Provide sufficient data to support the request for the particular academic adjustment. Requests which are not supported by documentation may not be provided without additional adequate verification.

(Guidelines developed by the Washington Association of Post-Secondary Education and Disability.)

**PSYCHOLOGICAL/EMOTIONAL DOCUMENTATION MUST:**

1. Specify the nature, severity, current impact, and anticipated duration of the disability;
2. State the diagnosis in the nomenclature used by the DSM-IV, or successive editions;
3. Address the student's current ability to function in the college environment (e.g. ability to focus, organize one's time, attend class, work in groups or alone, etc.);
4. List medication and any current side effects that may impact the student in an educational setting.

**BLIND OR VISUALLY IMPAIRED DOCUMENTATION MUST:**

1. Reflect the date of the most recent visit, diagnosis of the eye disorder, and its pathology specific to this individual;
2. A brief description of the severity of the vision loss, and current impact or limitations;
3. Include any medically relevant testing results;
4. Include a description of assistive devices or services currently prescribed or in use, including the possible effectiveness of these devices or services in an educational setting;
5. Include a description of the expected progression or stability of the vision loss over time.

**DEAF OR HARD OF HEARING DOCUMENTATION MUST:**

1. Include a copy of the audiology report;
2. Include a brief description of the severity of the hearing loss;
3. Describe the assistive devices/services currently prescribed or in use, including the possible effectiveness of these devices or services in an educational setting;
4. Describe the expected progression or stability of the hearing loss over time.

(Guidelines developed by the Washington Association of Post-Secondary Education and Disability.)

**ADD/ADHD DOCUMENTATION MUST:**

1. Be prepared by a professional who has comprehensive training in differential diagnosis and direct experience working with adolescents and adults with ADHD, which may include: clinical psychologists, neuropsychologists, psychiatrists, and other relevantly trained medical doctors;
2. Be current. The provision of all reasonable accommodations and services is based upon the assessment of the current impact of the disability on academic performance. The diagnostic evaluation should show the current level of functioning and impact of the disability;
3. Be comprehensive. Minimally, areas to be addressed should include:
  - a. Evidence of early and current impairment. Diagnostic assessment should consist of more than a self-report. A diagnostic feature—as presented in the DSM-IV—is that ADHD is first exhibited in childhood, and manifests itself in more than one setting. Therefore, a comprehensive assessment typically includes a clinical summary of objective historical information garnered from sources such as transcripts, report cards, teacher comments, tutoring evaluations, psycho-educational testing, medical history, employment history, family history, and third party interviews when available;
  - b. Alternative diagnoses or explanations should be ruled out. Possible alternative diagnoses including medical, psychiatric disorders, and educational or cultural factors affecting the individual that may result in behaviors mimicking ADHD should be explored;
  - c. Testing information must be relevant. Test scores or subtest scores alone should not be used as a sole measure for the diagnostic decision regarding ADHD. Selected subtest scores from measures of intellectual ability, memory functions tests, attention or tracking tests, or continuous performance tests do not in and of themselves establish the presence or absence of ADHD. Checklists and/or surveys can serve to supplement the diagnostic profile, but are not adequate for the diagnosis of ADHD;

4. If applicable, present a specific diagnosis of ADHD based on the DSM-IV diagnostic criteria. The diagnostician should use direct language in the diagnosis of ADHD, avoiding the use of such terms as: “attention problems”, “suggests...”, or “is indicative of...”.
5. Provide a comprehensive interpretive summary synthesizing the evaluator’s judgment for the diagnosis. The report should include: all quantitative information in standard scores and/or percentiles, all relevant developmental, familial, medical, medication, psychosocial, behavioral and academic information; and a clear identification of the substantial limitation of a major life function presented by the ADHD.

**HEALTH AND PHYSICAL DISABILITY DOCUMENTATION MUST:**

1. Include a clear statement of the medical diagnosis of the disability or systemic illness and information regarding how the disability limits a major life activity;
2. Describe the type and severity of current symptoms;
3. Provide a summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable;
4. Provide information regarding existing side effects of medication on the student’s ability to meet the demands of the postsecondary environment (physical, perceptual, behavioral, or cognitive);
5. Describe the treatments, medications, assistive devices/services currently prescribed or in use;
6. Describe the expected progression or stability of the disability over time.

With supporting documentation, suggestions regarding academic adjustments and auxiliary aids may be included. However, the final determination rests with Disability Support Services.

(Guidelines developed by the Washington Association of Post-Secondary Education and Disability.)

## **PART 1F. NEXT STEPS**

### **SEE AN ADVISOR**

All students should meet with an academic advisor who can help them plan their class schedule. The Educational Planning Resource & Transfer Center is located upstairs in the Student Services Building.

If you have declared a major or will be in an occupational program, you should make an appointment with a faculty advisor from that program to discuss the courses you need to take. See the last pages of this handbook or your “Student Handbook” for a list of advisors in the various programs.

### **REGISTER FOR CLASSES**

If you have not taken classes for two consecutive quarters or have never taken classes at BCC, you must complete the BCC application prior to registering for classes.

The college will mail or e-mail a registration appointment date and time to students who are currently enrolled and to new students who turn in their applications by the due date listed in the Credit Class Schedule.

Students who qualify for priority registration will receive an early appointment date and time in the mail.

### **STUDENTS CAN REGISTER ONLINE OR IN PERSON**

You can find instructions in the Credit Class Schedule. The BCC website address is [www.bcc.ctc.edu](http://www.bcc.ctc.edu). You can also go to the Student Service Center desk for help.

### **COMPLETE AND TURN IN A “REQUEST FOR ACCOMMODATION FORM”**

If you need accommodations for any given quarter, you must fill this form out and turn it in to the DSS office immediately after registration. Please provide the DSS office with a copy of your class schedule at the time this form is turned in.

**Important!** If you are late in giving the form to DSS, then there may be a delay in receiving your accommodations. If you do not complete and turn in the form, then you will not get accommodations at all for that quarter.

## **PICK UP THE “INTRODUCTION TO FACULTY & NOTICE OF ACCOMMODATION” LETTERS**

DSS will prepare these letters of official notification that identify you as a DSS student and provide a list of your approved accommodations. You should give these letters to each of your teachers in person during the first week of classes. If you are taking online classes, ask DSS to e-mail this notification to your online instructors.

It is a good idea to make an appointment with each instructor outside of class time to discuss your specific accommodation needs in more depth.

Important! Instructors will not make accommodations for students who do not provide the appropriate paperwork from DSS.

## **PART 1G. SERVICES AND TYPES OF ACCOMMODATION AVAILABLE**

Disability Support Services can help you with many types of accommodations based on the limitations identified in the supporting documentation.

### **ALTERNATIVE EDUCATIONAL MEDIA:**

- Enlarged materials
- Tape-recorded materials
- Brailled materials
- Electronic format

### **ADAPTIVE TECHNOLOGY:**

- Text enlargement software
- Screen reader software
- Speech recognition software

### **EQUIPMENT:**

- Tape recorder
- Adaptive computer hardware

- Mice and trackball
- Spell checker/thesaurus
- Use of a calculator
- Assistive listening device
- CC TV magnifier

**OTHER TYPES OF ASSISTANCE:**

- Accessible facilities
- Alternative testing (including extended-time and extended-time in non-distracting environment)
- Volunteer note takers
- Adjustable/supportive chairs
- American Sign Language interpreters and Computer-Aided Real-Time (CART) captioning translation

**HERE ARE THE SERVICES WE PROVIDE:**

- Assessment of your disability accommodation needs, using the information gathered from your documentation and intake interview
- Approval and coordination of accommodations
- Communication with college staff, faculty, and community agencies on behalf of DSS students
- Facilitation of referrals for support services on and off campus
- Assistance with problem-solving for educational barriers you may be facing
- Advocacy for a medical withdrawal (see Medical Withdrawal Policy)

**HERE ARE THE SERVICES WE DO NOT PROVIDE:**

- Personal care attendants
- Computers/assistive technology for off campus use
- Transportation
- Tutoring services
- Financial assistance
- Assistance to class

**PART 1H. STUDENT RESPONSIBILITIES****AS A STUDENT YOU ARE RESPONSIBLE TO:**

- Contact Disability Support Services to disclose your disability
- Provide a clear, objective medical/clinical evaluation of the disclosed disability
- Request accommodations during an intake interview
- Follow the DSS quarterly accommodation process
- Communicate with DSS about academic or accommodation problems
- Meet the academic standards expected of all students

**PART 1I. DISABILITY SUPPORT SERVICES RESPONSIBILITIES****THE DISABILITY SUPPORT SERVICES OFFICE IS RESPONSIBLE TO:**

- Determine student eligibility for services
- Coordinate accommodations on a quarterly basis
- Manage confidential files as they pertain to Privacy Act law
- Work with campus staff to provide accessible facilities, programs, and activities
- When appropriate, refer students to community resources

## PART 2. STUDENTS WHO ARE DEAF OR HARD OF HEARING

### Did You Know?

**Q:** Who is the Deaf major league baseball player who played with the Atlanta Braves, Boston Red Sox, and Kansas City Royals?

**A:** Curtis Pride (Berke 2000)

### INTRODUCTION

What are hearing impairments? The term “hearing-impaired” refers to the condition of below-average hearing ability. People who are classified as hearing-impaired fall into two categories: Deaf and hard of hearing. These are defined as follows:

#### DEAF

“We use the lowercase deaf when referring to the audiological condition of not hearing, and the uppercase Deaf when referring to a particular group of deaf people who share a language—American Sign Language (ASL)—and a culture. The members of this [second] group have inherited their sign language, use it as a primary means of communication among themselves, and hold a set of beliefs about themselves and their connection to the larger society. We distinguish them from, for example, those who find themselves losing their hearing because of illness, trauma or age; although these people share the condition of not hearing, they do not have access to the knowledge, beliefs, and practices that make up the culture of Deaf people.” (Padden & Humphries, 1988)

#### HARD OF HEARING

“Hard-of-hearing can denote a person with a mild-to-moderate hearing loss. Or it can denote a deaf person who doesn’t have/want any cultural affiliation with the Deaf community. Or both. The HOH dilemma: in some ways hearing, in some ways deaf, in others, neither.” (Deaf Life magazine, 1997)

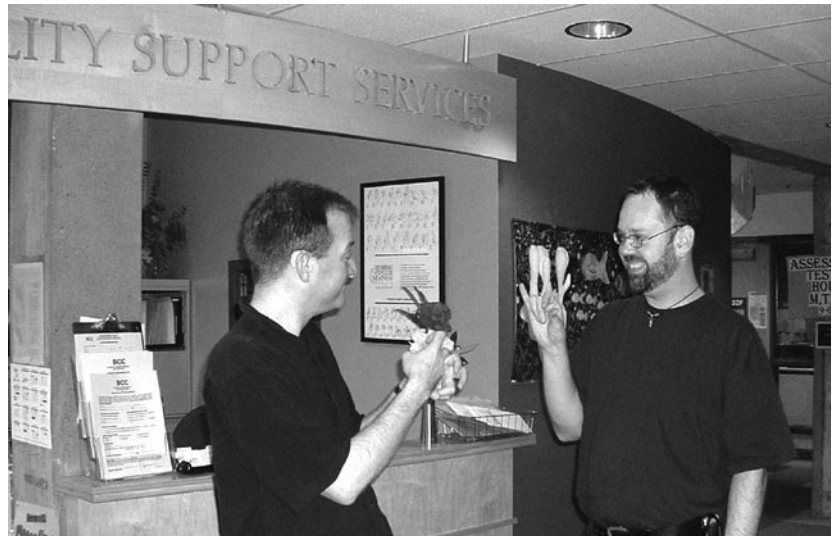
The National Center for Education Statistics reports that 16% of undergraduates who reported a disability in 1995-96 were Deaf or hard of hearing. (NCES 1999) Disability Support Services at BCC serves, on average, 8 to 14 hearing-impaired students during any given quarter.

The National Association for the Deaf reminds us that “Colleges and universities are responsible for the cost of communication services for students who are Deaf or hard of hearing. This allows for equal access as specified by the Americans with Disabilities Act (ADA). Such services include, but are not limited to, sign language and oral interpreter services, computer assisted real time captioning services, and related communication accommodations that are determined by the needs of individual students.” (NAD 2000) Bellevue Community College is committed to providing equal access for students who are Deaf or hard of hearing. The information presented in this section will help students to better understand the procedures we use in order to accomplish equal access for hearing impaired students.

### **PART 2A. STUDENT GUIDELINES FOR SERVICES**

If you are new to BCC or DSS, apply for DSS services by following the steps in the first section of this handbook.

If you are Deaf or hard of hearing, and you will require an interpreter or computer-aided real-time transcription (CART) services for your classes, you must request this accommodation at DSS four to six weeks in advance. The four-week minimum lead time ensures that DSS staff can recruit and obtain commitment from qualified interpreters or CART service providers for you. If you are not able to give us four weeks of lead time, we will do our best to accommodate you on shorter notice, but you will have to understand that we may not be able to arrange the service for you in time. Giving four to six weeks advance notice is the best way to guarantee that your accommodation will be in place when you need it.



Note: Students who are Deaf and require interpreters/CART services providers for class have priority registration status and can register online at the BCC website, [www.bcc.ctc.edu](http://www.bcc.ctc.edu). If you do not have access to the website, contact the DSS office by e-mail at [dss@bcc.ctc.edu](mailto:dss@bcc.ctc.edu) or call our TTY machine at (425) 564-4110. You may leave a message on our TTY machine and we will return your call as soon as possible.

Remember to register as early as you can, and turn in a “Request for Accommodation Form” immediately after registering every quarter.

### **ABSENCE/TARDINESS POLICY**

If you have to cancel interpreter/CART services for a class due to illness or other reasons, you must notify us 24 hours in advance. The interpreters/CART service provider is required to wait for you for 20 minutes into a class period, but no longer than that. If you don't arrive for class within the first 20 minutes of the period, the interpreter/CART service provider may leave the classroom. Please note that DSS will still have to pay for the services you didn't use when you are more than 20 minutes tardy or when you didn't give us 24 hour notice of your absence. Paying for services that are not being used is a drain on valuable, and limited, DSS resources.

### **PROCEDURES FOR ABSENCE/TARDINESS:**

- Contact DSS 24 hours prior to the scheduled class or event if you will be unable to attend or will be more than 20 minutes late.
- DSS will contact the interpreter/CART service provider to cancel the service for that class or event.
- If you have three consecutive cases of absence or tardiness without giving DSS 24 hours advance notice, your interpreter/CART services will be suspended. You will need to meet with the director of DSS before the services will be reinstated.
- If the problem of absence or tardiness persists after meeting with the director, then your interpreter/CART services will be terminated.

### **SOLVING PROBLEMS WITH INTERPRETER/CART SERVICES**

If a problem arises between you and your class interpreter/CART service provider, DSS encourages you to first discuss the issue with the interpreter or service provider directly. If no solution can be reached, then you may contact the DSS Interpreter Coordinator to rectify the situation or, if necessary, to assign a different interpreter/CART service provider for your class.

## PART 3. STUDENTS WHO ARE BLIND OR VISUALLY IMPAIRED

### Did You Know?

**Q:** What is the leading cause of blindness in adults in America?

**A:** Diabetes (American Academy of Ophthalmology, Nov 2003)

### INTRODUCTION

The following are some common causes of vision loss:

- **Diabetic Retinopathy** – A complication of diabetes and a leading cause of blindness. It occurs when diabetes damages the tiny blood vessels inside the retina, the light-sensitive tissue at the back of the eye. (<http://www.nei.nih.gov/health/diabetic/retinopathy.htm#4>)
- **Retinitis Pigmentosa** – A group of degenerative diseases of the retina. The retina, at the back of the eye, is a thin sheet of interconnected nerve cells including the light sensitive cells (rods). It is here that light is converted into electrical signals to the brain where “seeing” takes place. In RP the rod and cone cells degenerate. Depending on the type of RP, the rate of progression varies. (<http://www.retina-international.org/rp.htm>)
- **Early Onset Macular Degeneration** – Largely genetic, it is a condition that is programmed into your cells and not caused by injury or infection or any other external agent. Certain genes that are necessary for normal vision give faulty messages to the cells in the macula, leading to their progressive degeneration and eventually to vision loss. Early onset Macular Degenerations are relatively rare. (<http://www.retina-international.org/maculardeg.htm>)
- **Age-Related Macular Degeneration (AMD)** – A disease of the retina which affects central vision and can lead to blindness in older Americans. AMD is the leading cause of legal blindness in Americans age 65 and older. As the population ages, AMD is becoming an important and growing public health problem. ([http://www.eyersearch.org/naevr/amd\\_ff.html](http://www.eyersearch.org/naevr/amd_ff.html))

- **Cataracts** – A cataract is a clouding of the eye’s lens that can cause vision problems. The most common type is related to aging. More than half of all Americans age 65 and older have a cataract. ([http://www.nei.nih.gov/health/cataract/cataract\\_facts.htm](http://www.nei.nih.gov/health/cataract/cataract_facts.htm))

The DSS office serves several students each quarter who are blind or visually impaired. Some common accommodations are:

- ZoomText software (enlarges text on the computer)
- Screen-reader software such as Jaws
- Braille or electronic copies of texts and class materials
- Photo-enlarged text, handouts, and tests
- CC TV to enlarge materials
- Extended time testing
- Tape recorder for class lectures
- Textbooks on tape
- Priority registration

### **PART 3A. STUDENT GUIDELINES FOR SERVICES**

Students with vision impairments should enroll with the DSS office a minimum of four weeks before the quarter starts. DSS must have time to have materials and texts enlarged or to arrange for special equipment or software to meet individual student needs.

#### **EXTENDED TIME TESTING**

- In order to receive extended time testing with a reader, scribe, or with enlarged text, students are advised to make the test appointment at the DSS office a minimum of two days in advance. Finals are scheduled one month in advance.

- Students also must deliver the “Request for DSS Testing Services” form to the instructor two days in advance. This will ensure the form is completed and attached to the test when it is delivered.
- If a test is needed in braille or electronic format, please inform the DSS office as soon as possible.

### **BOOKS ON TAPE**

- Students must turn in the “Request for Accommodation Form” immediately following registration every quarter. We will not coordinate your books on tape unless this form is turned in.
- If you have requested your quarterly accommodations and have made a change to your schedule, contact DSS immediately. If DSS is not contacted, there is no guarantee the correct book will be provided.
- Check with the DSS office frequently to pick up your taped textbooks.
- Important! If you don’t pick up your books on tape, DSS may not order them for you for the following quarter.



### **USE OF A TAPE RECORDER**

- If you have been approved for the use of a tape recorder for lecture classes, you may check a recorder out from the DSS office or bring in one of your own.
- Important! The tape recorders must be returned at the end of each quarter, or a block will be placed on your records. You will not be able to register, access grades or transcripts, or make course changes.

### **USE OF ADAPTIVE EQUIPMENT OR SOFTWARE**

- Students who are authorized for taped textbooks, adaptive equipment, or software qualify for priority registration to facilitate effective coordination of these services. Contact the DSS office immediately after registration, as lead time is critical in providing these accommodations.

## PART 4. STUDENTS WHO ARE MOBILITY-IMPAIRED

### Did You Know?

**Q:** Who made headlines in 1989 by becoming the first paraplegic climber to ascend El Capitan?

**A:** Mark Wellman

“Everyone faces the world with different abilities and disabilities. But everyone has at least one goal in common... to break through their own barriers.” ([http://www/nolimitstahoe.com/](http://www.nolimitstahoe.com/))

### INTRODUCTION

What are mobility impairments? Students who meet any of the following criteria are classified as “mobility impaired” through the DSS office: Limited gait or range of motion, paraplegic, quadriplegic and other conditions that affects mobility.

Mobility impairments can be caused by a wide range of illnesses and accidents such as arthritis, stroke, cerebral palsy, Parkinson’s disease, multiple sclerosis, loss of limbs or digits, and repetitive stress injury, among others. (Microsoft, Corp., 2000)

The National Center for Education Statistics reports that 23% of undergraduates who reported a disability in 1995-96 had orthopedic disabilities. (NCES, 1999) About 15-20% of students enrolled with DSS are mobility-impaired (Academic year 2003-2004).

### PART 4A. STUDENT GUIDELINES FOR SERVICES

Students who have mobility issues should apply for DSS services early, four to six weeks before each quarter starts, so that DSS has time to set up furniture and adaptive equipment. If you are a student who has a disability in the mobility category, you may need one or more of the following accommodations:

- Table to accommodate a wheelchair
- Adjustable supportive chair
- Adaptable computer hardware
- Use of voice recognition software
- Scribe for tests or in the classroom
- Volunteer note taker
- Extended time testing
- Priority registration



### PROCEDURES FOR ARRANGING ACCOMMODATIONS:

- Apply for DSS services as described in the front of this handbook.
- Students must turn in the “Request for Accommodation Form” immediately following registration every quarter. We will not coordinate your accommodations unless this form is turned in.
- Remember to pick up your “Introduction to Faculty and Notice of Accommodation” letters at the beginning of the quarter. These letters need to be given to your instructors so they will be prepared to support you in their classroom.
- Let DSS know right away if your furniture or adaptive equipment is not set up properly.
- Students who borrow equipment, such as keyboards, track balls, and tape recorders will be responsible for returning them to the DSS office at the end of each quarter.
- Students will be responsible for replacing lost or broken equipment.
- Borrowed equipment must be returned at the end of each quarter, or a block will be placed on your records. You will not be able to register, access grades or transcripts, or make course changes.

## PART 5. STUDENTS WHO ARE SPEECH-IMPAIRED

### Did You Know?

**Q:** What famous singer has a speech disability?

**A:** Carly Simon has a stammer, which disappears when she sings.

Carly says, “I’m not exactly sure why, except that I think it uses a different muscle, and there’s a memory connected to a different set of muscles when you sing. And so, my mother was greatly helpful. And so, whenever I would be trying to say something that I couldn’t say, she would just say, in a very nice and diplomatic way, ‘Just, sing it, sweetheart’.” (CBS News website, 2001).

### INTRODUCTION

“Speech and language disabilities may result from hearing loss, cerebral palsy, learning disabilities, and/or physical conditions. There may be a range of difficulties from problems with articulation or voice strength to complete absence of voice. Included are difficulties in projection, fluency problems such as stuttering and stammering, and in articulating particular words or terms.” (Merrick, 2001)

### SOME TYPES OF SPEECH DISORDERS:

- **Aphasia** – an impairment of the ability to use or comprehend words, usually acquired as a result of a stroke or other brain injury. (National Aphasia Association, 2001)
- **Stuttering** – difficulty with speech as a result of tension in the vocal cords (National Center for Stuttering, 2001)

- *Selective mutism (formerly called “elective mutism”)* – a psychiatric disorder that is characterized by consistent failure to speak in SELECT social settings in which there is an expectation to speak; such as school. (Selective Mutism Group Inc., 2001)

## **PART 5A. STUDENT GUIDELINES FOR SERVICES**

If you are new to BCC or DSS, apply for DSS services following the steps in the first section of this handbook.

Students with speech difficulties should enroll with the DSS office early so that we can communicate with the instructors about accommodations before classes begin. It will be important for your instructors to know how to effectively facilitate communication in the classroom.



## PART 6. STUDENTS WITH LEARNING DISABILITIES

### Did You Know?

- Q:** What is a non-verbal learning disability (NLD)?
- A:** Individuals with NLD often have strengths in language (like reading and speech), but exhibit deficits in non-verbal areas like mathematics, visual-spatial relationships, and social perception. (LD Online Report 11/00)

### INTRODUCTION

The National Center for Learning Disabilities (2001) gives this excellent description for Learning Disabilities on their website:

*“Learning disabilities are neurological disorders that interfere with a person’s ability to store, process, or produce information, and create a ‘gap’ between one’s ability and performance. Individuals with learning disabilities are generally of average or above average intelligence.*

*Learning disabilities can affect one’s ability to read, write, speak, or compute math, and can also impede social skills. Learning disabilities can affect one or more areas of development. Individuals with learning disabilities can have marked difficulties on certain types of tasks while excelling at others.*

*Sometimes overlooked as ‘hidden handicaps’, learning disabilities are often not easily recognized, accepted, or considered serious once detected. Learning disabilities affect children and adults. The impact of the disability ranges from relatively mild to severe. Learning disabilities often run in families.”*

Approximately 2.8 million students are currently receiving special education services for learning disabilities in the U.S. (National Center for Learning Disabilities, 2001) Seventy percent of the students served through the Disability Support Services at BCC have diagnosed learning disabilities.

Note: Attention Deficit Hyperactivity Disorder (ADHD) and Attention Deficit Disorder (ADD) are included in this section, even though they are not technically learning disabilities. Many students who have been diagnosed with learning disabilities also have ADD or ADHD and vice versa, though this is not always the case. There is some overlap in the accommodations for these disabilities. Students who have learning disabilities generally need extended time testing. Students diagnosed with ADD/ADHD need extended time testing with the addition of a non-distracting environment.

### **PART 6A. STUDENT GUIDELINES FOR SERVICES**

BCC students who have provided qualifying documentation, should take the following steps to receive accommodations:

- Apply for DSS services as described in the first section of this handbook.
- Students must turn in the “Request for Accommodation Form” immediately following registration every quarter. We will not coordinate your accommodations unless this form is turned in.
- Remember to pick up your “Introduction to Faculty and Notice of Accommodation” letters at the beginning of the quarter. These letters need to be given to your instructors so they will be prepared to support you in their classroom.

### **BOOKS ON TAPE**

- If your learning disability affects your ability to process printed words visually, you may qualify to get textbooks on tape. Your documentation will have to support this need.
- If you qualify to get books on tape, you will also qualify for priority registration. Registering early provides the DSS office the needed time to coordinate this accommodation.
- If you have to make a change in your class schedule after you have registered, come talk to DSS staff about it right away. If you don’t notify us in a timely fashion, we won’t be able to get the right books for you in time for you to start the class.
- Check with the DSS office frequently to pick up your taped textbooks.
- Important! If you don’t pick up your books on tape, DSS may not order them for you for the following quarter.

## **USE OF A TAPE RECORDER**

- If you have been approved for the use of a tape recorder for lecture classes, you may check a recorder out from the DSS office or provide your own.
- Borrowed equipment must be returned at the end of each quarter, or a block will be placed on your records. You will not be able to register, access grades or transcripts, or make course changes.

## **NOTE TAKER**

- If you have been approved for a note taker, information on the coordination of this accommodation will be included with the letter for your instructor. The timely delivery of the letter is critical to your receiving a note taker.
- DSS will provide lined, carbonless paper for the note taker to use or, if needed, can make photocopies of notes.
- You are responsible for making arrangements with the instructor or student note taker about how to pick up the notes.
- Contact us immediately if your instructor has been unsuccessful in recruiting a volunteer to share notes in your class.

## **EXTENDED TIME TESTING**

- If you have been approved for extended time testing, or extended time testing in a non-distracting environment, you must come to the DSS office at least 48 hours before the test time to make an appointment to take the test. Finals need to be scheduled a month in advance at the DSS office.
- It is your responsibility to give your instructor a “Request for DSS Testing Services” form before he or she gives you the test. This form is available in the DSS office, and it provides DSS with important information about the test procedure. Your test may be delayed if the form isn’t completed at the time of the test.
- Some students may need to use a scribe or reader for testing. You will have to request this accommodation and have it approved by DSS in advance. If you use a reader or a scribe, you need to tell DSS at least three days before each test so that we have time to find someone to assist you.
- DSS has limited space for testing. Students who have not given the necessary notice may not be served.

## PART 7. STUDENTS WITH CHRONIC/ACUTE HEALTH PROBLEMS

### Did You Know?

- Q:** Who is the famous basketball player who was diagnosed with HIV?
- A:** On November 7, 1991, “Magic” Johnson retired from professional basketball because a blood test had shown that he was infected with HIV. He then dedicated his life to educating people—especially youngsters—about HIV and AIDS prevention. He established the Magic Johnson Foundation to raise money to fund HIV and AIDS organizations. (“Famous People with Disabilities” website, 2000)

### INTRODUCTION

DSS serves many students who suffer from chronic health problems. There are many disorders, dysfunctions, and diseases that cause chronic health problems. Some of these chronic conditions are:

### DIABETES

Diabetes Mellitus occurs when the body is unable to use glucose effectively. Insulin is a hormone that helps glucose leave the blood and enter the body cells where it is used to provide energy for the body. Glucose (a form of sugar) is the main source of fuel for our bodies. We need energy so that our legs can walk and our hearts can beat. Diabetes Mellitus develops when the pancreas (the organ responsible for producing insulin) is either unable to make insulin or the insulin is not able to work effectively. Without insulin doing its job, glucose builds up in the blood leading to high blood glucose levels known as hyperglycemia causing health problems (What is Diabetes, 2001).

Students with diabetes may be unable to attend or have difficulty concentrating in class. Some common health problems related to diabetes are low or high glucose levels which

can cause nausea, dizziness, inattention, slow cognitive processing, fatigue, diabetic seizures, and coma. Some people lose their eyesight or mobility or have other physical disabilities as a result of diabetes. Accommodations will be based on the individual student's needs.

### **ARTHRITIS**

There are more than 100 different types of arthritis and the cause of most types is unknown. Scientists are currently studying what roles three major factors play in certain types of arthritis. These include the genetic factors you inherit from your parents, what happens to you during your life and how you live. The importance of these factors varies for every type of arthritis (Arthritis Foundation, 2001).

Students who have been diagnosed with arthritis may be unable to attend class due to a flare up of their symptoms. The winter months can be very difficult for people with arthritis. Some common accommodations for students with arthritis are use of an adjustable/supportive chair and flexibility in course work on an as needed basis.

### **HEART DISEASE AND STROKE**

Coronary heart disease is America's No. 1 killer. Stroke is No. 3 and a leading cause of serious disability. (American Heart Association, 2001)

### **HEPATITIS**

Hepatitis is a virus that causes inflammation of the liver and in some cases chronic disease, cirrhosis and cancer (Hepatitis Foundation website, 2001).

Students who are diagnosed with heart disease or hepatitis may be unable to attend class due to illness or hospitalization. Flexibility in course work (as needed) is a common accommodation for most chronic illnesses.

## **PART 7A. STUDENT GUIDELINES FOR SERVICES**

If you are new to BCC or DSS, apply for DSS services following the steps in the first section of this handbook.

- Students must turn in the “Request for Accommodation Form” immediately following registration every quarter. Support for your chronic illness may be delayed if this form isn’t completed.
- Remember to pick up your “Introduction to Faculty and Notice of Accommodation” letters at the beginning of the quarter. These letters need to be given to your instructors so they will be prepared to support you in their classroom.

Should you experience difficulty during the quarter due to your chronic illness, and are unable to attend class:

- Contact the DSS office to let us know that you are unable to attend classes.
- Contact the instructor to let him/her know that you are ill and unable to attend classes.
- If you miss more than a week of school, then you, your instructor, and DSS staff will need to work together to determine your best options (refer to the MW policy at the end of this handbook) for the quarter.

## PART 8. STUDENTS WITH NEUROLOGICAL/ NERVOUS SYSTEM DISORDERS

### Did You Know?

**Q:** Who is the actor that was diagnosed with Parkinson's disease and became active in Parkinson's research?

**A:** Actor Michael J. Fox was diagnosed with Parkinson's disease in 1991. Upon disclosing his condition in 1998, he devoted himself to campaigning for increased Parkinson's research. (The Michael J. Fox Foundation for Parkinson's Research, 2001)

### INTRODUCTION

There are many types of neurological dysfunction; some of the common conditions result from brain injury, seizures, cerebral palsy, multiple sclerosis, Tourette syndrome, Parkinson's disease, and migraine headaches. Two major types of neurological dysfunctions are discussed below:

### TRAUMATIC BRAIN INJURY (TBI)

Brain injury may result in physical, intellectual, emotional, social, and/or vocational difficulties. These problems may affect the present and future life and the personality of the individual with the brain injury. There are two basic types of brain injury: 'closed head injury' (CHI) and 'open head injury' (OHI).

Open head injuries are caused by impact of an object that penetrates into the head.

Closed head injury is the most common of the two. It is usually caused by a rapid movement of the head during which the brain is whipped back and forth, bouncing off the inside of the skull.

Closed head injuries often occur as a result of motor vehicle crashes or falls.

Anoxia (loss of oxygen to the brain) is another form of brain injury, often caused by choking, cardiac arrest, stroke, or near-drowning.

## SEIZURES

The Epilepsy Foundation (2001) describes a seizure as “The outward sign of a malfunction in the electrical system that controls the brain. Treatment methods include surgery, medication, and vagus nerve stimulation.” Seizures can be classified into five basic types:

1. Absence (previously called “petit mal”) seizures produce momentary loss of awareness, sometimes accompanied by movements of the face, blinking, or arm movements. These may be frequent. These events differ from daydreaming in that they interrupt ongoing activity. The person immediately returns to full awareness after one of these episodes.
2. Simple partial seizures are limited to one area of the brain. Consciousness is not lost, though the person may not be able to control body movements. Senses may be distorted during the seizure so that the person sees, hears, smells, or experiences feelings that are not real.
3. Complex partial seizures (sometimes called psychomotor or temporal lobe epilepsy) produce a variety of automatic behavior in which consciousness is clouded. The person may get up and walk around, be unresponsive to spoken direction or respond inappropriately, may fling off restraints, may mutter, or tap a desk in an aimless, undirected way. He or she may appear to be sleepwalking or drugged. Some people experience fear as part of the seizure and may try to leave the room. This type of seizure usually lasts only a minute or two, but feelings of confusion afterwards may be prolonged. The person will not remember what he did during the seizure. His actions while having it will not have been under his control.

4. Generalized tonic-clonic (previously called “grand mal”) seizures are convulsions in which the body stiffens and/or jerks; the person may cry out, fall unconscious and then continue massive jerking movements. Bladder and bowel control may be lost. Seizures usually last a minute or two. Breathing is shallow or even stops briefly then renews as jerking movements end. The person may be confused, weary, or belligerent as consciousness returns.
5. Other generalized seizures (akinetic, atonic, myoclonic) produce sudden changes in muscle tone that may cause a person to fall abruptly, or jerk the whole body. A person with this kind of seizure may have to wear a helmet to protect the head. These seizures are more difficult to control than some of the others and, in some cases, may be accompanied by developmental delay.

## **PART 8A. STUDENT GUIDELINES FOR SERVICES**

If you are new to BCC or DSS, apply for DSS services following the steps in the first section of this handbook.

If you have a significant impairment due to a neurological dysfunction, you should enroll with DSS a minimum of four to six weeks before the quarter starts. It may be beneficial to work with your instructors in advance, to identify concerns and determine a proactive approach to the course.

If you have seizures, you should meet with each of your instructors before the quarter begins to discuss how the seizures will affect you in an educational setting. You should be clear about what happens when you have a seizure and what the instructor should do to assist you.

Some typical accommodations for students with neurological impairments are:

### **EXTENDED TIME TESTING**

- If you have a cognitive processing impairment, you will need extended time testing.
- If you have distractibility issues, you will need to test in a non-distracting environment.
- It is your responsibility to make an appointment with the DSS office at least 48 hours in advance so that we can secure a place for testing. Finals are scheduled one month in advance.

- Students must deliver the “Request for DSS Testing Services” form to the instructor two days in advance. This will ensure the form gets completed and attached to the test when it is delivered.

### BOOKS ON TAPE

- Students approved for books on tape must turn in the “Request for Accommodation Form” immediately following registration every quarter. We will not coordinate your books on tape unless this form is turned in.
- If you have requested your quarterly accommodations and have made a change to your schedule, contact DSS immediately. If DSS is not contacted, there is no guarantee the correct book will be provided.
- Check with the DSS office frequently to pick up your taped textbooks.
- Important! If you don’t pick up your books on tape, DSS may not order them for you for the following quarter.

### USE OF A TAPE RECORDER

- If you have been approved for the use of a tape recorder for lecture classes, you may check a recorder out from the DSS Office or bring in one of your own.
- Borrowed equipment must be returned at the end of each quarter, or a block will be placed on your records. You will not be able to register, access grades or transcripts, or make course changes.

### NOTE TAKER

- If you have been approved for a note taker, information on the coordination of this accommodation will be included with the letter for your instructor. The timely delivery of the letter is critical to your receiving a note taker.
- DSS will provide lined carbonless paper for the note taker to use or, if needed, can make photocopies of notes.
- You are responsible for making arrangements with the instructor or student note taker about how to pick up the notes.
- Contact us immediately if your instructor has been unsuccessful in recruiting a volunteer to share notes in your class.

## PART 9. STUDENTS WITH PSYCHOLOGICAL/ EMOTIONAL DISABILITIES

### Did You Know?

**Q:** Who is a famous poet who suffered from Anxiety Disorder?

**A:** Emily Dickinson suffered from debilitating anxiety. In a letter, Emily wrote that “I had terror since September, I could tell to none; and so I sing... because I am afraid... While my thought is undressed, I can make the distinction; but when I put them in the gown, they look alike and numb.” (healthyplace.com, 2001)

### INTRODUCTION

The percentage of students served by DSS quarterly and annually with a mental disorder is approximately 22% (Statistical trends from 2000-2004). Some of the common mental health disorders are listed below. See the website references for information about other mental health disabilities.

### ANXIETY

People with an anxiety disorder may have a number of physical symptoms, including shakiness, muscle aches, sweating, cold and clammy hands, dizziness, fatigue, racing heart, and dry mouth. Emotionally they may feel irritable and apprehensive (Internet Mental Health, 2001). Anxiety affects cognitive thinking abilities. Students who suffer from anxiety will probably need extended time testing in a non-distracting environment.

## ASPERGER SYNDROME

The neurobiological disorder differs from autistic disorder, in that individuals with Asperger Syndrome do not have a delay in spoken language development. However, they can have serious deficits in social and communication skills. People with Asperger Syndrome often have obsessive, repetitive routines and preoccupations with a particular subject matter.

## AUTISTIC DISORDER

Also known as “classic autism” autistic disorder affects a person’s ability to communicate, form relationships with others, and respond appropriately to the environment. Some people with autistic disorder are high functioning and have the ability to speak and interact with others, while other are more severely affected and are nonverbal and/or mentally retarded.

## BIPOLAR DISORDER

Bipolar disorder is a treatable illness which is found in about 1% of the population. It often first occurs in the late teens or early '20s. People with bipolar disorder experience periods of depression as described below, as well as periods of mania. During an episode of mania, a person may have some or all of the following symptoms: excessive energy, racing flights of ideas, vigorous denial that anything is wrong, pressured speech, grandiose thoughts or inflated self esteem, overspending, high heart rate and irregular breathing, alternating decreases and increases of sleep, impaired judgment, extreme irritability, and/or rapid, unpredictable mood changes. (Internet Mental Health, 2001) Many times medication is prescribed that can also affect the student’s cognitive processing speed. Students suffering from bipolar disorder usually need extended time testing.

## DEPRESSION

One in four women and one in ten men can expect to be diagnosed with depression at some point in their lives, though very often it goes unrecognized. Depression causes feelings of sadness, of helplessness, hopelessness and irritability, and the inability to keep up with the basic tasks of life. Symptoms include: a noticeable change of appetite that brings about a significant gain or loss of weight, problems sleeping or waking, sudden loss of interest in activities previously enjoyed, an inability to concentrate and make decisions, fatigue, feelings of worthlessness and guilt, headache, and stomachache. People experiencing depression may have thoughts of suicide.

Depression can strike at any age. Its emotional and physical symptoms are notable for their persistence. Many people experiencing depression find it hard to do anything at all, even to get up enough energy to call a doctor. (Internet Mental Health, 2001) Many times medication is prescribed that can also affect the student's cognitive processing speed. Students suffering from depression usually need extended time testing.

### **OBSESSIVE COMPULSIVE DISORDER**

For people with Obsessive Compulsive Disorder (OCD), obsessions are a way of coping with their anxieties. Examples are repeated unwanted thoughts or compulsive behaviors, and rituals that get out of control. (Internet Mental Health, 2001) Students with Obsessive Compulsive Disorder may obsess about their work and have unreasonable expectations for themselves, which increases their anxiety and perpetuates the cycle.

### **PANIC DISORDER**

People with Panic Disorder suffer sudden intense overwhelming terror for no apparent reason. Their fear is accompanied by other symptoms, including sweating, heart palpitations, hot or cold flashes, choking or smothering, and feelings of unreality. (Internet Mental Health, 2001) Students who suffer panic attacks may need to sit close to the classroom door so that they can leave if they need to.

### **POST-TRAUMATIC STRESS DISORDER (PTSD)**

PTSD can be caused by severe and unusual physical or mental trauma. Some people find themselves re-experiencing the traumatic events through nightmares, night terrors or flashbacks. Others numb themselves emotionally; startle easily; are plagued by general anxiety, inability to sleep, poor memory, difficulty concentrating or completing tasks. They may feel guilty about their own survival. (Internet Mental Health, 2001)

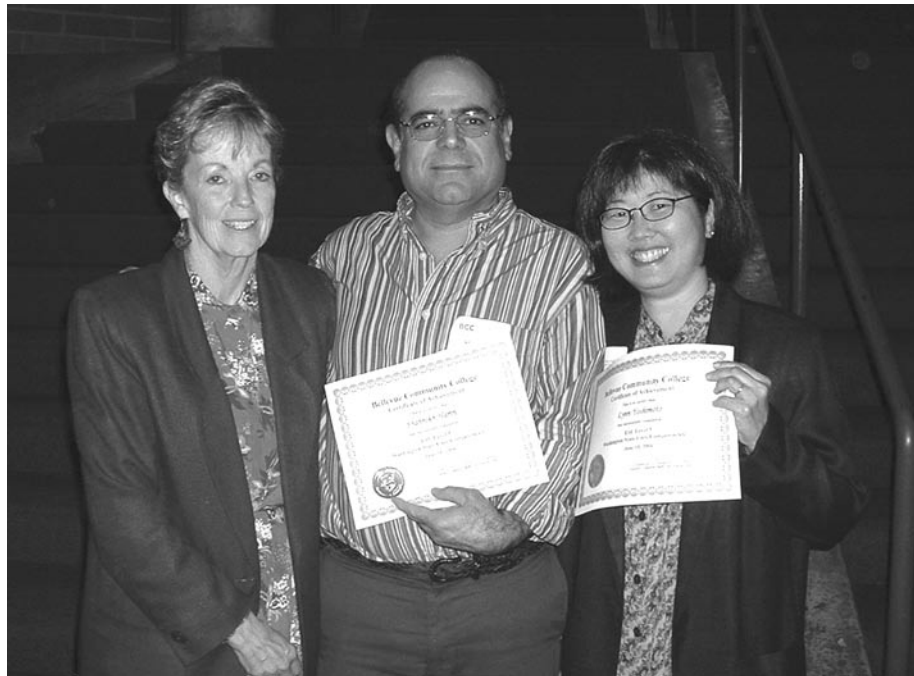
### **SCHIZOPHRENIA**

Schizophrenia is a devastating disorder that affects approximately 2.2 million American adults, or 1.1% of the population age 18 or older. Schizophrenia interferes with a person's ability to think clearly, manage emotions, make decisions, and relate to others. The first signs of schizophrenia typically emerge in the teenage years or '20s. Most people with schizophrenia suffer chronically or episodically throughout their lives, and are often stigmatized by lack of public understanding about the disease.

## PART 9A. STUDENT GUIDELINES FOR SERVICES

### EXTENDED TIME TESTING

- If you have been approved for extended time testing, or extended time testing in a non-distracting environment, you must come to the DSS office at least 48 hours before the test time to make an appointment to take the test. Finals are scheduled one month in advance.
- Students must deliver the “Request for DSS Testing Services” form to the instructor two days in advance. This will ensure the form gets completed and attached to the test when it is delivered.



## **PART 10. MEDICAL WITHDRAWAL PROCEDURE**

### **BELLEVUE COMMUNITY COLLEGE PROCEDURE**

A medical withdrawal is a procedure approved by the Dean of Student Services (or his/her designee) for discontinuing attendance in classes for individuals whose health or the health of a family member becomes compromised during a specific academic quarter. The medical withdrawal is requested by the student when s/he cannot continue to attend classes and fulfill the academic expectations of the coursework.

This procedure will result in withdrawing the student from all classes and suppressing the “W” grades on the student’s transcript. Refund requests of tuition and fees will also be considered based on the student’s individual extenuating circumstances.

A medical withdrawal must be requested as soon as it is determined that the student will be unable to complete the quarter. All requests must be petitioned through the Dean of Student Services Office. If the medical emergency is confirmed, the student will be withdrawn from all classes and his/her instructors will be notified.

For students who are formally enrolled in the Disability Support Services Program (DSS), the student must follow the procedures outlined by that office. Medical withdrawals are not retroactive through the DSS office—the action to be taken must be within the individual’s current quarter.

Students formally enrolled in the Disability Support Services Program (DSS) who wish to request a medical withdrawal, must follow the procedures outlined below:

- Notify the DSS office at (425) 564-2498, before the week of final exams. Note: Timing is critical and requests should be made as soon as indicators for the need present themselves.
- Provide written documentation from the attending physician that defines the current medical issues and provides a clear recommendation by the physician for a medical withdrawal.
- Upon receipt of the request and an accompanying medical recommendation, the DSS Program Coordinator will forward the request directly to the Office of the Registrar.
- Within two weeks (10 working days) the withdrawal request will be granted or denied.
- The student will be notified by the DSS staff of the decision after the Registrar confirms the ruling.

Additional options to a medical withdrawal include the following:

1. An Incomplete (“I”) grade: No points are calculated for this grade. An “I” grade indicates that the student has not completed specific prescribed requirements for a course, usually for unforeseen reasons beyond the student’s control. The student is responsible for requesting the assignment of an “I” grade and for demonstrating why the “I” is appropriate. Granting the request and assigning the “I” grade is the prerogative of the instructor.

If a student has performed at a passing level during the quarter but for some reason is unable to complete the course requirements, he/she may be assigned an “I” grade at the course instructor’s discretion. The nature of the deficiency must be such that removal of an “I” grade is not contingent on subsequent enrollment in the same course by the student.

An “I” will be posted to the transcript when submitted by the instructor with a contractual form which specifically indicates the work the student must complete to make up the deficiency and the date by which the deficiency must be resolved. Both the instructor and the student must sign the contract. The work for the course must be completed before the end of the next quarter (by the end of the following fall term if the “I” is given in the spring term), and an extension can be granted only with the instructor’s approval. If the student fails to complete the designated assignment, an “F” grade will be posted.

2. Withdraw (“W”) before the deadline date. If the student does not wish to withdraw from all courses, the option of withdrawing from individual classes exists. This general withdrawal **MUST** be done before the posted BCC deadline expires. A “W” grade will appear on the student’s transcript if this course of action is taken. If the withdrawal deadline is missed, the student will receive a physical grade at quarter’s end regardless of the student’s ability to attend the rest of the quarter.
3. Dropping classes. If withdrawals are done before the first two weeks of the current quarter, the “W” grade will not appear on the student’s transcript and total or partial reimbursement will occur according to the college’s published refund policy.
4. Hardship withdrawal (“HW”). The hardship withdrawal is negotiated with the faculty directly. It is a discretionary grade which can be independently given by an instructor when there has been a great personal hardship during the course of the current quarter.





## DISABILITY SUPPORT SERVICES

B132, 564-2498

### Introduction to Faculty & Notice of Accommodation – Spring Quarter

March 4, 2004

TO: **GEORGE BROWN, MATH 105**

FROM: Susan Gjolmesli, Director of DSS

STUDENT: **John Doe**

This student has a disability that has been documented and recognized by Bellevue Community College. The Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990 (ADA) prohibits discrimination on the basis of handicap in programs and activities. In order to eliminate any possible discrimination, the college is required to ensure that its educational programs and activities are accessible to students with disabilities.

Below are the accommodations for which your student is eligible. Please meet with the student and discuss these accommodations. I am available to partner with you to answer any questions you may have regarding the college's responsibility to accommodate the student.

*Thank you for partnering with us to make our academic system accessible to all students!*

- Alternative Testing:** This may include the following:
  - Extended time
  - Non-distracting environment
  - Scribe
  - Reader
- Note Taker.** Please make an announcement to the class asking for a volunteer to provide copies of his/her notes. *Note:* This student has been provided with No Carbon Required (NCR) paper for this purpose. However if the volunteer prefers to use their own paper for the note taking, arrangements can be made to have photo copies made through the DSS office.
- Use of tape recorder.** Allow the use of a tape recorder as a substitute for, or a supplement to note taking.
- Oral Communication.** Please face the class at all times when speaking. Some students with audio perceptual problems need to see the person as they speak.
- Flexibility** may be needed for disability, determined as needed.
- Priority Registration**
- Taped textbooks**
- Adjustable Supportive Chair**
- Use of calculator**
-



**DISABILITY SUPPORT SERVICES**  
B132, 564-2498

**Request for Accommodation Form**

Thank you for completing this form and providing the necessary information to DSS!  
This form will begin the process for you to receive your accommodation(s) for the quarter referred to below.

Student Name: \_\_\_\_\_

Today's Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Student ID#: \_\_\_\_\_

Quarter: \_\_\_\_\_ DOB: \_\_\_\_\_

Are you funded by the Division of Vocational Rehabilitation or  
Department of Services for the Blind?  YES  NO

If yes, please ask your VR or SB counselor if you should require your tuition deferred, to minimize the possibility of being dropped from your classes for non-payment. You should also ask DSS specifically and in a timely manner for this course if it is an accommodation.

→ **Complete** this form as soon as possible after registration each quarter! If we do not receive this form, accommodations will not be made, and instructor letters will not be printed!

→ **Please** include a copy of your current schedule. Schedules can be retrieved on the BCC website or at the student kiosk at the Student Services Center, next to the bookstore.

→ **Allow** 48 hours for your request to be processed.

-----  
***For Office Use Only***

Entered into DSS database  YES  NO Staff initials: \_\_\_\_\_

Letter(s) for instructor(s) completed:  YES  NO Staff initials: \_\_\_\_\_

Online class(es):  YES  NO

Email to online instructors sent:  YES  NO Date sent: \_\_\_\_\_

Staff initials: \_\_\_\_\_



DISABILITY SUPPORT SERVICES  
Room B132, 564-2498

**REQUEST FOR DSS TESTING SERVICES**

This request has been made in accordance with federal laws and regulations. The BCC Disability Support Service (DSS) office administers tests in accordance with this form, which indicates an agreement between INSTRUCTOR and STUDENT. Instructors are encouraged to provide reasonable accommodations to their students during the scheduled exam meeting time or place. *Please feel free to contact DSS at x2498 if questions or concerns arise.*

STUDENT: \_\_\_\_\_ CLASS TIME: \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_ CLASS: \_\_\_\_\_

**PRE-TEST PICK-UP INSTRUCTIONS:**

**POST-TEST RETURN INSTRUCTIONS:**

- Instructor will deliver exam
- Student will pick up exam at \_\_\_\_\_
- Other: \_\_\_\_\_
- Instructor will pick up exam from DSS (B132)
- Student will return exam to \_\_\_\_\_
- DSS will return exam to \_\_\_\_\_ via campus mail

**TIME ALLOTTED FOR EXAM:**

- a. Please indicate amount of time allowed for regular scheduled exam: \_\_\_\_\_ Hour(s) \_\_\_\_\_ Minutes
- b. The standard is time and a half unless otherwise specified by DSS.

**INSTRUCTIONS FOR EXAM:**

- Limited Notes
- Open Book
- Blue Book Required
- Closed Book
- Scantron Required
- Use of Calculator

**TIME OF EXAM:**

Date of Exam: \_\_\_\_/\_\_\_\_/\_\_\_\_

- Student may take exam on different: Date than class  YES  NO
- Time than class  YES  NO

\_\_\_\_\_  
**INSTRUCTOR'S SIGNATURE**

\_\_\_\_\_  
**DATE**

Upon completion of this form by all parties, I understand that I must return to DSS to schedule the test **at least 48 hours in advance of the test administration, finals require one months notice.** I am aware that my time will be deducted accordingly in the event that I am late for an exam and my accommodation may be forfeited. If the testing date needs to be changed, I will need to reschedule with my instructor and provide DSS with authorization for any changes from my instructor.

\_\_\_\_\_  
**STUDENT'S SIGNATURE**

\_\_\_\_\_  
**DATE**

## PART 15. INTERNET RESOURCES

### About Mental Health

<http://mentalhealth.about.com/?once=true&>

### ADD Resources

[www.addresources.org/](http://www.addresources.org/)

### American Foundation of the Blind

[www.afb.org/](http://www.afb.org/)

### American Heart Association

[www.americanheart.org/](http://www.americanheart.org/)

### American Speech-Language Hearing Association

[www.asha.org/default.htm](http://www.asha.org/default.htm)

### Arthritis Foundation

[www.arthritis.org/](http://www.arthritis.org/)

### Autism Society of America

[www.autism-society.org/site/PageServer?pagename=homepage](http://www.autism-society.org/site/PageServer?pagename=homepage)

### Blindness Resource Center

[www.nyise.org/blind.htm](http://www.nyise.org/blind.htm)

### Brain Injury Association of America

[www.biausa.org/Pages/home.html](http://www.biausa.org/Pages/home.html)

### Community Service Center for the Deaf and Hard of Hearing

<http://cscdhh.org/>

### Center for Psychiatric Rehabilitation

[www.bu.edu/cpr/](http://www.bu.edu/cpr/)

### Disability Social History Project

[www.disabilityhistory.org/dshp.html](http://www.disabilityhistory.org/dshp.html)

### Drug Infonet

[www.druginfonet.com/](http://www.druginfonet.com/)

### Epilepsy Foundation

[www.epilepsyfoundation.org/index.cfm](http://www.epilepsyfoundation.org/index.cfm)

**Famous People With Disabilities**

<http://ericec.org/fact/famous.html>

**Foundation Fighting Blindness**

[www.blindness.org/](http://www.blindness.org/)

**Glaxo Neurological Centre**

<http://glaxocentre.merseyside.org/>

**Health Care Information Resources**

<http://www-hsl.mcmaster.ca/tomflem/top.html>

**Healthy Place.com**

[www.healthyplace.com/](http://www.healthyplace.com/)

**Hepatitis Foundation**

[www.hepfi.org/](http://www.hepfi.org/)

**International Center for Disability Information**

[www.icdi.wvu.edu/](http://www.icdi.wvu.edu/)

**LD Online**

[www.ldonline.org/](http://www.ldonline.org/)

**Learning Disabilities Association of America**

[www.ldanatl.org/](http://www.ldanatl.org/)

**Mark Wellman's website, No Limits**

[www.nolimitstahoe.com/](http://www.nolimitstahoe.com/)

**Medicine Net.Com**

[www.medicinenet.com/Script/Main/hp.asp](http://www.medicinenet.com/Script/Main/hp.asp)

**Michael J. Fox Foundation for Parkinson's Research**

[www.michaeljfox.org/](http://www.michaeljfox.org/)

**National Alliance for Autism Research**

[www.naar.org/naar.asp](http://www.naar.org/naar.asp)

**National Association of the Deaf**

<http://www.nad.org/>

**National Attention Deficit Disorder Association (ADDA)**  
*[www.add.org/](http://www.add.org/)*

**National Center for Learning Disabilities**  
*[www.nclld.org/](http://www.nclld.org/)*

**National Center on Physical Activity and Disability**  
*<http://www.ncaonline.org/ncpad/index.shtml>*

**National Organization of Rare Disorders**  
*[www.rarediseases.org/](http://www.rarediseases.org/)*

**Selective Mutism Group**  
*[www.selectivemutism.org/](http://www.selectivemutism.org/)*

**Speech and Language Development Center**  
*[www.sldc.net/](http://www.sldc.net/)*

**Spinal Cord Injury Information Network**  
*[www.spinalcord.uab.edu/](http://www.spinalcord.uab.edu/)*

**Traumatic Brain Injury Resource Guide**  
*[www.neuroskills.com/](http://www.neuroskills.com/)*

**Washington State Division of Vocational Rehabilitation**  
*[www1.dshs.wa.gov/dvr/](http://www1.dshs.wa.gov/dvr/)*

## PART 16. REFERENCES

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**PART 17. BE WISE... BE ADVISED...  
 SEE YOUR ACADEMIC ADVISOR**

Check here to find out where you should go to get advising about your declared major program.

<b>PROGRAM</b>	<b>CODE</b>	<b>DIVISION</b>	<b>ROOM</b>	<b>PHONE</b>
Accounting - Paraprofessional	505	Business	A242	564-2311
Accounting - Transfer	5105	Business	A242	564-2311
Administration of Criminal Justice	832	Social Science	A251	564-2331
Adult Basic Education		Arts & Humanities	R230	564-2341
Alcohol & Drug Counseling	437	Health Sciences	R130	564-2012
American Studies	1050	Arts & Humanities	R230	564-2341
Anthropology	6100	Social Science	A251	564-2331
Applied Linguistics & Language		Arts & Humanities	R230	564-3134
Art	1150	Arts & Humanities	R230	564-2341
Athletics/ Intramural Sports		Student Services	G100	564-2351
Business Administration	5100	Business	A242	564-2311
Business Technology Systems	547	Business	A242	564-2311
Communication	1300	Arts & Humanities	R230	564-2341
Computer Science - Transfer	5200	Business	A242	564-2311
Dance	1350	Arts & Humanities	R230	564-2341
Database Administration	502	Business	A242	564-2311
Developmental Education		Arts & Humanities	R230	564-2341

Diagnostic Ultrasound	393	Health Sciences	B243	564-2316
Digital Communication	524	Business	A242	564-2311
		Animation & Graphics, Gaming, Internet Application & Development, Media Theory, Mobile Computing Video Production, Web Multimedia Authoring		
Drama	1400	Arts & Humanities	R230	564-2341
E-Commerce	543	Business	A242	564-2311
Early Childhood Education	402	Health Sciences	R130	564-2366
Economics	6200	Social Science	A251	564-2331
Engineering	3350	Science	L200	564-2321
English	1450	Arts & Humanities	R230	564-2341
English as a Second Language		Arts & Humanities	R230	564-2347
Ethnic & Cultural Studies		Social Science	A251	564-2331
Exploratory/ Undecided Majors	1201	Counseling Center	B234	564-2212
Fast Track Technology Computer Certifications	503/527	Continuing Education	N.Campus	564-4005
Fire Service Programs	828/829	Health Sciences	R130	564-2012
General Business Management	502	Business	A242	564-2311
Geography	6350	Social Science	A251	564-2331
Health		Health Sciences	G100	564-2351
History	6400	Social Science	A251	564-2331
Home Economics	2100	Health Sciences	R130	564-2366
Information Technology	509/515/527	Business	A242	564-2311
Interdisciplinary Studies		Arts & Humanities	R230	564-2341
Interior Design	734	Arts & Humanities	R230	564-2341
International Studies	6410	Social Science	A251	564-2331
Life Sciences		Science	L200	564-2321
		Biology (3200), Botany (3250), Environmental Science (3175), Oceanography (3650)		
Marketing Management	245	Business	A242	564-2311

Mathematics	3550	Science	L200	564-2321
Music	1600	Arts & Humanities	R230	564-2341
Networking Services & Computer Systems	527	Business	A242	564-2311
Nuclear Medicine Technology	357	Health Sciences	B243	564-2316
Nursing - Assoc. Degree	4750	Health Sciences	R130	564-2012
Nursing (Continuing Education)		Health Sciences	R130	564-2012
Parent Education		Health Sciences	R130	564-2366
Philosophy	1650	Arts & Humanities	R230	564-2341
Physical Education	4100	Health Sciences	G100	564-2351
Physical Sciences		Science	L200	564-2321
Astronomy (3100), Chemistry (3300), Geology (3500), Meteorology, Physics (3700)				
Political Science	6450	Social Science	A251	564-2331
Programming	515	Business	A242	564-2311
Psychology	6550	Social Science	A251	564-2331
Radiation Therapy	353	Health Sciences	B243	564-2316
Radiologic Technology	354	Health Sciences	B243	564-2316
Real Estate	275	Continuing Education	N. Campus	564-2314
Recreation Leadership	4200	Health Sciences	G100	564-2351
Sociology	6650	Social Science	A251	564-2331
Speech	1750	Arts & Humanities	R230	564-2341
Technical Support	509	Business	A242	564-2311
Translation & Interpretation	684	Continuing Education	N. Campus	564-3145
Wireless Technology	644	Business	A242	564-2311
World Languages	1500	Arts & Humanities	R230	564-2341



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