



## **Welcome!**

Access & Campus Equity Services (ACES) was established to provide leadership and assistance to Oregon Tech students, in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008 (ADAAA). ACES is designed to provide accommodations that promote equal access and services to qualified students with disabilities. We also provide technical assistance, consultation, and resources to Oregon Tech's students, faculty, staff, visitors, and departments in improving accessibility for individuals with disabilities. ACES is a program within the Center for Academic Resources and Engagement Services (CARES) and the Division of Student Affairs at Oregon Tech. We look forward to serving you.

## **Applying for Access & Campus Equity Services (ACES) Accommodations**

Now that you are a student at Oregon Tech, it is your responsibility to identify yourself to ACES as an individual with a disability and to request accommodations. The definition of an individual with a disability is found in Section 504 of the Rehabilitation Act and/or the ADAA. An individual with a disability is someone with a physical or mental impairment that substantially limits a major life activity such as caring for oneself, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, working, thinking, reading, concentrating, communicating, and/or the operation of major bodily functions.

Legislation prohibiting discrimination based on disability can be found from a variety of sources. Please contact ACES staff at [access@oit.edu](mailto:access@oit.edu) if you would like more information.

### **Accommodations in Higher Education**

Managing your accommodations in a 4-year, post-secondary institution is very different from primary and secondary education. Here are some of the major differences between high school and college for students with disabilities:

- You must self-identify to ACES and hold primary responsibility for self-advocacy and requesting accommodations ***each term***.
- You are expected to read, save, and consult your syllabi which outlines expectations, due dates, and grading processes.
- Grading and test format changes are generally not available. Modifications may be made to how exams are given (i.e. extending test time) and may be made available when you provide supporting documentation for your qualifying condition(s).
- Professors are not required to modify assignments or routinely alter deadlines.

- Tutoring does not fall under accommodation requirements. If you would like tutoring, please contact Peer Consulting, another resource within CARES, using the contact information at the end of this handbook.
- For each hour you spend in class, you typically need to study 2-3 hours outside of class.
- The Family Educational Right and Privacy Act of 1974 (FERPA) protects the privacy of your records, limiting access of your records to those with a legitimate educational interest. If you would like your parents to have access to your educational records, you will need to sign a release form. Ask your ACES advisor on how to do so.

### **University Obligation**

Oregon Tech has an obligation to confirm that students receiving accommodations have verified disabilities according to state and federal law. Your ACES application is stored securely in Accessible Information Management (AIM) and does not become a part of your academic record.

### **Student Obligation**

**Oregon Tech students who are seeking accommodations must register with ACES:**

1. Complete the ACES application for accommodation services in AIM, found in TechWeb:
  - a. Log into TechWeb, and enter “Accommodations” in the Search menu.
  - b. The “Accommodations” tile will appear.  
Click on this tile and follow the instructions.
  - c. Please note that a complete application **must include supporting documentation**.
2. Alternatively, you may directly access the AIM webpage using this link:  
  
<https://bachelor.accessiblelearning.com/OIT/>
3. Once your application and documentation are submitted, our staff will review your AIM profile and contact you to schedule an intake meeting. At the intake meeting, we will discuss your accommodations request, and how we can best help you to succeed at Oregon Tech.

For more information on the application process, please email [access@oit.edu](mailto:access@oit.edu)

### **Determining Disability Status and Accommodations:**

The determination of disability status will be made by ACES staff after a thorough review of the documentation you’ve provided, along with information gathered during the intake interview, and any other pertinent records.

### Provider Attestation Requirements

In order to deliver reasonable and appropriate academic accommodations that provide equal access to students with disabilities, ACES requires documentation which shows the current disability and its impact on academic functioning. Therefore, the documentation the student provides to ACES must include the following information:

- The name, title, and professional credentials of the evaluator, including information about license or certification, as well as area of specialization, employment, and state in which the individual practices.
- Professionals conducting the evaluation/assessment must have specific knowledge of the diagnoses and be qualified and experienced in diagnosing and treating the condition(s). It is essential that they have experience working with adolescent/adult populations.
- Reports must be on letterhead, typed, dated, and have the original signature of the evaluator.
- Reports must be written in English or translated into English by a qualified translator.
- Reports need to include the names of any standardized tests administered, the scores derived from these tests, and a discussion of the data that clearly indicates the presence of a disability. ACES reserves the right to determine which tests are acceptable for diagnosing the disability. Standardized tests must be based on adult norms.
- The report must clearly state the specific diagnosis of the disability. Terms such as “suggest” or “is indicative of” are not acceptable.
- The evaluator must describe the impact of the diagnosed disability on a specific major life function/activity, especially as it relates to academic performance.
- The diagnostic report should include specific recommendations for reasonable academic accommodations, and a detailed explanation of the rationale for each recommended accommodation, as related to the specific functional limitations.
- If medications are taken, these should be listed as well as their potential side effects.
- If symptoms involve cognitive recall (memory), appropriate testing needs to be conducted. Testing for specific learning disabilities may be appropriate.
- A doctor’s prescription pad note, an Individualized Educational Plan (IEP), or a 504 Plan may not be sufficient documentation in and of itself, but can be included as part of a more comprehensive evaluative report.
- If documentation is dated more than three (3) years from the time of application, the student may be asked to submit an updated document reflecting recent assessment(s) of their disability. Students will have thirty (30) days to upload the updated assessments(s). During this time, ACES staff may offer to complete the intake interview. However, final determination of accommodation eligibility will occur after updated documentation has been submitted.

Evaluation reports themselves do not automatically qualify a student for registration or services with ACES. All of the items listed above must clearly show the presence of a disabling condition, and clearly justify the need for reasonable accommodation. ACES staff will make the final decision on whether reasonable and appropriate accommodations are needed and can be provided to the student.

### **Requesting Your Approved Accommodations**

It is your responsibility to log into your AIM profile and request your approved accommodations at **the beginning of each term**. Once accommodations are requested and approved by ACES staff, a notification letter will be sent to the faculty. Accommodations are in effect once approved by the faculty. If you have changes to your approved accommodations, you will need to meet with your ACES advisor to discuss these changes, and submit additional documentation, as needed, before any updates can take affect.

If you have not met with ACES staff to request updates in your accommodations, no changes in your accommodations will be made.

### **Making Requests in a Timely Manner:**

Advanced planning is needed to ensure the timely provision of appropriate accommodations. A qualified student with a disability may not be excluded from a program due to lack of appropriate services, however all services may not be on hand at all times. Therefore, it is important to allow sufficient time for a program and/or the institution to put accommodations and appropriate auxiliary aid(s) into place. Therefore, you should request your approved accommodations well ahead of when you will need them, usually one to two weeks prior to the beginning of the term, preferably as soon as you register for your class(es). If a request is submitted after the relevant deadline, ACES will make every reasonable effort to accommodate the request but cannot guarantee that an untimely request can be met. Ultimately, late requests may result in delay, substitution, or denial of accommodation.

**Please note that no accommodations and/or services can be provided retroactively.  
Please plan accordingly.**

### **Available ACES Accommodations and Services**

ACES offers a wide range of services to ensure qualified students with disabilities have equal access to participate in Oregon Tech's programs and services. In order for ACES staff to determine effective and appropriate accommodations, each student must make communication a priority. You are the expert at knowing how your disability affects you, and it is important that you feel comfortable discussing these issues with our staff. The more we can understand about you and your disability, the more collaborative the process will be.

### **Test Accommodation Policies**

The goal of test accommodations is to ensure that the student's performance is measured by knowledge and acquisition of course material, and to minimize the impact of the student's disability in the test-taking process. ACES will make a recommendation on testing accommodations based on the documented impact of the disability, with consideration of the student's self-report.

In order for ACES staff to best determine your reasonable testing accommodations, you need to:

- Request your testing accommodations early in the term.
- Accommodations must be approved via AIM **no later than five (5) business days before your first exam. Otherwise, tests will not be scheduled.**

### **Scheduling Exam Dates and Times**

- You are responsible for scheduling your exams and quizzes in AIM. All exam appointments are to be taken at the Testing Center at either the Klamath Falls or Portland-Metro campus. If you take classes at Chemeketa, Seattle, or online, this section does not apply to your classes. Please refer to the instructions that your ACES advisor has provided in order to schedule your exams.

**You will take your exam at the same day and time as the class, unless there are circumstances which would prevent you from receiving your full accommodations. You must have instructor approval to take your exam at a different time than the scheduled class time.**

### **Arriving for Exams**

- Please arrive at the Testing Center on time. If you arrive late, you still have to finish your exam in the time allotted, likely resulting in less time to take your exam. If you arrive more than 10 to 15 minutes late, you may need your professor's permission before you can start your exam. If, due to excessive late arrival, you are not able to take your exam at that time, you will need to speak with your professor about make-up tests, but remember, they are not obligated to provide make-up testing, if you are late to your exam.
- If you arrive on time, but there is a delay in seating you, the ending time for your exam will be adjusted accordingly.

These policies are in place to ensure that each student receives the accommodations they need to uphold the integrity of each exam that the student is taking. Please contact ACES with any questions or concerns regarding testing policies.

### **Considerations for Students with Certain Medical Conditions**

Students who need to monitor their qualifying medical condition(s) may be allowed to bring their monitoring device(s) into the testing space. The students will leave their device(s) with exam proctor(s), and may be seated in a manner that allows the student to quickly access their device(s) as needed for medical reasons. This exception to the "no phone/watches" rule is applied on a case-by-case basis, based on student needs.

### **Alternative Format Services**

Students with learning disabilities, visual impairments, or other conditions that affect access to printed materials may be eligible for books in alternative format. Alternative format includes textbooks and other printed class material in a digital format, in Braille, or in audio and electronic format. Students eligible for alternative format services must provide a copy of their class schedule as soon as they register for each term.

ACES will strive to obtain alternative format materials from available vendors, as well as creating alternative format materials in-house, if needed. ACES staff will need the publication information of your purchased book(s) in order to find their alternative format counterpart.

Alternative format course materials may be made available by each course instructor/professor.

If you have questions regarding alternative format services, please contact us at [access@oit.edu](mailto:access@oit.edu)

### **Communication Access Services**

Any eligible individual who may or may not use American Sign Language (ASL) as a primary source of communication, may request interpreter services from ACES. ACES has contracts with local ASL interpreters and agencies to provide ASL at events and in settings such as classes, labs, meetings with faculty or staff, commencement ceremonies, and other Oregon Tech functions.

Any request for interpreting services must be submitted in a timely manner. Within reasonable limits, ACES will strive to accommodate your request. ACES staff will meet with you to discuss your communication needs and, once an interpreter has been secured, ACES staff will contact your instructor(s), to let them know your need for ASL services, best practice when teaching deaf/hard of hearing students, and what to expect when working with the ASL interpreter. For interpreting assignments outside of the classroom, ACES staff will communicate with the person responsible for the event.

You are responsible for contacting ACES if you do not plan on attending class or other scheduled events for which ASL services have been arranged. A 24-hour advanced notice is preferred, since interpreters are paid for the entire class/event, plus mileage and/or travel, if a cancellation is not communicated in time. Understandably, some emergency situations may not allow for such notice. However, failing to attend three classes for which ASL services have been arranged for you, without notifying ACES in a timely manner, may result in suspension of interpreting services. Services may be reinstated once you meet with ACES staff to review ACES policies and procedures, and will be determined on a case-by-case basis.

ACES also provides ASL interpreters upon your request, free of charge, for visiting family and friends who communicate using sign language, when attending Oregon Tech-sponsored events and activities. If you wish to arrange ASL services for private, non-Oregon Tech related events, for which you are responsible for payment, you may contact ACES staff for qualified interpreters.

For Deaf or hard of hearing individuals interested in transcribing services, please refer to Transcribing Services below.

### **Communication Access Services – Transcription Services**

Any eligible individual who may or may not use ASL as a primary source of communication, may request transcription services from ACES. ACES contracts with local transcription vendors to provide services at events and in settings such as classes, labs, meetings with faculty or staff, commencement ceremonies, and other Oregon Tech functions. Transcribing services for non-academic settings will be discussed on a case-by-case basis.

Any request for transcription services must be submitted in a timely manner. Within reasonable limits, ACES will strive to accommodate your request. ACES staff will meet with you to discuss your communication needs, as well as delivery of edited notes following classes. After transcription services have been assigned, ACES will contact each instructor, letting them know that student(s) needing transcription services are enrolled in their class, and that transcription services will be utilized. Each instructor will be educated on best practices when teaching students who are Deaf/hard of hearing and when using transcription services. Similar to arranging for ASL interpreter for events outside of the classroom, ACES will communicate with the person responsible for the event to facilitate transcription services.

You are responsible for contacting ACES if you do not plan on attending class or other scheduled events for which transcription services have been arranged. A 24-hour advanced notice is preferred, though understandably, some emergency situations may not allow for such notice. However, failing to attend three classes for which transcription services have been arranged for you, without notifying ACES in a timely manner, may result in suspension of transcription services. Services may be reinstated once you meet with ACES staff to review ACES policies and procedures, and will be determined on a case-by-case basis.

### **Classroom Relocation**

Due to the age and design of some buildings on the Klamath Falls campus, portions of the buildings are not accessible to students with mobility impairments. To ensure that classrooms and laboratories on campus are accessible, ACES will work with appropriate personnel to move classes to more accessible locations, as needed. If you need to access faculty or departmental offices in inaccessible areas, contact ACES as soon as possible for potential alternatives that are accessible. Just like requesting any other accommodations, please plan ahead and contact ACES right away, if you anticipate any issues with structural accessibility.

### **Flexible Attendance Policy**

If you have a qualifying condition(s) that may affect your ability to attend class, such as episodic medical needs that require unforeseen hospitalization, please contact us right away. Flexible attendance is meant to be used only as needed and is not meant to excuse repeated and/or unannounced absences. If you have a condition(s) that may require Flexible Attendance

accommodations, we highly recommend that you speak with your faculty at the beginning of the term about your potential needs.

### **Extended Time for Assignments and Projects**

If you have chronic and/or recurrent conditions that may require due date accommodations, please contact ACES right away. At times, extended deadlines on specific assignments or projects may be a reasonable adjustment to course policies, should you experience worsening medical/mental health condition(s). ACES will assist you in reasonable accommodations in your due dates, whenever appropriate.

Extended due dates are determined on a case-by-case, course-by-course basis. If you anticipate, or have begun to experience, an exacerbation of your condition(s) which could lead to missing a deadline, notify ACES right away. We make every attempt to grant accommodations in a timely manner, but some last-minute requests may not be met due to time limitations. We cannot grant anything retrospectively, so it is crucial to communicate your needs as soon as possible.

**PLEASE NOTE: Extended time for assignments may not apply to group work or hard deadlines.**

We highly recommend our students to speak with their professors at the earliest opportunity regarding extended due dates. You must request assignment extensions prior to the original due date and propose an alternate due date within the perimeters of the accommodation and course requirements. If the proposed alternative due date is approved, you are responsible for submitting your assignment by that time to avoid a grade penalty.

### **Note-Taking Accommodations**

Note taking accommodations are available to students who have a hearing impairment, hand-function limitations, a learning disability that affects written expression, or a visual impairment. Other conditions may be eligible for this accommodation. Contact ACES with your questions.

### **Copies of Peer's Notes**

Peer-to-Peer note-taking services are only provided to students when audio notes are not an appropriate/reasonable accommodation. Contact us if you have any questions.

### **Audio Note-Taking Software**

When using audio note-taking software, please respect the privacy of your classmates, and only use your notes for the intended coursework. All students have their right to privacy under FERPA. Since your classmates' voices may end up in your recorded lectures, it is your responsibility to make sure these recordings are used only for educational purposes, for the class in which they were taken. Any other use is a violation of FERPA. Contact ACES for audio note-taking software options.



### **Equipment Loan Opportunities**

ACES has some items available for loan. Supplies are limited, and are provided based on need, and a first-come/first-serve basis. Please contact us if you would like to borrow any of the following:

- Laptops
- iPads
- SmartPens
- Digital Recorders

### **Services to Students with Temporary Impairment**

Sometimes, temporary impairment will require short-term accommodations, including but not limited to fractures limiting functional mobility, or recovering from surgery. Services may include temporary classroom relocation, temporary access to assistive technology, temporary note-taking and/or exam accommodations, and accessible transportation and/or temporary disability parking. Please contact ACES for more information.

### **COVID-19 Related Accommodations**

Please contact ACES staff with specific COVID-19 related requests.

### **Confidentiality and Disclosure**

Oregon Tech is a very accepting community, and our faculty are committed to their students' academic success. ACES serves as an intermediary between faculty and students with disabilities during the accommodation process. We encourage our students to reach out to us right away if an issue arises, as well as speaking directly with your faculty and instructors regarding your questions, depending on your comfort level.

ACES functions on a need-to-know basis when it comes to disclosures: ACES releases the minimum amount of information necessary in order to facilitate your accommodation requests. When you make a request through ACES, you permit ACES to disclose to your faculty that you have a condition which qualifies you to receive accommodations. We do not disclose the nature of your disability unless you provide explicit permission to do so. At times, ACES may recommend that you share more information regarding your disability with your faculty and staff, so they can better understand how to help you achieve equal access. However, it is purely up to you if you wish to disclose your qualifying condition(s). ACES is committed to ensuring that all information regarding a student's disability is kept in accordance with state and federal laws. When you apply for services through ACES, no one except the ACES staff has automatic access to your records. The ACES staff is a part of the Center for Academic Resources and Engagement Services (CARES) on the Klamath Falls campus, and part of Student Services on the Portland-Metro campus, and work very closely with other CARES/Student Services staff to make sure

student accommodations are implemented effectively. As a result, CARES/Student Services staff are considered part of the ACES team, and pertinent student information may be disclosed to CARES/Student Services staff beyond the need-to-know basis with faculty and staff outside of CARES/Student Services.

Disclosure exists on a continuum ranging from minimum to full disclosure of disability documentation. For example, an Oregon Tech faculty confirming that a student is receiving ACES services based on documented needs, is considered minimum discloser that the student has qualifying condition(s) per ADA definitions. In order to facilitate our students receiving their accommodations, ACES routinely confirms that our students have documented disabilities.

Moving along the continuum, discussing the specific nature of a disability (e.g., specific learning disability, low vision, epilepsy, etc.) and the rationale for the requested accommodation would be a more comprehensive disclosure. The purpose of the more comprehensive disclosure is to assist faculty to better understand the rationale for, and facilitate best implementation of, specific accommodations.

Finally, full disclosure would be disclosing specific and detailed information regarding a student's disability. For example, providing a copy of a psycho-educational report or medical records would constitute full disclosure of disability documentation. ACES does not provide full disclosure of disability documentation to faculty. If you would like to sign an authorization form for us to release your documentation to another institution for disability-related services, please see your ACES advisor.

### **Grievance Procedure**

Oregon Tech is committed to providing an academic and employment environment free from discrimination on the basis of gender (including sexual harassment), disability, race (including racial harassment), color, religion, ethnic or national origin, sexual orientation, gender identification, pregnancy, veteran's status, or age. This commitment is in support of the responsibilities mandated by Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Sections 503 and 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975; the Americans With Disabilities Act (ADA) of 1990; the Civil Rights Acts of 1991 and 1996; Oregon Revised Statutes, Chapter 659; and Oregon Tech policy and philosophy.

While individuals with discrimination-related complaints may, by law, file complaints at any time with external enforcement agencies, Oregon Tech encourages persons with complaints to utilize the following internal complaint procedure before filing a complaint with another agency. We encourage our students to first attempt an informal resolution of the complaint by bringing it to the attention of the person who has allegedly acted in a discriminatory manner, as well as information your ACES advisor of this situation as soon as possible. Should the situation fail to reach a resolution, the next step would be to address the concern with the individual's supervisor, which in the case of faculty, would be the department chair. If you have any questions on the informal resolution process, contact your ACES advisor and/or the ADA Compliance Officer.

The ADA Compliance Officer serves as a resource for potential student grievants, providing resolution, mediation, and investigation functions in the handling of complaints of discrimination based on

disability. If you believe you were denied your rights to an accessible and equitable education based on your disabilities, you may file your grievance with Oregon Tech’s ADA Compliance Officer, Tanya Coty. In order to file a complaint or grievance related to discrimination based on disability, you must first have established yourself as an ACES student, with documentation supporting your qualified condition(s). A formal complaint must be filed in writing or as an audio or video tape recording. The complaint must contain the name and address of the person filing the complaint, and a brief description of the alleged violation(s) of regulations and/or law. If you need guidance on what constitutes discriminatory harassment and the potential consequences of engaging in such behavior, please refer to “Student Conduct Code” as set forth in the current edition of the Oregon Tech Student Handbook. If you need assistance in documenting your complaint, contact Tanya Coty, ADA Compliance Officer.

Members of the public who believe they have been subjected to illegal discrimination based on disability are urged to contact the ADA Compliance Officer. Applicants for admission or employment at Oregon Tech, and those attending or wishing to attend events on Oregon Tech property, may be considered members of the public. Complaints alleging other illegal but non-disability related discrimination are referred to appropriate state and federal agencies, primarily the Oregon Bureau of Labor and Industries, the U.S. Department of Education, and the U.S. Equal Employment Opportunity Commission.

#### **Formal complaint filing and resolution**

Complaints alleging discrimination based on disability are to be filed within 180 calendar days following the alleged discriminatory act, or the date on which the complainant knew or reasonably should have known of said act. These time limits may be extended with the approval of the ADA Compliance Officer.

The ADA Compliance Officer shall conduct an appropriate investigation following the filing of a complaint. This grievance procedure contemplates timely and thorough investigation, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to the complaint. In the event that a potential or actual conflict of interest exists, the ADA Compliance Officer shall remove themselves from the investigation, and a third party shall be designated by the President or the appropriate Vice President to conduct the investigation.

### **Visiting and Living on Campus**

#### **Campus Orientation**

For students who are blind, have low vision, or mobility impairments, learning a new environment can be challenging. ACES will assist these students in navigating Oregon Tech’s campus, including accessible features such as ramps, curb cuts, handicap parking, etc. If you are interested in this service, contact ACES prior to coming to campus.

### **Accessible Parking**

There are accessible parking spaces on campus for those that have a temporary or state disability placard. Students and employees seeking disabled parking permits should obtain them from the Department of Motor Vehicles (DMV).

#### **Klamath Falls**

Students may go to the Integrated Student Health Center (ISHC) for assistance with completing the DMV form. Per Parking Services Police, persons displaying a state-issued Disabled Person Parking Permit are authorized to park in any valid parking space on campus in addition to parking in designated ADA spaces with an accompanying valid Oregon Tech parking permit. For more information on accessible parking, contact Parking Services at (541) 885 - 1551.

#### **Portland-Metro**

There is accessible parking at the Portland Metro Campus' North and East entrances. A DMV placard is required. No other parking permits required on PM campus.

### **Accessible Housing**

Students with disabilities who need wheelchair accessible housing, single room assignment, or those that will need special equipment, should contact ACES at the earliest opportunity, to ensure your needs are met when you arrive on campus.

### **Personal Care Attendants**

The hiring, supervision of, and payment to personal care attendants are the responsibility of the student needing attendant services. ACES will assist students in locating applications for personal care attendances. Those interested in hiring a personal care attendant can publicize the employment opportunity on the Handshake website and other avenues in the community.

Students living in the Residence Hall or in the Village, who have a live-in care attendant, can negotiate a reduced living cost for the attendant with the Housing and Residence Life Office. Live-in attendants who are not students may also be able to purchase a meal plan.

### **Service Animals and Emotional Support Animals**

Oregon Tech is committed to compliance with Section 504 of the Rehabilitation Act of 1973 and the ADA. Individuals with disabilities shall be permitted to be accompanied by their Service Animal (Dog) in all areas of Oregon Tech where guests, members of the public, and participants in services, programs, or activities, are allowed.

ACES will determine, on a case-by-case basis, and in accordance with applicable laws and regulations, whether individual requests for Emotional Support Animals (ESAs) are reasonable accommodations. Please contact ACES with your ESA request.

## **Medical and Mental Health Services**

### **Integrated Student Health Services**

The Integrated Student Health Center (ISHC), located at the main campus in Klamath Falls, provides general medical care for illnesses and accidents, medical referral, counseling and wellness programs.

The medical aspect of our clinic operates similarly to a community primary care office. ISHC staff are able to diagnose, treat, and prescribe medication for everyday health issues, and can refer students to specialists for more complex medical concerns. Students experiencing an emergency are encouraged to go directly to Sky Lakes Medical Center, located across the street from Oregon Tech's campus, at **NO COST** for students who are registered for 6 or more credits, who have paid the Student Health Fee. Sky Lakes also provides low-cost medications, laboratory services, and minor procedures.

### **Medical Care Services Available at ISHC**

- Acute Illness and Injury Care
- Birth Control
- Chronic Disease Management
- Immunizations
- Laboratory Services
- Men's Health Care
- Minor Surgical Procedures
- Over the Counter Medications
- Physical Exams
- Prescriptions
- Sexual Orientation Issues
- STD's & Confidential HIV Testing
- Wart Treatment
- Women's Health Care

### **Counseling Services**

Counseling services are offered at the ISHC, in front of the Sustainable Village on the Klamath Falls campus, and virtually for Portland-Metro students. Counselors offer personal, educational, and crisis counseling to students. Sessions are private and confidential. All students are eligible for a free assessment session. Depending on a student's presenting concerns and the resources available, ongoing counseling is available free of charge to students enrolled in six or more on-campus credits and who have paid the Student Health Fee. Sometimes students are referred to services off-campus to better address their needs.

## **Frequently Asked Questions**

### **What are my responsibilities as a college student?**

It is your responsibility to identify yourself to ACES and to provide professional documentation of the disability in order to qualify for academic accommodations. Accommodations can be provided only after these conditions are met. In general, the less obvious the disability, the more information is needed.

It is your responsibility to submit your request(s) via AIM for your selected class(es), **every term**. We highly recommend requesting your accommodations **prior to the first major assignment and/or exam**, as **we cannot grant any accommodations or services retrospectively**.

Students with disabilities take the same responsibility for their education as non-disabled students. This includes fulfilling the same academic standards and classroom expectations as your peers.

### **Is the process different from high school?**

Yes. The laws that apply to kindergarten through twelfth grade are different from those applicable to post-secondary institutions. While primary and secondary schools are required to identify students with disabilities, **college-level student must take the responsibility to contact ACES** regarding their needs. Accommodations recommended, approved, and provided by Oregon Tech may differ from those in high school.

### **When do I notify Oregon Tech that I will request accommodations?**

Although students with disabilities will not be asked to identify themselves prior to admission to Oregon Tech, those students requesting accommodations must verify their needs with ACES prior to the completion of registration.

### **I forgot to tell anyone about my disability when I registered for classes. Can I still request accommodations?**

Yes. However, there may be some delay in providing full accommodations, as you are expected to go through the same application process as all other ACES students.

### **Will every student with a disability receive accommodations?**

No. Legally, disability-based accommodations are granted on a case-by-case basis. Some students with disabilities will not need accommodations. ACES will determine final accommodations based on documented, individual, needs.

### **Is there a charge for standard ACES services?**

Not to the student. However, some accommodations and services do require funding. You may be encouraged to apply to the Vocational Rehabilitation Division (DRV) and/or other agencies for possible assistance.

**What is the time frame for requesting accommodations?**

We make every effort to provide our students with timely accommodations. To help us best serve you, please submit your application, documentations, and requests in a timely manner.

**Where can I obtain documentation of a disability?**

If you received accommodations during high school or at another institution of higher education, you can authorize the institution to release a copy of your most recent testing and/or medical information, describing your qualifying condition(s), and accommodations that were provided.

You can also request your medical and/or mental health provider to fill out our Provider Attestation Form, detailing how your qualifying condition(s) affect you, and what specific recommendations they made for academic accommodations.

**Does Oregon Tech provide attendant care or transportation?**

No. You are responsible for your own attendant and transportation, according to the ADA. Accessible public transportation is available to Oregon Tech.

**I am transferring to another college, and they need my disability documents. How do I get those to my new institution?**

You have 2 options:

- 1) Go into your AIM profile, and directly download your documents for your new institution.
- 2) If you no longer have access to AIM, or for any reason, cannot locate your documentation, complete "Authorization to Release Information", which give us the authorization to send your documentation to your new institution. Contact your ACES advisor for this form, and to provide us with the necessary contact information at your new institution.

**Additional Campus Resources****Peer Consulting (Tutoring) Services**

Klamath Falls  
Library - LRC  
541-851-5226

Portland-Metro  
portland@oit.edu

**Testing Center**

Klamath Falls  
testing@oit.edu  
541-885-1790

Portland-Metro  
testing@oit.edu

**Integrated Student Health Center**

Klamath Falls  
541-885-1800

**Counseling Services**

Klamath Falls  
Integrated Student Health Center  
541-885-1800

Portland-Metro  
541-885-1800

**Tech Opportunities Program (TOP)**

Klamath Falls  
LRC 222  
541-885-1631

**Career Services**

Klamath Falls  
541-885-1023

Portland-Metro  
503-821-1316

**Financial Aide**

Klamath Falls  
College Union, 1<sup>st</sup> floor  
541-885-1280



**ADA Compliance Officer**

Klamath Falls  
Tanya Coty  
LRC 225  
541-885-1790

**Title IX Officer**

Klamath Falls  
541-885-0182

**Office of Student Affairs**

Klamath Falls  
VP for Student Affairs and Dean of Students  
College Union 217  
541-885-1013

**Student Code of Conduct**

<https://www.oit.edu/docs/default-source/Student-Affairs-/student-handbook/student-conduct-code.pdf>