KLAMATH
Community College

Civil Rights Review 2024

April 2024

METHODS OF ADMINISTRATION CHECKLIST

Gail Schull, Vice President of Student Affairs

Table of Contents

Section 1: ADMINISTRATIVE

1-1 Statement of Assurance

The community college must have signed Statements of Assurance on file indicating they will comply with Title VI, Title IX, and Section 504.

REQUIREMENT:
A formal Statement of Assurance signed by the college is on file.

☐ A Statement of Assurance is available. Check all that apply:
- o Perkins Plan
- o General Fund
- o Other:

SOCTEC Region 8 Consortium Member Assurances
As a member of the Region 8 consortium I/we agree and commit to:

1) Provide and ensure the regular participation and attendance of a representative on the Southern Oregon Career Technical Education Consortia (SOCTEC), to include: regular monthly meetings, and ongoing collaboration with all district CTE instructors and their Programs of Study (POS).

2) Supporting the efforts of district CTE teachers and POS to provide quality and meaningful instruction (relevant and rigorous content, a safe and engaging environment, and qualified staff) by ensuring that:
   A. Local planning and funding requests will reflect the priorities set forth by the Carl D. Perkins CTE Act of 2006, and the ODE State Plan for Career and Technical Education 2021-2022
   B. Funds will be expended for grades 9-14 **approved** Programs of Study (POS) to improve, enhance, expand, or supplement, but cannot be used to maintain or sustain POS.
   C. There is course and program alignment to industry standards and post-secondary education or career opportunities.
   D. There is rigorous academic content, dual credit when possible, equitable access to all students, continuous improvement using quality data, student support at multiple levels, professionally developed and appropriately licensed instructors, opportunity for student leadership and quality assessment of student academic and technical skills achievement.

3) Expenditures will comply with the federal Perkins Section 135, state and local guidelines, regarding the purchase, use, disposal & inventory procedures outlined in the **Fiscal Guide** section of the consortium handbook. As all equipment purchased with Perkins funding belongs to the consortium, if a POS is discontinued members of the consortium

will determine its future allocation and use.

4) All of the reporting and data collections required by the ODE will be furnished by established deadlines, including the Annual Fall Program Update and the Spring Data Report. Support and concerted effort and consideration will be made to identify and re-test CTE 11th and 12th grade **Concentrators** who have yet to meet the OAKS (state standards) for reading, writing and/or math.

5) Support the consortium's efforts to invest 15% of our Perkins allocation for professional development of teachers and staff that directly support their efforts.

Carl D. Perkins Career and Technical Education Act of 2006 & the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Statement of Assurances

This assurance must be submitted before local consortium allotments are released:

By my signature, I am assuring that in my buildings:

1. We will comply with the provisions, regulations, and rules of the *Carl D. Perkins Career and Technical Education Act of 2006* and the *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*.
2. We will use federal funds to supplement the buildings CTE Programs of Study and will not use federal funds to supplant existing funds or reduce general or other funds.
3. We will provide, on request, complete and accurate data as required.
4. We will comply with all applicable assurances for Federal Grant Funds.
5. Funds will be expended for grades 9-14 Programs of Study which meet Foundation Criteria: Aligned to careers, equitable access, Aligned to CTE standards, Continuous Improvement, and Appropriately CTE-licensed instructors.
6. That expenditures will comply with the federal Perkins Section 135 and other state and local guidelines, including the purchasing & inventory procedures outlined in the Fiscal Guide of this handbook;
7. That all of the reporting and data collections required by the Oregon Department of Education will be furnished by established deadlines, including assisting the Regional Coordinator with the Annual Program Review in the Fall, and submitting program data collection in the Spring.
8. Will give the regional coordinator access to confidential and personally identifiable student data relating to the implementation of career and technical education programs.
9. That State & Federal Assurances will be followed; and
10. That the local budget will reflect the following priorities set forth by the Southern Oregon Career & Technical Consortium (SOCTEC) and required by the *Carl D. Perkins Career & Technical Education Act of 2006*, the *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*, and the Oregon State Plan 2020-2024:
    A. To improve and/or supplement "approved" 9-12 Programs of Study, or the Development of middle school career exploration and training

B. To invest 15% of our building Perkins allocation in professional development
C. To demonstrate strategic investment by utilizing funds for programs whose teachers are actively working to improve their Programs of Study by: attending appropriate professional development, providing opportunities for student leadership, providing secondary and post-secondary content (articulation of credits when possible), and working towards a standards-based program of integrated academic & technical skill content culminating in a technical skills assessment.

I have read and agree to comply with the stipulations addressed in this document.

Name of Member District: **Ashland School District**

Mark Miller
Digitally signed by Mark Miller
Date: 2023.06.07 15:52:34 -07'00'

6-12-23

Superintendent

Ashland School District

I have read and agree to comply with the stipulations addressed in this document.

Name of Member District: **Butte Falls Charter School/District**

Dr. Phil Long – Superintendent

I have read and agree to comply with the stipulations addressed in this document.

Name of Member District: **Eagle Point School District**

DocuSigned by:

Andy Kovach

6C2DE014B615488...

Andy Kovach – Superintendent

DocuSigned by:

Traci Dulany

8CA38D31E9114F7...

Traci Dulany – SOCTEC Representative

I have read and agree to comply with the stipulations addressed in this document.

Name of Member District: **Grants Pass School District**

DocuSigned by:

Tim Sweeney

2BBBEE762C3E484...

Tim Sweeney – Superintendent

DocuSigned by:

Trisha Evens

90AE6A37FF87442...

Trisha Evens – SOCTEC Representative

I have read and agree to comply with the stipulations addressed in this document.

Name of Member District: **Klamath City School District**

DocuSigned by:

keith Brown

92DD00E954D0402...

Keith Brown – Superintendent

DocuSigned by:

Nat Ellis

33DDEA881540415...

Nat Ellis – SOCTEC Representative

I have read and agree to comply with the stipulations addressed in this document.

Name of Member District: **Klamath County School District**

Glen Szymoniak
Digitally signed by Glen Szymoniak
Date: 2023.05.19 13:10:05 -07'00'

Glen Szymoniak – Superintendent

Tammy Ahalt
Digitally signed by Tammy Ahalt
Date: 2023.05.19 08:36:48 -07'00'

Tammy Ahalt – SOCTEC Representative

I have read and agree to comply with the stipulations addressed in this document.

Name of Member District: **Phoenix/Talent School District**
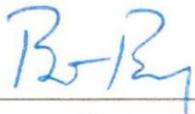
Brent Barry – Superintendent

Tami Ingwerson
Digitally signed by Tami Ingwerson
Date: 2023.05.31 13:57:12 -07'00'

Tami Ingwerson – CTE Representative

I have read and agree to comply with the stipulations addressed in this document.

Name of Member District: **Prospect Charter School/District**

Dave Stone – Superintendent   5-22-23

Payton Wolfe – SOCTEC Representative   5-22-23

I have read and agree to comply with the stipulations addressed in this document.

Name of Member District: **Rogue River School District**

Patrick Lee – Superintendent

Brian Pannell – SOCTEC Representative

I have read and agree to comply with the stipulations addressed in this document.

Name of Member District: **Three Rivers School District**
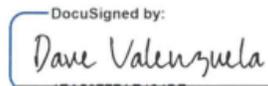
Dave Valenzuela – Superintendent
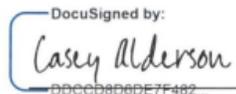
Casey Alderson – SOCTEC Representative

Name of Member Agency: **Klamath Community College**

Dr Roberto Gutierrez – President

Christopher Stickles – SOCTEC Representative

Name of Member Agency: <u>Southern Oregon Education Service District</u>

Brian Robin – Region 8 CTE Coordinator

<div style="background-color:gray">1-2 Civil Rights Coordinator Positions</div>

The community college must have Civil Rights Coordinators in place to coordinate and monitor the school's compliance with state nondiscrimination laws, Title IX, and Section 504 and to respond to questions and concerns.

REQUIREMENT:

The college designated at least one employee to coordinate and monitor its compliance with responsibilities under state nondiscrimination laws, Title IX, and Section 504.

Name, Title, Job Description is available for:

☐ Title II (ADA) Coordinator
☐ Title IX Coordinator
☐ Section 504 Coordinator

Please see web directory of examples: Appendix Section 1

CRA 1-2 Job Description

1-3 Training for Civil Rights Coordinators

All Civil Rights Coordinators must have training regarding their responsibilities under state nondiscrimination laws, Title IX, and Section 504.

REQUIREMENT:

Training certifications are available for the following people, each having completed training for all applicable civil rights laws:

- ☐ Title II (ADA) Coordinator
- ☐ Title IX Coordinator
- ☐ Section 504 Coordinator

Please see web directory of examples: Appendix Section 1

CRA 1-3 Training Cert Coordinator.pdf

1-4 Independent Decision Maker and Investigator

In addition to the Title IX Coordinator, federal statute requires that a school also designate and train a decision maker and investigator (two different people) to respond to complaints of sexual harassment.

REQUIREMENT:

The college has designated and trained at least one decision maker and one investigator to respond to complaints of sexual harassment.

Title IX training is posted for staff.

Name, Title, Job Description is available for:

- ☐ Decision Maker
- ☐ Investigator
- ☐ Hearing Officer

Training certification is available for:

- ☐ Decision Maker
- ☐ Investigator
- ☐ Hearing Officer
- ☐ Title IX training is posted

Please see web directory of examples: Appendix Section 1

CRA 1-4 Job Description.pdf

CRA 1-4 Training Cert Investigator.pdf

Section 2: Notice, Policy, and Procedure

2-1 Continuous Notice of Nondiscrimination

All community colleges must provide continuous notice stating that it does not discriminate. As state and federal civil rights laws contain minor differences in the required content of these notices and the methods used to publish them, schools are encouraged to publish a combined nondiscrimination statement that covers all requirements of state and federal laws.

REQUIREMENT:

The college's nondiscrimination notices include:

- A statement that specifies the basis for nondiscrimination, including race, color, national origin, age, disability, sex, (sexual orientation, gender identity, marital status, and religion state required)
- The name, title, physical address, email address, and telephone number of the Title IX Coordinator, Section 504 Coordinator, and Title II of the ADA Coordinator.

Notices of nondiscrimination are available in each of the following ways:

- ☐ School webpages
- ☐ Student and staff handbooks
- ☐ Announcements
- ☐ Course Catalogues
- ☐ School Newsletters
- ☐ Academic Calendars
- ☐ Employment Applications
- ☐ Available in languages of community
- ☐ Other:

School webpages

At the bottom of the webpage, we have the following statement and link:
Klamath Community College is an Affirmative Action / Equal Opportunity / Veteran / ADA Institution. Read the full statement here.

Equal Opportunity Statement
Klamath Community College is an Affirmative Action / Equal Opportunity / Veteran / ADA Institution.

It shall be the policy of the Klamath Community College District to affirm the rights of all individuals to equal education, activities, facilities, and employment without regard to age, sex, disability, national origin, race, marital status, religion, or sexual orientation in accordance with federal and state laws. Klamath Community College complies with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, and any amendments thereto.

Inquiries or grievances concerning the application of these laws and regulations to the College may be directed to the Klamath Community College executive director of Human Resources at 7390

South 6th St., Klamath Falls, OR 97603 or at 541-882-3521; or to the director, Office of Civil Rights, U.S. Department of Education, Washington D.C. 20201.

Any person who would like more information regarding Klamath Community College's Title II, VI,VII, IX program implementation can contact KCC's Institutional Compliance Officer at the address noted below.

Additionally, any person who believes they have, individually or as a member of any specific class of persons, been subjected to discrimination on the basis of race, color, national origin, sex, age, disability, income level or limited English proficiency, or who feels they have, has the right to file a formal complaint. Any such complaint must be in writing and submitted within 180 days following the date of the alleged occurrence to:

Joshua Guest, executive director of Human Resources and general counsel, Title VI program officer.

Klamath Community College
7390 South 6th Street
Klamath Falls, OR 97603
Phone: 541-880-2203
Email: guestj@klamathcc.edu

Accommodations

If a person with a disability needs assistance in order to attend or participate in a College event or meeting, please notify the disability specialist at 541-882-3521 within 72 hours of the meeting.

Announcements

Student Handbook
Non-Discrimination
Klamath Community College affirms the rights of all individuals to equal education, activities, facilities, and employment without regard to age, sex, gender, disability, national origin, race, color, marital status, religion, or sexual orientation in accordance with federal and state laws. KCC complies with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and any amendments. Inquiries or grievances regarding student matters are routed to the Student Conduct Officer and Title IX officer.

Complaints regarding employee matters are routed to the executive director of legal and Human Resources. The Title IX Officer and/or the executive director of legal and Human Resources can be reached at 7390 South 6th St., Klamath Falls, OR 97603, or at 541-882-3521. Persons can also contact the Office of Civil Rights, Department of Education, at 915 Second Ave. Room 3310, Seattle, WA 98174-1099.

Catalog 2023-24
Klamath Community College Non-Discrimination and Equal Opportunity Policy
It shall be the policy of the Klamath Community College District to affirm the rights of all individuals to equal education, activities, facilities, and employment without regard to age, sex, disability, national origin, race, marital status, religion, or sexual orientation in accordance with federal and

state laws. Klamath Community College complies with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, and any amendments thereto.

Inquiries or grievances concerning the application of these laws and regulations to the College may be directed to the Klamath Community College's Executive Director of Human Resources and General Counsel at 7390 South 6th St., Klamath Falls, OR 97603 or at 541-882-3521 or to the Director, Office of Civil Rights, U.S. Department of Education, Washington D.C. 20201.

Languages spoken in Oregon - https://data.census.gov/profile/Oregon?g=040XX00US41

Types of Language Spoken at Home in Oregon S1601

English only 84.7%

Spanish 9.0%

Other Indo-European languages 2.5%

Asian and Pacific Islander languages 3.0%

Other languages 0.7%

Academic Calendars

Academic Calendar on the KCC website
Academic calendar in catalog

Employment Applications

KCC Job listings

Please see web directory of examples: Appendix Section 1
CRA 9-1 KCC Application.doc

2-2 CTE Annual Public Notice of Nondiscrimination

Prior to the beginning of each academic year, the college must advise students, parents, employees and the general public that all career and technical educational opportunities will be offered without regard to race, color, national origin, sex, sexual orientation, gender identity, or disability.

The notice must include a brief summary of program offerings and admission criteria and the name, office address, and phone number of persons designated to coordinate compliance under Title IX and Section 504.

If a recipient's service area contains a community of national origin minority persons with limited English language skills, public notification materials must be disseminated to that community in its language and

the school must take steps to assure that the lack of English language skills will not be a barrier to admission and participation in CTE programs.

REQUIREMENT:

The college's nondiscrimination notice, in multiple languages, includes:
- Brief summary of program offerings and admission criteria
- Name and contact information of designated Title IX and Section 504 coordinators
- Title IX and Section 504 compliance activity
- Statement that the lack of English language skills will not be a barrier to admission and
- participation in CTE classes and activities.

The College's nondiscrimination notice includes:
- ☐ Brief summary of program offerings and admission criteria
- ☐ Name and contact information of designated Title IX and Section 504 coordinators
- ☐ Title IX and Section 504 compliance activity
- ☐ Statement that the lack of English language skills will not be a barrier to admission and participation in CTE classes and activities
- ☐ Availability in multiple languages

From [Klamath Community College's Catalog](): (page 1)
Klamath Community College Non-Discrimination and Equal Opportunity Policy

It shall be the policy of the Klamath Community College District to affirm the rights of all individuals to equal education, activities, facilities, and employment without regard to age, sex, disability, national origin, race, marital status, religion, or sexual orientation in accordance with federal and state laws. Klamath Community College complies with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, and any amendments thereto.

Inquiries or grievances concerning the application of these laws and regulations to the College may be directed to the Klamath Community College's Executive Director of Human Resources and General Counsel at 7390 South 6th St., Klamath Falls, OR 97603 or at 541-882-3521 or to the Director, Office of Civil Rights, U.S. Department of Education, Washington D.C. 20201.

[Please see web directory of examples: Appendix Section 2](#)
CRA 2-2 Title IX Campus Poster.PDF

2-3 Complaint Procedures: Discrimination and Sexual Harassment

The college shall adopt and publish a grievance procedure providing for prompt and equitable resolution of student and employee complaints alleging any discrimination based on sex or disability.

Under Title IX, the published notice must include how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the recipient will respond.

Under the Title IX Final Rule, a live hearing with cross-examination is required for post-secondary institutions.

REQUIREMENT:

- The community college notifies all students, parents, employees, and third parties about the discrimination complaint policy and procedure and sexual harassment policy and procedure.
- All policies and procedures comply with current law.

This is evident in:
- [ ] Policy
- [ ] Availability in multiple languages
- [ ] Policies prohibiting discrimination
- [ ] Discrimination Complaint Procedures readily accessible
- [ ] Complaint procedures for Sexual Harassment aligned with new Title IX requirements
- [ ] Samples of notice
- [ ] Data on staff and student complaint

Please see web directory of examples: Appendix Section 2

CRA 2-3 3410 BP Nondiscrimination.pdf
CRA 2-3 General Grievance Procedure – Employee Handbook.pdf
CRA 2-3 Grievance Procedure BP 7355.pdf
CRA 2-3 Report an Incident-Complaint.pdf

KCC Concerns/Incident

Section 3: SERVICES FOR STUDENTS WITH DISABILITIES

3-1 Services for Students with Disabilities

No qualified person with a disability may be excluded from, denied benefits of, or subjected to discrimination in any course, program, or activity.

REQUIREMENT:

The college does not restrict access for students with disabilities to schools, programs, services, and activities because of architectural barriers, equipment barriers, the need for related aids and services, or the need for auxiliary aids.

Items checked below are in compliance:

☐ Inspection of facilities
☐ Data demonstrating equitable access and treatment of students with disabilities (e.g., graduation, enrollment, examples of accommodation, etc.)
☐ Accommodations training for staff
☐ Course requirements
☐ Admissions process
☐ Counseling/advising
☐ Handbook for Student Services
☐ Policy and procedure for examining new admissions applications and new proposed programs
☐ Other:

Website for Accessibility Services

KCC 2023-24 Catalog - Admissions
KCC 2023-24 Catalog – Course Descriptions/Requirements

Please see web directory of examples: Appendix Section 3
CRA 3-1 Accessibility Access Presentation

CRA 3-1 Disability Services application

CRA 3-1 Disability Service Request

3-2 Policy and Procedure for Ensuring Equitable Access for Students With Disabilities

No student with disabilities shall be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives federal financial assistance. The college must establish and implement policies and procedures that ensure equitable access for students with disabilities.

REQUIREMENT:

College implements policies and procedures ensuring equitable access for students with disabilities to programs, services, and activities. The College must place secondary level students with disabilities in the regular educational environment of any career and technical education program to the maximum extent appropriate to the needs of the student.

This is evident in:
- ☐ Enrollment data
- ☐ Student and staff handbook
- ☐ Interviews with students and staff
- ☐ Methods for notifying staff/instructors
- ☐ Policies for student clubs and organizations
- ☐ Policy for service animals
- ☐ Policies and procedures (specify)
- ☐ Policy for web-based platforms to meet accessibility requirements
- ☐ Board approved policies for meeting needs of students and staff with disabilities.
- ☐ Other:

Student Handbook

Non-Discrimination

Klamath Community College affirms the rights of all individuals to equal education, activities, facilities, and employment without regard to age, sex, gender, disability, national origin, race, color, marital status, religion, or sexual orientation in accordance with federal and state laws. KCC complies with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and any amendments. Inquiries or grievances regarding student matters are routed to the Student Conduct Officer and Title IX officer.

Complaints regarding employee matters are routed to the executive director of legal and Human Resources. The Title IX Officer and/or the executive director of legal and Human Resources can be reached at 7390 South 6th St., Klamath Falls, OR 97603, or at 541-882-3521. Persons can also contact the Office of Civil Rights, Department of Education, at 915 Second Ave. Room 3310, Seattle, WA 98174-1099.

College Catalog

Special Needs / Disability Accommodations

Reasonable accommodations will be provided upon request if a person has a documented disability. Students may contact the disabilities coordinator at 541-882-3521 or KCC.Disability@klamathcc.edu for information on disability documentation requirements and available accommodations.

KCC Student Handbook

Please see web directory of examples: Appendix Sections 2, 3

CRA 2-1 KCC Employee Handbook

CRA 2-1 BP 3410 Nondiscrimination

CRA 3-3 BP 3420 Equal Employment Opportunity

CRA 3-2 3440 AP Service Assistance Animals.pdf

CRA 3-2 3440 BP Service Assistance Animals.pdf

CRA 3-2 Letter of Accommodation

3-3 Equitable Course Examination

The college ensures course examinations—and other procedures for evaluating students' academic achievements—are administered in such a way that students' aptitudes, achievement levels, or other relevant factors are measured rather than the disability.

REQUIREMENT:

College reasonably accommodates the needs of students with disabilities for testing.

This is evident in:
- ☐ List of available testing accommodations
- ☐ List of accessible testing locations
- ☐ Available accessible software for computers
- ☐ Other:

3-4 Equipment Barriers, Related Aids and Services

A community college may not deny students with disabilities access to career and technical education programs or courses because of architectural or equipment barriers, or because of the need for related aids and services or auxiliary aids.

REQUIREMENT:

Students with disabilities shall not be excluded from career or academic programs, courses, services or activities due to equipment barriers or because necessary related aids and services or auxiliary aids are not available.

Online courses and activities are accessible.

This is evident in:

- [ ] Examples of current and past accommodations
- [ ] Staff and student interviews
- [ ] Enrollment data
- [ ] Policies/requirements for online course accessibility
- [ ] Other:

At Klamath Community College Center for Teaching and Learning, we are committed to ensuring that our website and Learning Management System is accessible to all individuals, regardless of their abilities or disabilities. We strive to make our online presence inclusive, diverse, equitable, and we are dedicated to complying with applicable accessibility laws and standards.

Accessibility Features:

- **Alternative Text:** We provide descriptive alternative text for all meaningful images on our website, enabling users with visual impairments to understand the content.
- **Keyboard Navigation:** Our website is designed to be navigable using keyboard controls, making it accessible to users who may have difficulties using a mouse.
- **Clear Structure and Headings**: We use proper heading structures to organize our content, facilitating screen readers and assistive technologies in understanding the information hierarchy.
- **Consistent Navigation:** Our website employs consistent and intuitive navigation, making it easier for all users to locate the information they seek.
- **Resizable Text:** Users can adjust the text size on our website without losing content or functionality, allowing for improved readability.
- **Captions and Transcripts:** Wherever applicable, we provide captions and transcripts for multimedia content, ensuring that individuals with hearing impairments can access the information presented.
- **Color Contrast:** We maintain sufficient color contrast between text and background, promoting readability for users with visual impairments.

Accessibility Compliance:

Our team is dedicated to meeting Web Content Accessibility Guidelines (WCAG) 2.1 at level AA, as specified by the World Wide Web Consortium (W3C). We regularly review and audit our website to identify and resolve any accessibility issues that may arise.

Feedback and Support:

We value feedback from our users. If you encounter any accessibility barriers while using our website or Learning Management Ssytem have suggestions on how we can enhance accessibility, please contact the Center for Teaching Director, (541) 880-2340, and we will make every effort to accommodate your needs.

Continuous Improvement:

Accessibility is an ongoing commitment at Klamath Community College Center for Teaching and Learning. Our team will continue to strive to improve the accessibility of our website and Learning Management System, employing the latest best practices and technologies to ensure an inclusive digital experience for all users.

Date of Last Update:

This web accessibility statement was last updated on February 27, 2024, reflecting our dedication to maintaining and improving web accessibility standards.

Thank you for visiting Klamath Community College Center for Teaching and Learning. We welcome all users to explore and engage with our website and Learning Management System, and we are grateful for your support in promoting an inclusive, diverse, equitable, and accessible online environment for everyone.

Edis Worden
Center for Teaching and Learning Director
Klamath Community College
Building 3, Room 350
(541)880-2340
worden@klamathcc.edu

3-5 Unlimited Occupational Opportunities for Persons Experiencing Disability

The community college must not deny access to CTE and academic programs or courses to students with a disability on the basis that employment opportunities in any occupation or profession may be more limited for disabled persons than for nondisabled persons.

REQUIREMENT:

The community college does not discourage students with disabilities from participating in programs due to a perceived potential for workplace discrimination.

This is evident in:
☐ Documentation of notes from advising session with students
☐ Counseling and advising information/materials
☐ Enrollment data by program
☐ Placement/follow-up data
☐ Student and staff interviews/surveys
☐ Other:

Section 4: ADMISSIONS

4-1 Student Eligibility

The community college may not develop, impose, maintain, approve, or implement student admission eligibility criteria that discriminates on the basis of race, color, national origin, sex (including gender identity and sexual orientation), or disability.

REQUIREMENT:

The college does not have policies or procedures that may discourage enrollment, or that discriminates on the basis of race, color, national origin, sex, sexual orientation, gender identity, or disability.

This is evident in:
- [ ] College admission forms
- [ ] College admission policies and procedures
- [ ] Enrollment Data
- [ ] Other:

Standalone statement:

KCC has an "open-door" admission policy. As such, the college accepts all applicants over the age of 16 with a General Education Diploma (GED) or high school diploma. Underage students who have not met these requirements are subject to a special admissions process. The college also has a continuous enrollment admission process for students pursuing Adult Basic Education and English as a Second Language. Admission to most programs is on a "first-come, first-served" basis, as long as the students achieve required assessment and placement scores as well as any required prerequisites. New students can begin at the college during any quarter, but some workforce programs may only offer admission during specific quarters. Some of the college's healthcare and workforce programs have a competitive admissions process outlined by each program. Lack of English skills will not be a barrier to admission or participation in education programs.

Student Handbook 2023-24 - Admissions

Online Catalog 2023-24 - Admissions

Klamath Community College Online Application

Please see web directory of examples: Appendix Section 4

CRA 4-1 KCC Yearly Demographics Academic Year 2023-24

CRA 4-1 BP 5011 Admission and Concurrent Enrollment of High School and Other Young Students

CRA 4-1 BP 5010 Admissions and Concurrent Enrollment

CRA 4-1 AP 5010 Admissions and Concurrent Enrollment

4-2 CTE Admission Policies

The community college may not assess candidates for admission to career and technical education programs on the basis of criteria that have the effect of disproportionately excluding persons of a particular race, color, national origin, sex, sexual orientation, gender identity, or disability. If such disproportionate exclusion occurs, the criteria or standards must be validated as essential to participation.

REQUIREMENT:

Demographics of career-technical enrollment reflect demographics of total student pool. If this is not the case, the college shall provide a legitimate non-discriminatory rationale for the discrepancy.

Demographics of distinct CTE programs reflect the demographics of entire school enrollment. If this is not the case, the college provides a legitimate nondiscriminatory rationale.

Admissions policy, procedure, and implementation of career and technical education program enrollment avoid criteria that may disproportionately exclude persons of a particular race, color, national origin, sex, sexual orientation, gender identity, or disability status.

If Admissions criteria *does* disproportionately exclude any protected class it has been validated to be essential to participation**.**

This is evident in:

☐ Admissions policy for career and technical education programs, including description of the admissions process and the admissions application
☐ Procedures and criteria for selective admissions for career and technical education programs (when there are more applicants than can be admitted)
☐ Demographics of rejected applicants by selection criteria
☐ Demographics of selected applicants by selection criteria
☐ Course Catalogues
☐ CTE Program Handbooks
☐ CTE Student Data
☐ Other:

Cosmetology
(Summer 2023 Handbook, pp. 14-18)

PROGRAM REQUIREMENTS

Health Maintenance

The Cosmetology, Barbering and individual fields of practice program(s) and the Cosmetology profession are demanding. Students pursuing a career in Cosmetology, Barbering and individual fields of practice must consider the physical, mental, and emotional requirements to complete the program. Some basic requirements include:

- Managing time demands and work requirements.
- Maintaining one's own health by managing sleep, diet, exercise, and personal/work schedules.
- Managing one's stress and anxiety at a level conducive to physical and emotional health.
- Monitoring and managing one's chronic conditions (e.g., asthma, diabetes, etc.) so the condition does not interfere with one's ability to learn or provide safe patient care.
- Respond positively to mental and emotional stressors related to providing services to clients.
- Respond positively when interacting and communicating with clients and members of the Cosmetology staff and team.
- Avoid elective procedures, if possible, that may result in complications causing student to miss class or clinical hours.

Injury/Illness/Pregnancy
- If a student has a *contagious* illness, fever, diarrhea, open wounds ("weeping" sores, draining wounds unable to be contained by dressings), s/he must not attend class or go to the assigned clinical area. If the student is unsure whether or not s/he should attend clinical (due to a contagious illness), s/he should contact the clinical instructor.
- The condition of pregnancy will not prevent a student from enrollment, admission to, or continuation in the Cosmetology, Barbering, or individual fields of practice program(s). The pregnant student's health and safety is paramount. The clinical/classroom attendance and performance expected of a pregnant student is the same as that expected of any other student. A student must provide a doctor's note clearing them to perform all services required by the course and to be around all chemicals pertaining to cosmetology.
- In the event a student becomes ill, calls in, is unable to complete, or must leave during a clinical shift, a make-up day may be required if space and time is available. If space and time is unavailable, the student may not have an additional opportunity to meet required clinical competencies. The instructors are not required to provide 1:1 skills lab/clinical time on an individual basis. Availability of makeup time is not guaranteed. A student who fails to meet all clinical competencies will fail the course and will not be allowed to progress in the program.
- Following hospitalization, surgical procedure, delivery, or the prescription of medication that could impact the student's ability to safely perform client services care, a medical release from a licensed healthcare provider is requested before the student returns to lab/clinical assignments. The medical release should state that it is safe for the student to assume regular client services and/or classroom/clinical responsibilities without restrictions. If a student's licensed healthcare provider has imposed restrictions that are incompatible with the safe performance of services, that student will be unable to participate in a salon rotation and fulfill competency achievement. Further, if the student's licensed healthcare provider has imposed restrictions that make it impossible for the student to fulfill the obligations and meet the demands of the Cosmetology, Barbering, or individual fields of practice program(s) as described in this handbook, that student may be asked to withdraw from the program.

➢ Cosmetology, Barbering or individual fields of practice students are required to immediately report to the instructor any injury sustained on campus or in their assigned clinical facility. The instructor will assist the student in obtaining treatment, if necessary, and completing the required forms in accordance with institutional policy and KCC policy.

Functional Abilities

There are several personal abilities that are needed to function as a Cosmetologist, Barber and/or individual fields of practice. These are referred to as functional abilities. The U.S. Employment Service (USES) Occupational Analysis Program uses these components to describe the physical activities that an occupation requires of a worker. If, at any time, the student is unable to perform a particular ability, s/he must contact an instructor at his/her earliest convenience. Accommodations may be available to assist students to meet these abilities but are subject to approval by the clinical facilities.

Gross Motor Skills: Move within confined spaces
Maintain balance in multiple positions
Reach above shoulders
Reach below waist (e.g., plug electrical appliance into wall outlet)
Reach out front

Fine Motor Skills: Pick up objects with hands
Grasp small objects with hands (e.g., Acrylic Nail Brush, Cuticle Pusher)
Write with pen or pencil
Key/type (e.g., use a computer)
Pinch/pick or otherwise work with fingers
Twist (e.g., turn objects/knobs using hands)
Squeeze with fingers (e.g., eye dropper)

Physical Endurance: Stand
Sustain repetitive movements
Maintain physical tolerance (e.g., work on your feet a minimum of 8 hours)

Physical Strength: Carry equipment/supplies
Squeeze with hands (e.g., operate fire extinguisher)

Mobility: Twist/bend
Stoop/squat
Move quickly
Climb stairs
Walk

Hearing: Hear normal speaking-level sounds (e.g., person-to-person report)
Hear faint voices
Hear in situations when not able to see lips (e.g. when masks are worn)
Hear auditory alarms (e.g., monitors, fire alarms, call bells)

Visual: See objects up to 20 inches away (e.g., information on computer screen, skin conditions)

See objects up to 20 feet away
Use depth perception
Use peripheral vision
Distinguish color and color intensity (e.g., signs of infection, skin disorders and/or diseases)

Tactile: Feel vibrations (e.g., Use of Nail Drill)
Detect temperature (e.g., skin, solutions)
Feel differences in surface characteristics (e.g., skin turgor, rashes)
Feel differences in sizes, shapes
Detect environmental temperature

Environment: Tolerate exposure to allergens (e.g., latex, chemical substances)
Tolerate strong soaps and disinfectants
Tolerate the sights, sounds, and smells encountered in the salon
environment

Reading: Read and understand written documents (e.g., client record cards)
Read digital displays
Read computer screens

Math: Read and interpret measurement marks (e.g., measurement tapes and
scales)
Add, subtract, multiply, and/or divide whole numbers and fractions
Compute fractions and decimals (e.g., color mixing)

Emotional Stability: Establish professional relationships
Provide client with emotional support
Adapt to changing environment/stress
Deal with the unexpected (e.g., client condition, crisis)
Focus attention on task regardless of distractions in environment
Cope with own emotions and personal stressors
Manage multiple responsibilities concurrently
Cope with strong emotions in self and others (e.g., anger, grief)

Analytical Thinking: Transfer knowledge from one situation to another
Process and interpret information from multiple sources
Analyze and interpret abstract and concrete data
Evaluate outcomes
Solve problems
Prioritize tasks
Use long-term memory
Use short-term memory

Critical Thinking: Identify cause-effect relationships
Plan/control activities for others
Synthesize knowledge and skills
Sequence information
Make decisions independently

Adapt decisions based on new information

Interpersonal skills: Establish rapport with individuals, families, and groups
Respect/value cultural differences in others
Negotiate interpersonal conflict

Communication: Teach (e.g., client/family about home hair, skin and nail care)
Influence others
Direct/manage/delegate activities of others
Speak English
Write English
Listen/comprehend spoken and written word
Collaborate with others (e.g., peers)
Manage information

KLAMATH
Community College

Emergency Medical Technician Program
Course Application

Name_____
(Last)   (First)   (Middle Initial)

Email_____ **Phone**_____
123.345.6789

Students Services documentation only:

Student demonstrates readiness for EMT 151 by :

   1. Successful placement testing at the level of WRI 121 and MTH 070 or previous completion of these courses.

   2. Demonstrated readiness by: _____

   3. Date registered for class: _____

   Forward completed application to the EMT Program Lead after the student is registered

   for class(es). See course needs for EMT pathway, one year cert. or AAS ERO-EMT. emphasis

Student Requirements to Enclose in Application:

◊ Provide documentation you (student) will be 18 years of age by class start date.

◊ Provide copy of high school diploma or equivalent (diploma/transcript).

◊ Provide a copy of a <u>CURRENT</u> American Heart Association (AHA) or American Red Cross Healthcare Provider Card (HPC).

Student understands they will need to begin to gather documentation for the following and provide during their first term:

- 2 step TB skin test (T-spot and Quantiferon Gold are acceptable)
- Vaccines:
   MMR (series of 3)
   Varicella (series of 2)
   Tdap (booster within 10 years—must have pertussis)
   Hepatitis B (series of 3)

* Students will be required to submit to a 10 panel **urine drug screen** and **criminal background check** during their first term of the program. Information will be provided on the first day of class.

Complete and submit completed application including copies of student requirements to admissions@klamathcc.edu, or drop off at:
Admissions (Building 9, 7390 S. 6th Street, Klamath Falls, OR 97603).

Nursing Admission Requirements

PROGRAM REQUIREMENTS

Health Maintenance

The nursing program and the nursing profession are demanding. Students pursuing a career in nursing must consider the physical, mental, and emotional requirements to complete the program. Some basic requirements include:

- ➢ Managing time demands and work requirements.
- ➢ Maintaining one's own health by managing sleep, diet, exercise, and personal/work schedules.
- ➢ Managing one's stress and anxiety at a level conducive to physical and emotional health.
- ➢ Monitoring and managing one's chronic conditions (e.g., asthma, diabetes, etc.) so the condition does not interfere with one's ability to learn or provide safe patient care.
- ➢ Respond positively to mental and emotional stressors related to providing nursing care to patients.
- ➢ Respond positively when interacting and communicating with clients and members of the nursing staff and the health care team.
- ➢ Avoid elective procedures, if possible, that may result in complications causing student to miss class or clinical hours.

Injury/Illness/Pregnancy

- ➢ If a student has a *contagious* illness, fever, diarrhea, open wounds ("weeping" sores, draining wounds unable to be contained by dressings), s/he must not attend class or go to the assigned clinical area. Absences will be tracked and assigned points via the Clinical Attendance and Participation Tool (CAPT). If the student is unsure whether or not s/he should attend clinical (due to a contagious illness), s/he should contact the clinical instructor.
- ➢ The condition of pregnancy will not prevent a student from enrollment, admission to, or continuation in the nursing program. The pregnant student's health and safety is paramount. The clinical/classroom attendance and performance expected of a pregnant student is the same as that expected of any other student. Absences will be tracked and assigned points via the Clinical Attendance and Participation Tool (CAPT).
- ➢ In the event a student becomes ill, calls in, is unable to complete, or must leave during a clinical shift, a make-up day may be required if space and time is available. If space and time is unavailable, the student may not have an additional opportunity to meet required clinical competencies. The instructors are not required to provide 1:1 skills lab/clinical time on an individual basis. Availability of makeup time is not guaranteed. A student who fails to meet all clinical competencies will fail the course and will not be allowed to progress in the program. In addition, absences will be tracked and assigned points via the CAPT. Sanctions may be applied for accrued points.
- ➢ Following hospitalization, surgical procedure, delivery, or the prescription of medication that could impact the student's ability to safely perform patient care, a medical release from a licensed healthcare provider is requested before the student returns to lab/clinical

assignments. The medical release should state that it is safe for the student to assume regular duty patient care and/or classroom/clinical responsibilities without restrictions. If a student's licensed healthcare provider has imposed restrictions that are incompatible with the safe performance of patient care, that student will be unable to participate in a clinical rotation and fulfill competency achievement. Further, if the student's licensed healthcare provider has imposed restrictions that make it impossible for the student to fulfill the obligations and meet the demands of the nursing program as described in this handbook, that student may be asked to withdraw from the program.

➢ Registered nursing students are required to immediately report to the instructor any injury sustained on campus or in their assigned clinical facility. The instructor will assist the student in obtaining treatment, if necessary, and completing the required forms in accordance with institutional policy and KCC policy. Students are covered by Workers' Compensation and liability insurance through the college.

Functional Abilities

There are several personal abilities that are needed to function as a nurse. These are referred to as functional abilities. The U.S. Employment Service (USES) Occupational Analysis Program uses these components to describe the physical activities that an occupation requires of a worker. If, at any time, the student is unable to perform a particular ability, s/he must contact an instructor at his/her earliest convenience. Accommodations may be available to assist students to meet these abilities but are subject to approval by the clinical facilities.

Gross Motor Skills: Move within confined spaces
Maintain balance in multiple positions
Reach above shoulders (e.g., IV poles)
Reach below waist (e.g., plug electrical appliance into wall outlet)
Reach out front

Fine Motor Skills: Pick up objects with hands
Grasp small objects with hands (e.g., IV tubing, pencil)
Write with pen or pencil
Key/type (e.g., use a computer)
Pinch/pick or otherwise work with fingers (e.g., manipulate syringe)
Twist (e.g., turn objects/knobs using hands)
Squeeze with fingers (e.g., eye dropper)

Physical Endurance: Stand (e.g., at client's side during surgical or therapeutic procedure)
Sustain repetitive movements (e.g., CPR)
Maintain physical tolerance (e.g., work on your feet a minimum of 8 hours)

Physical Strength: Push and pull 35 pounds (e.g., position client, move equipment)
Support 50 pounds of weight (e.g., ambulate client)
Lift 25 pounds (e.g., pick up a child, transfer client, and bend to lift infant or child)
Carry equipment/supplies
Use upper body strength (e.g., perform CPR, physically restrain a client)
Squeeze with hands (e.g., operate fire extinguisher)

Mobility:	Twist/bend
	Stoop/squat
	Move quickly (e.g., response to an emergency)
	Climb stairs
	Walk
Smell:	Detect odors (e.g., foul-smelling drainage, alcohol breath, smoke, gases or noxious smells)
Hearing:	Hear normal speaking-level sounds (e.g., person-to-person report)
	Hear faint voices
	Hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes)
	Hear in situations when not able to see lips (e.g. when masks are worn)
	Hear auditory alarms (e.g., monitors, fire alarms, call bells)
Visual:	See objects up to 20 inches away (e.g., information on computer screen, skin conditions)
	See objects up to 20 feet away (e.g., client in room)
	Use depth perception
	Use peripheral vision
	Distinguish color and color intensity (e.g., color codes on supplies, flushed skin, paleness)
Tactile:	Feel vibrations (e.g., palpate pulses)
	Detect temperature (e.g., skin, solutions)
	Feel differences in surface characteristics (e.g., skin turgor, rashes)
	Feel differences in sizes, shapes (e.g., palpate vein, identify body landmarks)
	Detect environmental temperature
Environment:	Tolerate exposure to allergens (e.g., latex, chemical substances)
	Tolerate strong soaps
	Tolerate the sights, sounds, and smells encountered in the health care environment
Reading:	Read and understand written documents (e.g., flow sheets, charts, graphs)
	Read digital displays
	Read computer screens
Math:	Comprehend and interpret graphic trends
	Calibrate equipment
	Convert numbers to/from metric, apothecaries', and American systems (e.g., dosages)
	Tell time
	Measure time (e.g., count duration of contractions, CPR, etc.)
	Count rates (e.g., drips/minute, pulse)
	Read and interpret measurement marks (e.g., measurement tapes and scales)
	Add, subtract, multiply, and/or divide whole numbers and fractions
	Compute fractions and decimals (e.g., charts, computerized databases)

Emotional Stability: Establish professional relationships
Provide client with emotional support
Adapt to changing environment/stress
Deal with the unexpected (e.g., client condition, crisis)
Focus attention on task regardless of distractions in environment
Cope with own emotions and personal stressors
Manage multiple responsibilities concurrently
Cope with strong emotions in self and others (e.g., anger, grief)

Analytical Thinking: Transfer knowledge from one situation to another
Process and interpret information from multiple sources
Analyze and interpret abstract and concrete data
Evaluate outcomes
Solve problems
Prioritize tasks
Use long-term memory
Use short-term memory

Critical Thinking: Identify cause-effect relationships
Plan/control activities for others
Synthesize knowledge and skills
Sequence information
Make decisions independently
Adapt decisions based on new information

Interpersonal skills: Establish rapport with individuals, families, and groups
Respect/value cultural differences in others
Negotiate interpersonal conflict

Communication: Teach (e.g., client/family about health care)
Influence others
Direct/manage/delegate activities of others
Speak English
Write English
Listen/comprehend spoken and written word
Collaborate with others (e.g., health care workers, peers)
Manage information

Apprenticeship Admission Requirements

PROGRAM REQUIREMENTS

Standards of Apprenticeship adopted by the Southern Oregon Electrical Utilities JATC

Limited entry programs

Nursing Application – 2023-24

Aviation Program Application – 2023-24

4-3 Preadmission Inquires

The community college must avoid preadmission inquiries about marital, family, or disability status.

REQUIREMENT:

Application forms/materials do not request information about marital, family, or disability status or elude to unlawful discrimination for these protected classes.

Application forms/materials do not have a chilling effect on protected classes for admission.

This is evident in:
- ☐ Admissions application and related materials/information
- ☐ Any specific program or CTE Center applications and processes
- ☐ Interviews and surveys
- ☐ Student handbooks
- ☐ Other:

Apprenticeship Admission Application

Nursing Applicants Required Testing

The ATI TEAS exam is comprised of 170 total questions, with 209 minutes in allocated testing time. Question types include multiple choice, multiple select (select all that apply), fill in the blank, ordered response and hot spots. Applicants to KCC nursing program can take this test at the on-campus Testing Center.

Klamath Community College Inquiry

Klamath Community College Application

4-4 Limited English Skills

The community college may not restrict admission to CTE programs because the applicant, as a member of a national origin minority group with limited English language skills, may not be able to participate in and benefit from career and technical education to the same extent as students whose primary language is English.

Klamath Community College has an open admissions policy that reflects its mission as a community college committed to access. KCC offers transfer degrees and career technical education 2-year associate degrees, one-year certificates, and less than one-year pathways certificates.

Lack of English skills will not be a barrier to admission or participation in education programs. KCC offers English as a Second Language (ESL), GED, community education, and dual credit and college now courses.

REQUIREMENT:
The community college implements a policy and procedure to identify and equitably assess applicants with limited English proficiency (LEP).

This is evident in:

- ☐ Policy and procedure for LEP identification and placement of Emergent Bilingual students
- ☐ Procedural steps taken to increase participation of Emergent Bilingual students in programs where they traditionally have been underrepresented
- ☐ Specific program enrollment demographics by EL status
- ☐ Testing requirements for enrollment or continuation in course
- ☐ Other:

At Klamath Community College, we prioritize inclusive education by identifying students as Limited English Proficient (LEP) if they are placed into developmental writing classes and affirm speaking a language other than English at home during course evaluations. This proactive approach allows us to better understand and support the linguistic diversity within our student body, ensuring that all learners have equitable access to educational resources and opportunities.

Students that Identify as LEP

Degree Major	Student Count
Associate of Science	12
AGS Psychology	7
Criminal Justice	6
Business Administration Business Management	6
Education- Early Childhood Educator	4
Addiction Studies Certificate	3
Associate of General Studies	3
Agriculture Science	2
Cosmetology AAS	2
Health Services - Health Information Management	2
Digital Media Design	2
Paraeducator	2
Manufacturing Engineering Technology	2
Registered Nursing	2
Casual Credit Student	2
Automotive Technology	1
Early Childhood Educ Pathway-Spanish	1
Assoc of Arts Or Trnsfr - Math	1
Early Childhood Educator Certificate	1
Associate of Arts - Oregon Transfer	1
Accounting AAS	1
Business Tech Office Professional	1
Grand Total	64

For students with disabilities, postsecondary admission tests are selected and administered in a way that accurately reflect the aptitude or achievement level—the abilities of an applicant—rather than reflecting or highlighting the applicant's disability (except where these skills are the factors the tests purports to measure).

REQUIREMENT:
Admission tests and their manner of administration are accessible and valid for persons with disabilities.

This is evident in:
- ☐ Lists of admissions tests used
- ☐ Description of test administration methods for persons with sensory, vocal, or speaking disabilities.
- ☐ Examples of software or other modes of testing.

Testing Center:

Placement Testing: Students who are successful their first term in college tend to re-enroll and persist to earn a certificate or a degree. Accurately placing students into college classes that best match a student's skill level is essential to improving retention and persistence. KCC has adopted a practice of using multiple measures to effectively place students. To start, students must set up a meeting with a Student Success Representative to review their academic history, degree goals, Smarter Balanced test score (if applicable), transcripts from high school and/or college, and their comfort level with math and writing. Students are advised on the next steps for math and writing placement, which may include taking a placement test at the Testing Center or immediately enrolling in appropriate courses.

While the college has enacted many initiatives with front-end procedures and processes to help students start right, KCC has also addressed practices related to student persistence and retention, recognizing that students struggle for various reasons. KCC adheres to two primary academic standards for students: a 66.67 percent credit completion rate, and a minimum 2.00 GPA. These standards are linked to federal financial aid standards. Since most KCC students (57 percent as of February 2016) receive federal financial aid, an Early Alert system exists to identify students who are struggling in their courses, whether from low attendance, missing assignments, low test scores, or other issues. Through early alerts, struggling students are flagged internally, which triggers appropriate support measures from Student Affairs and/or Academic Affairs.

Academic and Placement Tests

The Testing Center, at the request of the Klamath Community College Writing (English) Committee, utilizes Accuplacer Next Generation Reading for the Writing/Reading Placement exam. At the request of the Klamath Community College Math Committee, the Testing Center utilizes My Math through the Pearson Math Lab Program for their math placement exam.

Furthermore, skill assessments can be taken using the ACT NCRC exam which, is available in Spanish. ESL exams may be taken through Accuplacer.

Proctors are encouraged to take American Sign Language (ASL) courses and Foreign Language courses.

For students with disabilities:

The Testing Center has private rooms for testing, if requested. All Testing Center exam delivery/workstations have touch screens, microphones and headsets when needed. All areas are wheelchair accessible. In addition, the Private Rooms have space for a scribe and reader, text to speech programs and both tables and chairs are height adjustable.

Klamath Community College – Catalog 2023-24 – Placement Testing

Section 5: RECRUITMENT

5-1 Inclusive Recruitment

Community colleges must conduct their recruitment activities in a way that does not to exclude or limit opportunities on the basis of race, color, national origin, sex, sexual orientation, gender identity, or disability.

REQUIREMENT:
All potential students have access to the same information.
Materials are disseminated in languages of the community.
Targeted efforts are made to reach underrepresented groups.

This is evident in:
- [ ] Description of current and past recruitment plans and activities including advertising, marketing, counseling
- [ ] Examples of current and past recruitment efforts
- [ ] Schedule of recruitment activities
- [ ] Selection and admissions criteria for career & technical education programs/courses
- [ ] Other:

5-2 Recruiting Teams

To the extent possible, recruiting teams should represent persons of different races, national origins, sexes, sexual orientations, gender identities, and disabilities.

REQUIREMENT:
Persons of differing races, genders, and abilities are included in the recruitment process.

This is evident in:
- ☐ Staff demographics by program
- ☐ Recruitment team demographics by program
- ☐ Other:

5-3 Community with Persons of Limited English Proficiency

If a community college's service area contains a community with persons of LEP (limited English proficiency), recruitment information must be available to that community in its language.

REQUIREMENT:
Process is in place to identify and communicate with language minority communities.
Recruitment information is translated to languages of the community.

This is evident in:
- ☐ Verification of limited English proficient community
- ☐ Examples of materials in other languages
- ☐ Other:

Application for KCET GED/ESL

Please see web directory of examples: Appendix Section 5
CRA 5-3 KCET Flyer.pdf

CRA 5-3 KCET Flyer-2.pdf

5-4 Promotional Efforts and Materials

Community colleges may not undertake promotional efforts in a manner that creates or perpetuates stereotypes or limitations based on race, color, national origin, sex, sexual orientation, gender identity, or disability. Materials that are part of promotional efforts may not create or perpetuate stereotypes through text or illustration.

Description of career and occupational opportunities may not show bias toward any individual or group of persons on the basis of race, color, national origin, sex, sexual orientation, gender identity, or disability.

REQUIREMENT:
Promotional materials and/or media presentations show persons of varying races, genders, abilities, and different national origins.

Materials for marketing career and occupational opportunities are bias-free and free from stereotyping in all protected classes.

This is evident in:
- [ ] Outreach policies
- [ ] Policies & procedures for CTE programs and courses that address needs of Limited English Proficiency students.
- [ ] Course syllabi
- [ ] Recruitment and marketing materials (English and non-English versions) including:
- [ ] Brochures
- [ ] Flyers
- [ ] Newspaper advertising
- [ ] Catalogs
- [ ] Videos
- [ ] Website
- [ ] Other:

The marketing and communications department ensures that all promotional material, recruitment items, marketing efforts cover the demographics of the student body, from age, gender sexual orientation to ethnic background.

For example, most of our posters are printed in both English and Spanish, both in print and online.

Attached are a sampling of the bilingual/Spanish ads we have created.

As for the website, we have the Google translate widget on every page that can translate 100+ languages. We also use our accessibility checker on every page to make sure that pages are usable for those with sensory impairments. Our brand guidelines and marketing materials conform to accessibility standards as well (spacing, contrast, text size, etc).

Please see web directory of examples: Appendix Section 5
CRA 5-4 KCC homepage accessibility.pdf

CRA 5-4 KCC program page accessibility.pdf

CRA 5-4 MyKCC Course Schedule Accessibility.pdf

CRA 5-4 MyKCC Homepage Accessibility.pdf

Section 6: SITE LOCATION

6-1 Site Selection

The community college may not select or approve a site for professional technical education programs that has the purpose or effect of excluding, segregating, or otherwise discriminating on the basis of race, color, or national origin. Community colleges must locate career & technical education facility sites that are readily accessible to both minority and non-minority communities and that do not tend to identify the facility or program as intended for only minority or only non-minority students.

REQUIREMENT:
Sites of professional technical programs are readily accessible to and welcoming of minority and non-minority communities and their location does not result in segregation.

This is evident in:
- ☐ Maps showing location of career & technical education facilities, along with demographics of community surrounding sites
- ☐ Facilities housing ESL programming is comparable and accessible
- ☐ Enrollment data for each site
- ☐ Community college policy for site selection
- ☐ Other:

6-2 Site Modifications

A community college may not add to, modify, or renovate the physical plan of a career & technical education facility in a manner that creates, maintains, or increases segregation on the basis of race, color, national origin, sex, sexual orientation, gender identity, or disability.

REQUIREMENT:
After modification, the CTE site is accessible to minority and non-minority communities and the modification does not result in segregation.

This is evident in:
- ☐ Maps showing location of modified CTE program facilities
- ☐ Student demographics before and after facility modifications
- ☐ Other:

Klamath Community College

7-1 Opportunities Available to All

Opportunities in career related learning experiences are available to all students regardless of race, color, national origin, sex, sexual orientation, gender identity, or disability.

REQUIREMENT:
Students in work-study, cooperative education and job placement programs are representative of the demographics of the school or program.
If there is disparity, the institution provides a legitimate, nondiscriminatory rationale.

This is evident in:

- ☐ Enrollment data for career-related learning experiences, internships, and job placement programs
- ☐ Placement policies and criteria
- ☐ Application Forms
- ☐ Methods of notification to students, staff, and community
- ☐ Employment notices
- ☐ Interviews with students
- ☐ Interviews with staff
- ☐ Student employment notices
- ☐ Other:

EXAMPLES OF STUDENT EMPLOYMENT NOTICES

Student Employment Opportunities (KCC STUDENTS ONLY) - Teaching
Assistant - Agriculture

SALARY	$13.20 Hourly	LOCATION	Klamath Falls, OR
JOB TYPE	Work Study	JOB NUMBER	0001-2024
DEPARTMENT	Academic Affairs	OPENING DATE	03/04/2024

CLOSING DATE 3/31/2024 11:59 PM Pacific

Description

Job Title: Teaching Assistant
Department: Agriculture
Reports to: Agriculture Program Lead

Klamath Community College

Work Hours: 10-12 hours/week TBA
Dates of Employment: Academic Year 2024-2025
Status: Student Worker

Purpose
The student worker is responsible for helping agriculture faculty with general needs in the Agriculture Department. This position is responsible for assisting instructors with the overall course and events organization.

Examples of Duties
Essential Duties and Responsibilities

- Organizes the materials, supplies, and equipment in preparation for lectures and labs for face-to-face and distance education.
- Assist with classroom and greenhouse maintenance.
- Assist instructors with grading assignments and discussions.
- Sets up labs for courses including the preparation of chemical solutions and the assembly of necessary materials and equipment.
- Assist instructors with event setup and preparation (e.g., CTE Day, and Agriculture Club activities).
- Attend school special events as required.
- Assist instructors with administrative duties (e.g., communicating with local partners, and preparing classroom resources).
- Follow school policies and procedures.

Qualifications
Qualifications
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

e Must be a student of KCC and have been successfully awarded federal work study on their FAFSA. e Must have successfully completed agriculture and/or science related courses. o Good communication and organizational skills required.

- Ability to follow instructions and work independently.
' Computer literate with some experience with standard office equipment and Canvas Software necessary.

- Ability to follow proper precautions and safety procedures when working in the lab, particularly when handling hazardous chemicals and materials.

Klamath Community College

Agency	Address
Klamath Comnnunity College	7390 S. 6th Street
	Klamath Falls, Oregon, 97603

Klamath Community College
Salon Receptionist (KCC STUDENTS ONLY)

SALARY	$13.20 Hourly	LOCATION	Klamath Falls, OR
JOB TYPE	Student Worker	JOB NUMBER	2024-1001
DEPARTMENT	Academic Affairs	OPENING DATE	03/04/2024
CLOSING DATE	4/30/2024 8:18 AM Pacific		

Description

JOB SUMMARY

Klamath Community College's Cosmetology depaftment is currently seeking a Salon Receptionist to work at 357 E Main Street. The person selected for this position must be a current KCC student and must be available from 11:30am until 12:30pm, Monday through Friday.

Job Location: 357 E Main St, Klamath Falls

Required Availability: 11:30am-12:30pm, Monday through
Friday Hours: Up to 20 per week

Examples of Duties

ESSENTIAL DUTIES AND RESPONSIBILITIES

To perform the job successfully, an individual must be able to satisfactorily perform each essential duty. The requirements listed below are representative of the knowledge, skills, and/or abilities required to perform the job satisfactorily.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The Salon Receptionist will provide front desk coverage and perform the following tasks:

- Answering the telephone

- Providing information about available services

- Booking client appointments

- Greeting clients in a friendly yet professional manner
- Using the Point of Sale (POS) system to check clients in and out

- Cash handling •
Data entry

Klamath Community College

KNOWLEDGE, SKILLS, AND ABILITIES NEEDED TO PERFORM THIS ROLE

ᵒ Must be a current student at Klamath Community College ᵒ Must be available for lunchtime coverage; 11:30am-12:30pm, Monday through Friday

Supplemental Information

PHYSICAL DEMANDS AND WORKING CONDITIONS

- The work environment is indoors.

- This position requires sitting, standing, walking and pushing/pulling carts

If you would like to be considered for this position, please submit a resume and cover letter.

/t is the policy of Klamath Cotnmunity Co//ege to provide equa/ employment opportunities without regard to race, color, religion, sex, nationa/ origin, age, disability, marital status, veteran status, sexual orientation, genetic information or any other protected characteristic under applicable law

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Agency
Klamath Community College

Address
7390 S. 6th Street
Klamath Falls, Oregon, 97603

Klamath Community College
Student Ambassador (KCC STUDENTS ONLY)

SALARY	$13.20 Hourly	LOCATION	Klamath Falls, OR
JOB TYPE	Student Worker	JOB NUMBER	2024-1000
DEPARTMENT	Student Affairs	OPENING DATE	03/04/2024

Description

JOB SUMMARY

The Klamath Community College (KCC) Student Ambassador Program offers students an opportunity to represent and promote KCC to prospective students, their families, and other guests. Student Ambassadors will help educate visitors about the campus life, history, traditions and achievements of the college through supporting the Outreach department, conducting campus tours, supporting high school recruitment events, and supporting Presidential and Foundation functions.

Examples of Duties

DUTIES & RESPONSIBILITIES

To perform the job successfully, an individual must be able to satisfactorily perform each essential duty. The requirements listed below are representative of the knowledge, skill, and/or ability required to perform the position description satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Support Outreach department events (Including, but not limited to: Fast Pass Days, Open House, Instant Enrollment events, and Commencement) • Conduct Campus Tours
- Meet and greet prospective students, families, alumni, and special guests
- Represent the college at off-campus events as needed
- Provide assistance in the office
- Perforlll other duties as assigned

DESIRED SKILLS

- Enthusiasm to positively represent Klannath Community College
- Knowledge of KCC Programs and Services
- Ability to work with diverse groups
- Organizational and tinne management skills
- Excellent communication skills in one-on-one and group settings
- Dependable, outgoing, and enthusiastic
- Possess the ability to listen, problem-solve, and react quickly

Klamath Community College

Qualifications

ELIGIBILITY CRITERIA

- Successfully complete at least six (6) credits at KCC prior to applying
- Be enrolled in and successfully complete six (6) credits per term at KCC

- Maintain a minimum 2.5 GPA at KCC while in the program
- Be a student in good standing and maintain Satisfactory Academic Progress

- Have an updated Academic Plan on file at all times • Commit to working a full academic year

Supplemental Information

Apply:

Submit online application and contact information for three professional references.

/t is the policy of Klamath Community College to provide equa/ employment opportunities without regard to race, color, religion, sex, national origin, age, disability, marital status, veteran status, sexual orientation, genetic information or any other protected characteristic under app/icab/e law

Klamath Community College

Address
7390 S. 6th Street

Klamath Falls, Oregon, 97603

7-2 Equitable Curriculum and Grading Practices

Curricular choices, grading practices and requirements within work study, career connected learning, or job placement do not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity, age, religion, or disability.

REQUIREMENT:
Grading practices of school and workplace do not discriminate on the basis of any protected class. Requirements for participation do not limit the ability to participate for any individuals based on membership in a protected class.

This is evident in:
- ☐ Enrollment data for career-related learning experiences, internships, and job placement programs
- ☐ Interviews/surveys with students
- ☐ Interviews/surveys with staff
- ☐ Handbooks (e.g. CWE Handbook), fliers, or other materials associated with programs

KLAMATH COMMUNITY COLLEGE

COOPERATIVE EDUCATION AGREEMENT

☐Summer	☐Fall	☐Winter	☐Spring

SECTION 1. COLLEGE INFORMATION

NAME: Klamath Community College	CONTACT: Amy Fox	PHONE #: 541-880-2344
MAILING ADDRESS: 7390 South 6th Street		EMAIL fox@klamathcc.edu
CITY/STATE/ZIP: Klamath Falls, OR 97603		

SECTION 2. EMPLOYER INFORMATION

NAME:	CONTACT:	PHONE:
MAILING ADDRESS:		EMAIL:
CITY/STATE/ZIP:		Preferred Method of Contact:
WORKSITE ADDRESS (if different):		

Klamath Community College

CITY/STATE/ZIP:	

SECTION 3. STUDENT INFORMATION

NAME:	STUDENT I.D.:	PHONE #:
E-MAIL:	COURSE:	

SECTION 4. WORK BASED LEARNING INFORMATION

JOB TITLE:	PAID OR UNPAID:	# OF CREDITS/HOURS:
WORKER'S COMP COVERAGE PROVIDED BY: Please check one	☐ COLLEGE (CWE)	☐ EMPLOYER

SECTION 5:

*IF ANY INJURY OCCURS WHILE ON THE JOB, A WORKERS' COMPENSATION FORM MUST BE OBTAINED FROM THE COLLEGE'S HUMAN RESOURCES OFFICE, COMPLETED, AND RETURNED TO THE COLLEGE'S HUMAN RESOURCES WITHIN FIVE DAYS.

STUDENT: I agree to work as shown above to receive Cooperative Education credit. I will keep my CWE Advisor/Coordinator informed of any change in my work status.

In compliance with the Federal Family Education Rights and Privacy Act of 1974, I authorize release of school records and other records maintained by the Cooperative Education Office in connection with the Cooperative Education program. It is understood that such

information will be discussed only with a potential employer, and that such employer will be enjoined from releasing this information to any third party.

UNEMPLOYMENT: Under certain circumstances, a student who has been placed in a Cooperative Education job position that has a beginning and ending work period may be denied unemployment benefits. Volunteer students are not eligible for unemployment benefits.

EMPLOYER: I will employ the student as described in accordance with company rules and regulations. Although this is not intended to be a binding employment agreement, if any difficulty should arise I will contact the coordinator and try to resolve the issue. Students in this program will be accepted and assigned work without regard to their age, handicap, national origin, race, marital status, parental status, religion or sex.

COLLEGE: It is college policy that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, parental status, religion, national origin, age or disability in any educational programs, activities or employment.

SECTION 6:

I have worked with the Service Provider representative and the employer in developing this Agreement. I have been informed of my rights and responsibilities, and agree to fulfill my obligation under this Agreement to the best of my ability.

Supervised Cooperative Education Policies

1. Most KCC two-year programs allow a maximum of 18 credits to apply toward graduation requirements.

2. Work experience for which credit is earned must relate directly toward an individual's major.

3. Learning Objectives must be specific and measurable (see separate form).

Klamath Community College

KLAMATH COMMUNITY COLLEGE NON-DISCRIMINATION AND EQUAL OPPORTUNITY POLICY

It shall be the policy of the Klamath Community College District to affirm the rights of all individuals to equal education, activities, facilities, and employment without regard to age, sex, disability, national origin, race, color, marital status, religion, or sexual orientation in accordance with federal and state laws. Klamath Community College complies with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, and any amendments thereto.

Inquiries or grievances concerning the application of these laws and regulations to the College may be directed to the Klamath Community College's Executive Director of Human Resources at 7390 South 6th St., Klamath Falls, OR 97603 or at 541.882.3521; or to the Office of Civil Rights, U.S. Department of Education, 915 Second Ave. Room 3310, Seattle, WA 98174-1099.

Printed Student Name   Student Signature   Date

Printed CWE Advisor Name   CWE Advisor Signature   Date

Printed Employer Name   Employer Signature   Date

Cooperative Work Experience Guide

A Guide for Employers

KLAMATH
Community College
Career Services Center

Cooperative Work Experience

Definition of Cooperative Work Experience

Cooperative Work Experience is a program which provides hands-on work experience in an actual employment setting tailored to meet the training needs of each student and employer requirements.   The Cooperative Work Experience awards college credit to students for on-the-job training in their field.

 It is a coordinated team effort between the college, students and employers.   The staff at Klamath Community College Career Services Center work closely with faculty and students to assess training needs and objectives. We also work closely with employers on tailoring the training program specific to changing requirements in the workplace, ensuring students are provided up-to-date training.

Together we:

PROVIDE an education where Klamath Community College students gain sufficient, up-to-date knowledge of the program and industry specific to their field of study.   *Classroom or Online Studies*

AUGMENT classroom education by integrating Work Experience programs where students will also gain the skills and ability necessary to demonstrate competency in their field of study. *Well-designed Cooperative Work Experience Programs*

 SUSTAIN our efforts by maintaining cooperation, communication and programs that will lead to stronger, developed communities.
 Regular Advisory Committees meetings including employers, faculty, Community Members and Staffs

Employer Benefits

- An opportunity to screen for potential prospective employees
- Temporary extra help for your organization at no extra cost
- Give back to the community and mentoring the employment resource in your field for the future
- Accessing individuals with a current and relevant skill set without company investment

PARTNERING with Klamath Community College programs can benefits both the shareholder and the student.   Students are energetic and eager to learn. They are up-to-date on current theories and practices in their fields. Work experiences are highly cost efficient for employers. Employers can recruit new employees from their pool of work experience cooperative students. Employers are able to see how the student melds with the current work team and handles the demands of the job. Career Services Center staff will work directly with the employer for support and feedback.

SPECIAL / ONGOING PROJECTS can be achieved more easily with an extra set of hands and the additional support that the student can bring to your team. The student can bring new energy and ideas to your project.

Klamath Community College

TRY OUT and evaluate potential full-time employees without any long-term commitments. You can see first hand the student's soft skills for time management, dependability, ability to follow directions and team cooperation.

COSTS for training and invested time are greatly reduced if an employer converts a student worker into a full-time employee.

Employer Responsibilities

- Expand on the student's educational background
- Determine who will supervise the student while at work
- Provide any appropriate company orientation covering safety concerns or requirements, hours to be at work, appropriate attire, introduction to people in the company and other topics your company sees as important.
- Assist the student with the development of the work experience contract you help design by outlining specific job responsibilities
- Provide feedback on the student's progress regularly and at the end of the experience
- Allow for on-site visits by the faculty and/or career center services staff as part of the Cooperative Work Experience team.
- Notify the work experience coordinator of any changes to or concerns about employment (e.g., job responsibilities, schedules or disciplinary issues).
- Evaluate the CWE program by completing a short survey at the completion of the experience

INDICATE your interest in partnering for a CWE student by sending a job description to the KCC Career Services Center at KCCCareerServices@klamathcc.edu. We will forward your job description to the appropriate department. KCC faculty will then work directly with students in their departments who are looking for a CWE placement. Students will respond to your job description and contact your organization.

INTERVIEW and make your hiring decision. There is no obligation to hire students who do not meet your employment needs.

PROVIDE necessary input into the work experience contract provided by the student and the CWE instructor. With your guidance we will tailor the learning experience to the needs of the student and your company.

COOPERATIVE WORK EXPERIENCE CONTRACT/EDUCATION AGREEMENT

This agreement outlines the responsibilities of the work site supervisor, the student, and the cooperative education coordinator. The agreement should be constructed by the student and the employer to tailor the agreement for learning outcomes and employer needs. The agreement should identify the student's dates of employment, hours, desired job activities and wage if appropriate. As part of the agreement, a training plan is developed and included. The training plan outlines the goals and activities of the experience. The list should include skills the student needs to acquire and/or practice and concepts the student needs to understand and apply. Goals and

Klamath Community College

objectives should relate directly to classroom work and career development activities which the cooperative work experience supports.

ORIENTATION

CWE students are like new hires; please have someone available to meet with students on their first day to review your expectations. In general, it is beneficial to clarify overall expectations of the CWE students and share with them how their work relates to the overall goals of the company. It can be helpful for the student to learn about your place of business, for example:

- What is your company's primary goal / mission statement?
- What products or services does your company provide?
- How is the company organized?
- Who are the key staff, managers, etc.?
- What are the company policies (confidentiality, safety, required attire, etc.)?
- What safety equipment or personal protective equipment is needed?
    - What to do in case of an emergency?

TRAINING

Because CWE is a training opportunity for students, we will want to ensure that student work is performed in a safe, productive, and expedient manner. Some potential tips for providing specific instruction to the student in order to complete new tasks:

- Show and tell the student how to perform the task.
- Ask the student to explain how to do the task and while watching you complete the task.
    - Then ask the student to tell you and demonstrate how they will do the task.

REVIEW PROGRESS AND PROVIDE FEEDBACK

As students learn new tasks and develop their skills further, you are encouraged to provide them with daily or weekly feedback. Feedback is a constructive training tool that allows students to continually improve their performance and attitude. To assist student learning, please consider incorporating some methods of providing feedback as:

- Share with student specifically what they did or did not do well.
- State specifically what you would like to see them continue or do differently.
- Ask what you, as the supervisor, can do to help.
- Meet with Klamath Community College faculty/staff:
    - Be prepared to meet with KCC staff 2 – 3 times during the term.
    - You may discuss progress on learning outcomes, student performance and any other work-related issues.
    - At the final meeting, you will be providing feedback that will help the instructor determine the student's grade for CWE.
    - The student may or may not be present at these meetings.
- KCC asks employers for feedback by sending out an on-line survey. Your feedback is always welcome!

FREQUENTLY ASKED QUESTIONS

Who pays the cost of workers' compensation insurance? If the student is participating in a paid activity with your business, you will pay the cost of workers' compensation. If it is a non-paid training experience, the college covers the workers' compensation insurance.

What can be done if the CWE student does not perform satisfactorily? You are encouraged to speak with students about their behavior or performance (referencing the tips on providing feedback may be helpful). If the behavior or performance does not change, you may ask students to leave as you would any other employee.

Can students claim unemployment insurance benefits against my company after their **CWE ends?** No, CWE students are not eligible for unemployment benefits.

What should I do if something goes wrong? If there are performance concerns, please speak directly with the student first. Then you may also contact the instructor. If there is an accident involving the CWE student, please immediately contact the KCC Career Services Center office.

SUMMARY

Working Together to Build a Better Tomorrow

At Klamath Community College, we understand the significance of fostering unity within our community, enabling us to progress and thrive collectively. By fortifying our foundational bonds, we pave the way for a brighter future for generations to come. Collaborating closely with employers and agencies in Klamath and Lake Counties, we are dedicated to enhancing our communities by providing students with comprehensive academic and practical training opportunities.

Combining on-the-job, practical field experience with academic studies, Cooperative Work Experience (CWE), offers students a chance to extend the classroom into a work setting. CWE can be paid or unpaid, and result in graded academic credit for students.

Cooperative Work Experiences require a working relationship among the employer, the student and Klamath Community College.

Klamath Community College

Klamath Community College is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The institution, and each individual who represents the institution, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, foregoing characteristics, or because of their association with a person or group with one or more of these actual or perceived characteristics.

Student Cooperative Work Experience Guide

A Guide for Students

KLAMATH
Community College
Career Services Center

Klamath Community College

Cooperative Work Experience

Definition of Cooperative Work Experience

Cooperative Work Experience is a program which provides hands-on work experience in an actual employment setting tailored to meet the training needs of each student and employer requirements.   The Cooperative Work Experience awards college credit to students for on-the-job training in their field.

It is a coordinated team effort between the college, students and employers.   The staff at Klamath Community College Career Services Center work closely with faculty and students to assess training needs and objectives. We also work closely with employers on tailoring the training program specific to changing requirements in the workplace, ensuring students are provided up-to-date training.

Together we:

PROVIDE an education where Klamath Community College students gain sufficient, up-to-date knowledge of the program and industry specific to their field of study.
Classroom or Online Studies

AUGMENT classroom education by integrating Work Experience programs where students will also gain the skills and ability necessary to demonstrate competency in their field of study.
Well-designed Cooperative Work Experience Programs

SUSTAIN our efforts by maintaining cooperation, communication and programs that will lead to stronger, developed communities.
*Regular Advisory Committees meetings including employers, faculty, Community Members and Staff*s

Benefits for students

- An opportunity to develop practical skills related to field of study
- Professional Networking: a CWE provides an opportunity for students to network with professionals in their industry, potentially leading to other opportunities
- Resume enhancement
- Personal and Professional growth

OVERALL, participating in a cooperative work experience can significantly enhance students' academic and professional development, equipping you, the student, with the skills, experiences, and connections necessary for success in your chosen field.

Student Responsibilities

Students who register to take a Cooperative Work Experience course, are responsible for the following:

1. Meeting with Instructor/Career Advisor to establish work experience placement PRIOR to the start of the term
2. Meeting with the employer to review and complete all necessary paperwork and training prior to CWE start date
3. Staying up to date and checking coursework/assignments, and announcements in Canvas daily

Student Expectations

These expectations aim to guide students in maximizing their learning and contribution during their cooperative work experience while preparing them for success in their future careers:

1. Professionalism: Maintain a professional demeanor at all times, including punctuality, appropriate attire, and respectful communication with colleagues, supervisors, and instructor
2. Responsibility: Take ownership of assigned tasks and projects, completing them accurately and efficiently with designated timelines
3. Adaptability: Demonstrate flexibility and adaptability in navigating diverse work environments, tasks, and challenges that may arise during the work experience
4. Initiative: Show initiative by actively seeking opportunities to contribute, learn and take on additional responsibilities beyond assigned tasks
5. Communication: Effectively communicate with colleagues, supervisors, and clients through clear verbal and written communication, actively listening and asking questions when necessary
6. Collaboration: Work collaboratively with team members, contributing ideas, sharing information, and supporting others to achieve common goals and objectives
7. Problem-saving: Demonstrate strong problem-solving skills by identifying issues, analyzing situations, and proposing creative solutions to overcome challenges encountered during the work experience
8. Accountability: Take responsibility for actions and decisions, acknowledging mistakes, and learning from feedback to continuously improve performance
9. Ethical Conduct: Uphold ethical standards and integrity in all interactions and decisions, respecting confidentiality, honesty, and fairness in the workplace
10. Professional Development: Actively engage in opportunities for learning and professional development, seeking feedback, and proactively pursuing growth and skill enhancement relevant to the cooperative work experience and future career goals

Employer Responsibilities

- Expand on the student's educational background
- Determine who will supervise the student while at work

Klamath Community College

- Provide any appropriate company orientation covering safety concerns or requirements, hours to be at work, appropriate attire, introduction to people in the company and other topics your company sees as important
- Assist the student with the development of the work experience contract and outline specific job responsibilities
- Provide feedback on the student's progress regularly and at the end of the experience
- Allow for on-site visits by the instructor
- Notify the instructor of any changes to, or concerns about employment (e.g., job responsibilities, schedules or disciplinary issues)

COOPERATIVE WORK EXPERIENCE CONTRACT/EDUCATION AGREEMENT

This agreement outlines the responsibilities of the work site supervisor, the student, and the cooperative education coordinator. The agreement should be constructed by the student and the employer to tailor the agreement for learning outcomes and employer needs. The agreement should identify the student's dates of employment, hours, desired job activities and wage if appropriate. As part of the agreement, a training plan is developed and included. The training plan outlines the goals and activities of the experience. The list should include skills the student needs to acquire and/or practice and concepts the student needs to understand and apply. Goals and objectives should relate directly to classroom work and career development activities which the cooperative work experience supports.

ORIENTATION

If the employer hasn't provided orientation, it is the student's responsibility to obtain the following information:

- What is the company's primary goal / mission statement?
- What products or services does your company provide?
- How is the company organized?
- Who are the key staff, managers, etc.?
- What are the company policies (confidentiality, safety, required attire, etc.)?
- What safety equipment or personal protective equipment is needed?
- What to do in case of an emergency?

SUMMARY

Working Together to Build a Better Tomorrow

Klamath Community College

 "Alone we can do so little; together we can do so much." – Helen Keller

Combining on-the-job, practical field experience with academic studies, Cooperative Work Experience (CWE), offers students a chance to extend the classroom into a work setting. CWE can be paid or unpaid, and results in graded academic credit for students.

Cooperative Work Experiences require a working relationship among the student, the employer, and the instructor.

Klamath Community College is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The institution, and each individual who represents the institution, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, foregoing characteristics, or because of their association with a person or group with one or more of these actual or perceived characteristics.

Klamath

Community

College

Student Worker

Handbook

Welcome to The KCC Team

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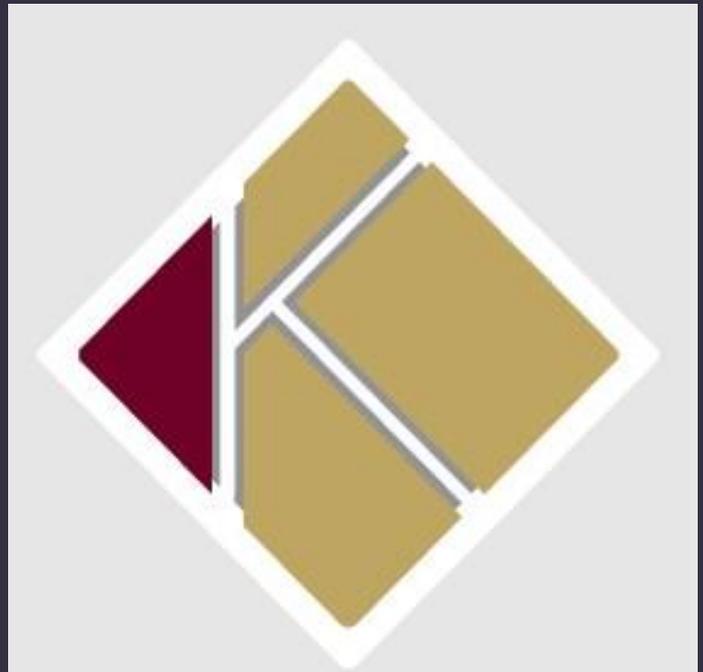
Mission

Klamath Community College Mission

Our mission at KCC is to provide accessible, quality education and services in response to the diverse needs of the student, business, and community. The College supports student success in workforce training, academic transfer, foundational skills development, and community education. This statement pronounces the College's promise to provide a high quality education experience and reiterates our commitment to the success of every student attending Klamath Community College.

KCC Career Services Mission

At the heart of our institution's commitment to student success and lifelong learning, the Career Services Center is dedicated to empowering our students on their journey to meaningful and fulfilling careers. Our missions is to provide unwavering support and guidance, ensuring every student has the tools, knowledge, and confidence to navigate the dynamic world of work. We aspire to bridge the gap between academia and industry, ensuring that our students receive relevant, hands-on-training that aligns with current workforce needs.

Welcome Message

Welcome to our team of student workers! We are thrilled to have you on board and look forward to the valuable contributions you will bring to Klamath Community College. Your enthusiasm, fresh perspectives, and dedication to learning will undoubtedly enrich our work environment and help us achieve our goals. As you embark on this journey with us, know that you are a valued member of our team, and we are here to support you every step of the way.   Together, let's make this experience both rewarding and memorable. Welcome aboard!

Welcome to the KCC Student Employment Handbook

Congratulations on your new job with KCC! Thank you for taking the time to review this handbook carefully, which is your reference and guide to all things student employment related. You will find information about resources, payroll and timesheets, and department contact information.

Klamath Community College

Sincerely,
Klamath Community College, Career Services Team

Once I am Hired,
What's Next?

Human Resources

will email you the student orientation information. This includes:

- **I-9, which is needed to verify identity and employment authorization.**
- **Complete W-4 information for tax purposes**
- **Background Check**
- **Acknowledgement of FERPA (Family Educational Rights and Privacy Act**

Your Hiring manager

will contact you to:

- Establish a start date, and working schedule
- Provide information regarding their expectations
- Discuss the best way to train based on your learning style

Expectations

Diversity & Inclusion

Expectations

- Student Worker or Work Study employees may work up to 20 hours per week
- Must maintain Satisfactory Academic Progress (SAP) each term
- Arrive to work on time
- Be present and engaged during work
- Discuss with your immediate supervisor what acceptable dress for your work it. This may vary depending on the nature of your position and the people you interact with at work. Remember, you are the face of KCC

- Discuss with your supervisor what are and are not acceptable uses of personal technology (iPods, cell phones, etc.) for your position
- Discuss with your supervisor in advance what are acceptable reasons for missing work
- Inform your supervisor ahead of time if you need to be late for, leave early from, and/or miss work
  Respect the KCC work space:
- a. Use only the resources you need
   b. Clean up after yourself
   c. Return borrowed items
- Plan in advance how you will balance academics with work, particularly during busy periods.
  Talk with your supervisor when your academic commitments need to take priority
- Communicate with your supervisor any questions, concerns, and ideas about your position

Diversity and inclusion

At Klamath Community College, we believe that diversity and inclusion are integral to our mission of fostering a vibrant and equitable learning environment. We are committed to creating a student employment program that celebrates the unique backgrounds, perspectives, and experiences of all individuals. Through our student employment opportunities, we strive to cultivate a culture of respect, acceptance, and understanding where every student worker feels valued, empowered and supported. We are dedicated to promoting diversity, equity, and inclusion in all aspects of our student employment program, ensuring equal access to opportunities and resources for all students regardless of race, ethnicity, gender identity, sexual orientation, religion, disability, or socioeconomic status. By embracing diversity and fostering an inclusive community, we enrich the student experience and prepare our students to thrive in an interconnected world.

Thank you for taking the time to read through our student worker handbook. Your commitment to understanding our processes demonstrates your dedication to your role as a valued member of our team. By familiarizing yourself with the guidelines outlined in this handbook, you are not only ensuring your own success but also contributing to a positive and productive work environment for everyone. We appreciate your attention to detail and willingness to adhere to our standards of professionalism. Welcome aboard, and than you for being an essential part of the team at Klamath Community College.

Contact Information :

☏ 541-880-2354

🌐 klamathcc.edu

📍 7390South 6th Street Klamath Falls, OR 97603

Klamath Community College

7-3 Assurance of Employer Nondiscrimination

Employers agree that they will not discriminate when selecting or working with students participating in Work based Learning, Career Connected Learning Experiences, and Job Placement.

REQUIREMENT:
If there are written workplace agreements, they contain a statement of assurance of nondiscrimination that is signed by both the employer and the school.

The community college does not honor employer requests nor does it make referrals for placement, career related learning experience or internship to any employer who indicates a preference for applicants based on race, color, national origin, gender or disability.

Complaint procedures for alleged unlawful discrimination is clearly communicated in student and employer materials.

This is evident in:

- ☐ Workplace assignments, hours of work, and job assignments
- ☐ Interviews with students
- ☐ Interviews with staff
- ☐ Examples of training agreements with employers that include statements of nondiscrimination and employer assurances
- ☐ Placement policies and criteria for career related learning experience
- ☐ Complaint procedures specific to discrimination on worksite
- ☐ Student employment notices
- ☐ Student and employer handbooks and applications

Klamath Community College

7-5 Written Agreement with the Labor Union or Apprenticeship Sponsor

A written agreement between the college and the labor union or other sponsor includes an assurance of nondiscrimination on the basis of race, color, national origin, sex, sexual orientation, gender identity, or disability.

REQUIREMENT:
The college has on file a written agreement between the college and all sponsors, including labor unions that includes an assurance of nondiscrimination on the basis of race, color, national origin, sex, sexual identity, gender identity, or disability.

This is evident in:

☐ Written agreements between the College and all sponsors.

Section 8: GUIDANCE AND COUNSELING

8-1 Counseling and Advising Materials and Activities

Community colleges must ensure counseling materials and activities (including student program selection and career/employment selection), promotional, and advising efforts do not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity, or disability.

REQUIREMENT:

The written guidance plan, policy, and procedures for advising ensures nondiscrimination.

The written assessment plan for counseling ensures nondiscrimination.

Any counseling practices or materials, including course selection procedures do not discriminate.

This is evident in:

- ☐ Written community college guidance and counseling policy, plan and procedure.
- ☐ Tests administered for selecting students for placement in career & technical education programs/courses.
- ☐ Written procedures for evaluation and placement of students with disabilities
- ☐ Tests and interest inventories administered
- ☐ Promotional and recruitment materials
- ☐ Student and staff interviews

KCC's Career Service Center offers services and support to students, faculty, staff and employers . KCC uses YouScience technology to support career exploration.

Career Coach Assessment

8-2 CTE Programs Open to All Students

Counselors must not direct students into programs based on their race, color, national origin, sex, sexual orientation, gender identity, or disability. Community colleges must ensure that counselors do not direct or urge any student to enroll, or not enroll, in a particular career or program, or measure or predict a student's prospects for success in any career or program, based upon the student's race, color, national origin, sex, or disability.

REQUIREMENT:

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CTE program enrollments by sex, sexual orientation, gender identity, race, color, national origin, and disability are proportionate to enrollment of these groups in the general student population.

Where enrollments are not proportionate, the institution can furnish a legitimate, nondiscriminatory rationale.

This is evident in:

- ☐ Enrollment demographics by class/program
- ☐ Admission criteria
- ☐ Advisor trainings
- ☐ Enrollment forms and applications
- ☐ Description of counseling services for students with limited English language skills and disabilities
- ☐ Promotional materials used for limited English language students
- ☐ Interviews with students
- ☐ Student surveys
- ☐ Course catalogues and forecasting
- ☐ Examples of pre-enrollment counseling
- ☐ Other:

8-3 Counseling of Students with Limited English Proficiency or Hearing Impairments

Community colleges must ensure that counselors can effectively communicate with students with limited English proficiency and with students with sensory impairments.

REQUIREMENT:
The written guidance plan, policy, and procedures ensure nondiscrimination.

The written assessment plan ensures nondiscrimination.

Colleges must have policy and procedures in place for interpreters and translators.

This is evident in:

- ☐ Written plan for the provision of services for Emergent Bilingual students and families
- ☐ Written plan for provision of services for individuals with hearing impairments
- ☐ Examples of materials in languages/formats other than written English

Section 9: EMPLOYMENT

9-1 Pre-employment & Employment Practices

Community colleges may not engage in any employment practice that unlawfully discriminates against any employee or applicant for employment on the basis of race, color, national origin, sex, sexual orientation, gender identity, or disability. Community colleges may not engage in any employment practice that discriminates on the basis of race, color, or national origin if such discrimination tends to result in segregation, exclusion, or other unlawful discrimination against students.

Community colleges may not make pre-employment inquiries concerning disability, marital, or family status.

REQUIREMENT:
The community college's employment practices do not discriminate on the basis of race, color, national origin, sex, sexual orientation, marital status, age, gender identity, religion, or disability of applicants or employees.

This is evident in employment practices documents including:
- [ ] hiring policies and procedures
- [ ] advancement policies and procedures
- [ ] employee handbooks
- [ ] application materials and forms
- [ ] screening committee policies and procedures
- [ ] rating systems
- [ ] job announcements
- [ ] recruitment policies
- [ ] affirmative action or equal employment opportunity plan adopted by the Board, if it exists, must be consistent with federal law

Please see web directory of examples: Appendix Section 9

CRA 9-1 7120 AP Recruitment and Hiring.pdf

CRA 9-1 7120 BP Recruitment and Hiring.pdf

CRA 9-1 Job Description Template.docx

CRA 9-1 Job Postings Non-Discrimination Notice – Website.pdf

CRA 9-1 SOP 7120.01 Job Descriptions.docx

KCC Career Pages via NeoGov - Jobs

Klamath Community College

The community college must notify every source faculty that it does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity, or disability.

REQUIREMENT:
The community college notifies every source of faculty that it does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity, marital status, age, religion or disability.

This is evident in:
- ☐ Employment application
- ☐ Job position descriptions
- ☐ Published job vacancy announcements and advertisements
- ☐ Recruitment letters or contacts
- ☐ Personnel website and other related recruitment documents
- ☐ Published nondiscrimination statement in newspapers, student handbooks, and other college materials

KCC Career Pages via NeoGov - Jobs

KCC Human Resources Website

KCC Catalog 2023-24

KCC Student Handbook 2023-24

The community college must establish and maintain faculty salary scales on the basis of the conditions and responsibilities of employment without regard to race, color, national origin, sex, sexual orientation, gender identity, or disability.

REQUIREMENT:
Faculty salary scales and policy are based upon the conditions and responsibilities of employment without regard to race, color, national origin, sex, sexual orientation, gender identity, or disability.

Faculty assignment patterns are non-discriminatory on the basis of race, color, national origin, sex, sexual orientation, gender identity, or disability.

Non-faculty salary administration is based upon the conditions of employment and level of responsibility without regard to race, color, national origin, sex, sexual orientation, gender identity, or disability.

This is evident in:
- ☐ Community college salary schedule(s)
- ☐ Faculty assignment data by race/ethnic group, sex, and staff with disabilities

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☐ Non-faculty classification/compensation system (assessed for appropriate salary ranges according to working conditions and level of responsibility)

KCCFA Collective Bargaining Agreement 2022-2026

9-4 Equal Employment Opportunities for Applicants with Disabilities

Community colleges must provide equal employment opportunities for teaching and administrative positions to disabled applicants who can perform the essential functions of the positions and make reasonable accommodations for the physical or mental limitations of disabled (otherwise qualified) applicants unless it can be demonstrated that such accommodations would impose undue hardship.

REQUIREMENT:
The community college's employment policies do not discriminate against persons with disabilities. Persons with disabilities are employed in teaching and administrative positions and are not treated differently in promotion and tenure decisions.

This is evident in:
☐ Number of staff with disabilities
☐ Policies, procedures, and criteria considered for hiring, promotion, retention, and tenure including professional and non-professional applications
☐ Interviews with staff.

Please see web directory of examples: Appendix Section 9
CRA 9-4 EEO Report – all NeoGov applicants excel.xls

CRA 9-4 EEO Report – all NEOGOV applicants.pdf

Section 10: COMPARABLE FACILITES

10-1 Changing Rooms, Showers, and Facilities Comparable

Changing rooms, showers, and other facilities for students of one sex and gender are comparable to those provided to students of another sex and gender.

Changing rooms, showers, and other facilities for students with disabilities are comparable to those provided to students without disabilities.

REQUIREMENT:

Locker rooms and facilities have approximately the same space and amenities for male, female, and non-binary students. If there is disparity, the institution provides a legitimate, nondiscriminatory rationale.

Changing rooms, showers, bathrooms, and other facilities near the professional technical areas are comparable for both men, women, and non-binary people.

This is evident in:
- ☐ Visual examination of the facilities
- ☐ Interviews students
- ☐ Interviews with staff

Section 11: PROGRAM ACCESSIBILITY

11-1 Section 504 and ADA Accessibility

The college may not exclude students with disabilities from enjoying the benefits of its program or service because its facilities are inaccessible to or unusable by persons with disabilities.

REQUIREMENT:

Applicable accessibility standards are determined by the date the facility was constructed or last renovated by the institution.

Students are able to access and receive the benefits of college programming.

This is evident in:

- ☐ List of each facility reviewed with the date of construction or last renovation and the career & technical education programs offered therein. Information must include:
  - o --Building
  - o --Date
  - o --Programs
- ☐ Interviews with Agency CEO, Guidance Counselors, Department chairs, ADA and 504 Coordinators, Coordinator for Disabled Student Services, & Facilities Director

11-2 Program/Facility Built or Altered on June 3, 1977 or Earlier

The college shall operate its program or activity so that when each part is viewed in its entirety, it is readily accessible to disabled persons. A recipient is not required to make each of its existing facilities or every part of a facility accessible to and usable by persons with disabilities.

REQUIREMENT:

--Readily Accessible

--Redesign of equipment

--Reassignment of classes or other services to accessible buildings

--Assignment of aides to beneficiaries (but no carrying)

--Home visits

--Alteration of existing facilities and construction of new facilities in

conformance with the requirements for new construction or any other methods that result in making its program or activity accessible to persons with disabilities

This is evident in:

- [ ] Observations and measurements
- [ ] Blueprints and plans
- [ ] Renovation schedules
- [ ] Maintenance records, work orders, or contracts indicating construction start dates

11-3 Program/Facility Built or Altered Between June 4, 1977, and January 17, 1991

Each facility or part of a facility constructed by, on behalf of, or for the use of a recipient is designed and constructed in such manner that the facility or part of the facility is readily accessible to and usable by persons with disabilities. Conformance with the "American National Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Disabled," published by the American National Standards Institute, Inc. (ANSI A117.1-1961 (R1971)) Later versions of ANSI A117.1 do not apply.

REQUIREMENT:
ANSI
4.1 Grading
4.2 Walks
4.3 Parking lots
5.1 Ramps and gradients
5.2 Entrances
5.3 Doors and doorways
5.4 Stairs
5.5 Floors
5.6 Toilet rooms
5.7 Water fountains
5.8 Public phones
5.9 Elevators
5.10 Controls
5.11 Identification
5.12 Warning signals
5.13 Hazards

This is evident in:
- [ ] Observations and measurements
- [ ] Blueprints and plans
- [ ] Renovation schedules
- [ ] Maintenance records, work orders, or contracts indicating construction start dates

11-4 Facility Built or Altered Between January 18, 1991, and January 26, 1992

Each facility or part of a facility constructed by, on behalf of, or for the use of a recipient or public entity is designed and constructed in such manner that the facility or part of the facility is readily accessible to and usable by persons with disabilities. Conformance with the Uniform Federal Accessibility Standards (UFAS) (Appendix A to 41 CFR subparts 101-19.6). Departures from particular technical and scoping requirements permitted where substantially equivalent or greater access to and usability of the building is provided.

REQUIREMENT:

Uniform Federal Accessibility Standards (UFAS) as applicable.

This is evident in:
- ☐ Observations and measurements
- ☐ Blueprints and plans
- ☐ Renovation schedules
- ☐ Maintenance records, work orders, or contracts indicating construction start dates

11-6 Facility Built Between January 27, 1992 and September 14, 2010 (1991 ADA Standards)

Each facility or part of a facility constructed by, on behalf of, or for the use of a public entity is designed and constructed in such manner that the facility or part of the facility is readily accessible to and usable by persons with disabilities. Conformance with the 1991 ADA Standards for Accessible Design (1991 ADA Standards) (Appendix A to 28 CFR Part 36). Departures from particular requirements permitted when it is evident that equivalent access to the facility or part of the facility is thereby provided.
Subrecipients may also exercise the option to follow UFAS.

REQUIREMENT:

1991 ADA Standards for Accessible Design (1991 ADA Standards) as applicable.

This is evident in:
- ☐ Observations and measurements
- ☐ Blueprints and plans
- ☐ Renovation schedules
- ☐ Maintenance records, work orders, or contracts indicating construction start dates

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11-7 Facility Built Between September 15, 2010 and March 14, 2012 (2010 ADA Standards)

Each facility or part of a facility constructed by, on behalf of, or for the use of a public entity is designed and constructed in such a manner that the facility is readily accessible to and usable by persons with disabilities. Conformance with the 2010 ADA Standards for Accessible Design (2010 ADA Standards). Departures from particular requirements permitted when it is evident that equivalent access to the facility or part of the facility is thereby provided. (Sub-recipients may also exercise the option to follow UFAS or the 1991 ADA Standards. The elevator exemption contained at 1991 ADA Standards 4.1.3(5) and 4.1.6(1) (k) shall not apply.)

REQUIREMENT:
2010 ADA Standards for Accessible Design

This is evident in:
- ☐ Observations and measurements
- ☐ Blueprints and plans
- ☐ Renovation schedules
- ☐ Maintenance records, work orders, or contracts indicating construction start dates

11-8 Facility Built on or after March 15, 2012 (2010 ADA Standards)

Each facility or part of a facility constructed by, on behalf of, or for the use of a public entity is designed and constructed in such manner that the facility or part of the facility is readily accessible to and usable by persons with disabilities. Conformance with the 2010 ADA Standards for Accessible Design (2010 ADA Standards).

REQUIREMENT:
2010 ADA Standards for Accessible Design

This is evident in:
- ☐ Observations and measurements
- ☐ Blueprints and plans

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- [ ] Renovation schedules
- [ ] Maintenance records, work orders, or contracts indicating construction start dates

Section 12: FINANCIAL ASSISTANCE

12-1 Financial Assistance Available to All Students

Financial assistance is available to all students regardless of sex, sexual orientation, gender identity, race, color, national origin, or disability.

REQUIREMENT:

Institutional data on financial aid and scholarships demonstrates that there is equitable distribution regardless of sex, sexual orientation, gender identity, race, color, national origin, marital status, religion, age, or disability.

If an apparent disparity exists, the institution offers a legitimate, nondiscriminatory reason.

This is evident in:
- [ ] Financial aid and scholarship data by sex, race, color, national origin, or disability
- [ ] Interviews with students
- [ ] Interviews with financial aid staff, boards, and advisors
- [ ] Award criteria for financial aid

KCC Catalog – Financial Aid

KCC Student Handbook – Financial Aid

KCC Financial Aid - website

KCC Financial Aid - Forms

Please see web directory of examples: Appendix Section 12

CRA 12-1 2023-24 FAFSA on the Web
CRA 12-1 2023-24 Financial Aid Award Booklet
CRA 12-1 2023-24 Financial Aid Checklist
CRA 12-1 2023-24 Financial Aid Fraud Policy
CRA 12-1 Satisfactory Academic Progress Standards

12-2 Sex-restricted Awards

Sex-restricted awards are made only when established by will, trust, bequest, or other legal instrument, so long as the overall effect of the award of such sex-restricted scholarships, fellowships, and other forms of financial assistance does not discriminate on the basis of sex. To ensure that awards are appropriately non-discriminatory in their overall effect, a school must also develop and use procedures that comply with 34 CFR § 106.37(b)(2).

REQUIREMENT:

Documentation is available as to the number of awards and the amount of aid given because of will, trust, bequest, or other legal instrument.

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Overall, the institution's financial assistance policy, procedure, and practice does not discriminate on the basis of sex.

This is evident in:
- ☐ Documentation of all sex-restricted financial aid awarded
- ☐ Documentation of all financial aid awarded to ensure the overall effect does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, age, or disability.

12-3 Financial Aid Information Written Equitably

Information about financial assistance is written in an equitable fashion (i.e., it does not lead students to believe it is awarded on a discriminatory basis).

REQUIREMENT:
All written materials are written in a way that does not lead students or other readers to believe aid is awarded in a discriminatory way; the non-discrimination statement is included.
Institutional awards provided due to historically underrepresented populations or due to a bequest, trust, or other legal instrument is acknowledged as such in the written materials.

This is evident in:
- ☐ Written financial assistance materials
- ☐ List of scholarships or financial awards offered by outside organizations or individuals including award criteria
- ☐ Documentation of all financial assistance awarded as a result of trust, bequest, or other legal instrument
- ☐ Financial assistance materials used for students with sensory impairments

KCC Financial Aid - Scholarships

KCC Foundation – Scholarships

Please see web directory of examples: Appendix Section 12
CRA 12-3 Students with Sensory Impairments

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National origin minority persons with limited English language skills receive information about financial assistance in their own language.

REQUIREMENT:

If community demographics indicate that national origin minority persons with limited English language skills are a part of the population served by the college, financial assistance information is equally available in the home language of these community members.

This is evident in:
- ☐ Financial assistance materials
- ☐ Demographics of the area served by the college (to indicate which languages must be provided)
- ☐ Interviews with students and bilingual interpreters

See census data in section 4-4 for language of community.

Please see web directory of examples: Appendix Section 12
CRA 12-4 Financial Aid Bilingual Information