



# Disability Services Guidelines & Procedures

Main Office – Central Campus – Terrell Building, Room 219

Office hours: 8:00am-5:00pm Monday – Friday\*

**\*Summer Hours are 7:30am – 6:00pm, Monday – Thursday; closed Fridays.**

*Appointments are available at satellite campuses upon request.*

*(A full-time Disability Counselor is located at the Levine Campus – Office # 2233 – 704-330-2722, ext. 7279)*

## WHO IS SERVED BY DISABILITY SERVICES (DS)?

Any student enrolled in classes at CPCO who has a documented disability that substantially limits a major life activity and impacts the educational environment is eligible for disability services. *Documentation must be provided at the student's own cost and effort.* DS reserves the right to deny services and/or accommodations until such time as the appropriate documentation has been provided. Determined on a case-by-case basis, reasonable services/accommodations are based on the nature and severity of the disability as indicated in documentation provided, the requirements of the course/program of study, and in consultation with the student, DS counselor, and academic faculty (as needed). The final determination is made by the DS team.

## STEPS TO FOLLOW WHEN APPLYING FOR SERVICES AND ACCOMMODATIONS:

**ADVANCE NOTICE:** It is very important that all students with disabilities understand that it is their responsibility to request services in a **timely manner** in order for DS to have adequate time to process, approve, and arrange.

<u>NEW COLLEGE CURRICULUM STUDENTS</u>	<u>COLLEGE &amp; CAREER READINESS STUDENTS</u> (Foundational Skills, GED, Adult High School, English as a Second Language, Bridge/Pathways to Careers, Special Learning Needs)
1. Identify yourself as a student with a disability requesting accommodations to the Disability Services (DS) office.	1. Identify yourself as a student with a disability requesting accommodations to an instructor or staff member in College and Career Readiness (CCR). CCR will make a referral to Disability Services (DS).
2. Submit to DS adequate documents establishing the existence of a disability (see specific requirements below).	
3. Complete a " <b>Student Intake Form</b> " available on the Disability Services' web page or at the Central or Levine Campus DS office. The form should be completed <i>prior to</i> the initial intake interview with a DS counselor.	
4. After documentation of disability has been received, a DS counselor will call you to schedule an intake appointment. Bring your completed Student Intake Form with you to this appointment. <i>(If you have not heard from DS within ten (10) business days after submitting your documentation, contact DS.)</i>	4. After DS has received the referral from CCR, a DS counselor will contact you to schedule an intake appointment. Bring your completed Student Intake Form with you to this appointment. <i>(If you have not heard from DS within ten (10) business days after submitting your documentation, contact DS.)</i>
5. Attend your intake appointment with a DS counselor.	
6. Your documentation and intake will be reviewed by the DS team to determine appropriate accommodations.	
7. Your DS counselor will schedule a follow-up appointment to review the DS team's recommendations.	
8. Make an appointment with your DS counselor to request Accommodations Forms for your classes.	8. DS will send approved accommodations to CCR.
9. Contact your DS counselor if you have any questions/concerns.	9. Contact your DS counselor if you have any questions/concerns and/or when you transfer into college credit-level curriculum classes.

## **RETURNING CURRICULUM STUDENTS (DOES NOT APPLY TO CCR STUDENTS):**

**NEW ACCOMMODATION FORMS ARE REQUIRED EACH TERM.** Returning curriculum students at CCCC currently being served by DS and who have registered for classes should make an appointment with their DS counselor to request Accommodation Forms for the new semester. *(Many students prefer to attend the first day of class and receive the course syllabus before requesting accommodations.)* If you have not previously registered with the DS office please follow the instructions for new students above.

**NOTE ABOUT OTHER COLLEGES/UNIVERSITIES:** Documentation requirements vary among colleges and other institutions. If you plan to transfer be sure to contact the office at the institution where you will be transferring and get information on ***their*** documentation requirements and process for applying for services and accommodations. CCCC Disability Services can assist you with this process if you request.

## **SHARE THE INFORMATION BELOW WITH YOUR MEDICAL PROVIDER**

### **DOCUMENTATION FORMAT:**

- All documentation must be **TYPED (NOT handwritten)** on full-size letterhead and signed by the qualifying professional.
- Diagnoses written on a prescription pad or half size letterhead are **NOT** accepted.
- Students are encouraged to bring their documentation with them when they apply for services to avoid delays.

**When must this documentation be provided?** Documentation must be provided to the Disability Services before the student can receive services.

**Where is the documentation kept?** Documentation is kept in a separate confidential file and is not part of the student's academic record (unless deemed appropriate under certain circumstances to be in compliance with the Family Education Rights and Privacy Act – FERPA).

**Why does CCCC need documentation of the disability?** DS needs sufficient information to determine eligibility and effective accommodations for each student. Funding sources and regulatory agencies require that documentation be on file.

## **DOCUMENTATION SUGGESTED FOR SPECIFIC AREAS OF DISABILITY:**

**Attention Deficit Disorder:** Relevant reports from the diagnosing physician or psychologist or information from current therapist stating the *diagnosis, nature of disability, severity, and functional limitations\**. DSM-IV diagnosis is helpful.

**Hearing Impairment:** Physician's statement that includes *diagnosis, nature of disability, severity, and functional limitations\**, or records from public or private school that indicate services were provided. An audiology report is helpful.

**Visual Impairment:** Physician's statement that includes *diagnosis, nature of disability, severity, and functional limitations\**, records from public or private school that indicated that services were provided.

**Psychological Disorder:** Mental Health Professional's statement that includes *diagnosis, nature of disability, severity, and functional limitations\** (psychologist, qualified counselor/therapist, psychiatrist). DSM-IV diagnosis is helpful.

**Orthopedic Impairment:** Physician's statement that includes *diagnosis, nature of disability, severity, and functional limitations\** may be required.

**Other Health Impairment:** Physician's statement that includes *diagnosis, nature of disability, severity, and functional limitations.\**

**Speech/Language Impairment:** Report from a licensed speech pathologist stating the *diagnosis, nature of disability, severity, and functional limitations\** may be required.

**Learning Disabilities:** *Disability Services at CPCC acknowledges that once a person is diagnosed as having an LD that qualifies for protection under the Americans with Disabilities Act (ADA), the disability is normally viewed as lifelong. Although the LD is ongoing, the severity and manifestations of the condition can change over time.*

Documentation administered by a qualified professional trained in this field (***your IEP is generally not adequate alone***). If you were served in Special Education while in the public school system, we will need your **MOST CURRENT PSYCHO-EDUCATIONAL EVALUATION**. This is the evaluation that determined you were eligible for services in Special Education. Your IEP is generally not helpful when determining eligibility for services in post-secondary education. Your IEP will tell *WHAT* you received in public school, it does not typically tell *WHY*. Your evaluation will assist us in providing the most effective accommodations and services. Qualified evaluators include:

- Licensed clinical or educational psychologist
- Neuropsychologist
- Learning Disabilities Specialist
- School Psychologist
- Medical doctor with demonstrated training and experience in the assessment of LD in adolescents and adults
- Vocational Rehabilitation Division Diagnostician

**NOTE:** *It is not appropriate for professionals to evaluate members of their own families or children of close friends.*

**OPTION: DOCUMENTATION UPDATE:** If the documentation provided by the student does not include a recent evaluation, students have the option to submit new and/or additional, **age-appropriate** documentation. A documentation update is a report by a qualified professional that *includes a summary of the original disability documentation findings as well as additional evaluation data necessary to establish the candidate's current eligibility and the appropriateness of the requested accommodation(s)*. The summary in a documentation update should include:

- a *restatement of the diagnosis*, including date(s) for all prior diagnosis and data that were used to establish the diagnosis – evidence regarding the *continued persistence* of the diagnosis should be more than a self-report by the student,
- an update that verifies the *continuing weakness* in those areas identified as weak in prior evaluation(s),
- **current functional limitations\*** due to the disability, including information regarding its duration, severity, and impact on academic performance. *\*Functional limitations refer to how the disability significantly restricts or prevents the student from learning, thinking, etc.,*
- *objective evidence* confirming that performance would be *negatively affected without the requested accommodations*.

**Additional evaluation data that would be helpful if a new evaluation is administered:**

- **achievement measures** that substantiate the ongoing impact of the disability on academic performance. The updated evaluation need not include a full battery of tests but should include selected academic tests and subtests deemed appropriate to support current eligibility. There should be an explanation of why certain subtests were selected for the update, interpretation of the scores obtained, and a discussion of relevant error patterns based on the candidate's scores,
- **cognitive functioning assessment** is *only necessary if* the existing documentation does not contain *adequate and age-appropriate* information to establish the disability status,
- **update of intellectual functioning** is generally *not necessary if* the WAIS-III, or other comparable measure was previously used, given that intellectual functioning is typically stable in adulthood.

**\*NOTE: *Functional limitations*** refer to how the impairment significantly restricts or prevents the individual from performing a major life activity (i.e. walking, breathing, talking, seeing, hearing, learning, thinking, etc.).

# DISABILITY SERVICES

## STUDENT RIGHTS AND RESPONSIBILITIES

### Student Responsibilities

As a student with a disability seeking services from **Disability Services (DS)**, it is **your responsibility to:**

1. identify yourself as needing accommodation in a **timely** manner to the DS by
  - a. providing documentation from an appropriate professional, and
  - b. providing evidence of how your disability affects your access to or performance in an educational environment (*this may be in the form of the professional documentation or an intake interview with a counselor*),
2. meet and maintain the College's fundamental behavioral, academic, and technical standards, and
3. notify the DS each term you are an active student at the College and to request Accommodation Forms at the **beginning of each term**; these forms are the official notification to your instructors of reasonable and approved accommodation(s) that you will require.

As a student with a disability, you are strongly encouraged to talk with your instructors. You know your disability and know best how to explain your own coping strategies. Not only will this put you at ease with them, but it will help them in understanding your individual needs. You should be able to clearly explain the accommodation(s) that have been approved by DS. Don't wait for a problem to arise!

### Student Rights

As a student with a disability,

- you have the **right** to an equal opportunity to learn, *If the location, delivery system, or instructional method limit your access, participation, or ability to benefit, you have a right to reasonable alterations in those aspects of the course (or program) to accommodate your disability, as long as it does not change the fundamental requirements of the class or curriculum program. **Each request for accommodation is judged on a case-by-case basis.** A few examples of accommodations include:*
  - *Extending the time limit on a test for a student with a learning disability.*
  - *Providing a distraction-reduced testing environment for a student with ADHD or high anxiety.*
  - *Providing an interpreter for a student with a hearing impairment.*
- you have the **right** to an equal opportunity to participate in and benefit from the academic community; this includes access to services at a comparable level as that provided to any other student.

### Complaints

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Any complaints about accommodations should be submitted to the DS office by email at [disability.counselingservices@cpcc.edu](mailto:disability.counselingservices@cpcc.edu) or by calling 704-330-6621.