



Student Guide to Disability Services

Welcome to Cleveland Community College!

We are delighted that you have chosen to continue your education with us. CCC's mission is to help students achieve professional and personal goals by providing quality, accessible educational programs and services.

With this in mind, we are committed to making reasonable accommodations for physically disabled or learning impaired students.

Cleveland is dedicated to providing equal educational opportunities.

If you have questions or concerns, please contact me at 704-484-6073 or maddox@clevelandcommunitycollege.edu.

Sincerely,

Nedra Maddox

Nedra Maddox
Disabilities Coordinator

▪ **What is a Disability?**

A disability under Section 504 of the *Rehabilitation Act* and the *Americans with Disabilities Act*, is described as a mental, or physical impairment that substantially limits a major life activity. Examples of impairments that can have a substantial impact on a major life function are visual impairments and blindness, hearing impairment and deafness, mobility impairment, learning disabilities, or systemic medical conditions.

The definition of a disability and criteria for establishing eligibility for accommodations services under 504 and ADA for post secondary institutions may be different than the definitions and criteria implemented in the public schools, rehabilitation programs, social security, Veterans Administration, or as covered under insurance policies.

Section 504 of the Rehabilitation Act:

Section 504 of the Rehabilitation Act of 1973 states that ..."No otherwise qualified individual with a disability in the United States...shall solely by reason of ...disability, be denied the benefits of, be excluded from the participation in, or be subject to discrimination under any program or activity receiving federal financial assistance."

A person with a disability includes ..."any person who (1) has a physical or mental impairment which substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks], (2) has a record of such an impairment, or (3) is regarded as having such an impairment."

A "qualified person with a disability" is defined as one ..."who meets the academic and technical standards as requisite to admission or participation in the educational program or activity."

▪ **Student Accommodation Process**

A student may choose to disclose his/her disability at any time before, during, or after the admissions process. However, students are encouraged to contact the Disabilities Services Coordinator soon after they apply so that appropriate accommodations and/or services can be arranged. **It is the student's responsibility to request accommodations each semester.**

It is highly recommended that accommodations be requested at least 30 days prior to the beginning of the semester. Students who do not allow adequate time to request services may experience a delay in accommodations.

Students with disabilities are expected to meet qualifications and maintain essential institutional standards for courses, programs, activities, and facilities. In order to establish eligibility for accommodations, students must:

- Complete a Cleveland Community College admissions application and return it to Student Services.
- Provide sealed, official copies of high school or GED transcript to Student Services.
- Schedule an appointment to take the placement test. Students should contact the Disability Services Coordinator at 704-484-4063 to arrange accommodations for testing if needed.
- Notify the Disability Services Coordinator of the need for services 30 days prior to registration.

Complete and return the accommodation request form and provide acceptable documentation to the Disability Services Coordinator.

▪ **Documentation Guidelines**

Documentation must be provided from an appropriately licensed/certified professional and have enough information to establish the student's status as a person with a disability as well as establishing the need for any requested accommodations, including those associated with placement testing. In most cases, the documentation should be no older than three years. An Individualized Education Plan is not considered acceptable documentation

Documentation has two main purposes:

1. to establish that an individual has a disability
2. to describe and document the functional impact of the disability for use in establishing the need for and design of accommodations

CCC requires that you provide documentation prepared by an appropriate professional, (i.e. Medical doctor, psychologist, or other related diagnostician.)

▪ **Documentation should include the following:**

1. The credentials of the professional evaluator.
2. A diagnostic statement identifying the current disability and the date of the diagnosis (should be within 3 years)
3. A description of the diagnostic methodology used (how was the diagnosis reached.)
4. A description of the student's current functional limitations.
5. A description of the expected progression or stability of the disability.
6. A description of current and past accommodations, services and/or medications.
7. Recommendations for accommodations, adaptive devices, assistive services.

▪ **Temporary Impairments**

Some disabilities are temporary and may require accommodations for a limited time. Each case is considered individually. The following documentation is required:

- Documentation on letterhead from a qualified professional stating diagnosis, functional limitations necessitating the accommodations and estimated length services will be needed.
- Services will be provided for a limited time pending receipt of documentation.

▪ **Rights & Responsibilities**

College Rights

- Identify and establish essential functions, abilities, skills, knowledge, and standards for courses, programs, services, jobs, and activities, and to evaluate students on this basis;
- Request and receive current documentation from a qualified professional that supports requests for accommodations, academic adjustments, and/or auxiliary aids and services;
- Deny a request for accommodations, academic adjustments, and/or auxiliary aids and services if the documentation does not demonstrate that the request is warranted, or if the individual fails to provide appropriate documentation;
- Select among equally effective accommodations, adjustments, and/or auxiliary aids and services;
- Refuse to provide an accommodation, adjustment, and/or auxiliary aid and service that may impose a fundamental alteration to a program or activity of the college.

College Responsibilities

- Accommodate the known limitations of an otherwise qualified student with a disability;
- Ensure that courses, programs, services, and activities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings;
- Provide or arrange accommodations, academic adjustments, and/or auxiliary aids and services for students with disabilities in courses, programs, services, and activities;
- To maintain appropriate confidentiality of records and communication, except where permitted or required by law;
- To maintain academic standards by providing accommodations without compromising the content, quality, or level of instruction.
- To inform instructors of student's disability and request for accommodations once appropriate documentation has been submitted to the Disabilities Coordinator.

Student Rights

- Equal access to courses, programs, services, jobs, and activities offered by the college;
- Equal opportunity to work, learn, and receive accommodations, academic adjustments and/or auxiliary aids and services;
- Confidentiality of information regarding their disability as applicable laws allow;
- Information available in accessible formats.

Student Responsibilities

- Meet qualifications and maintain essential institutional standards for the programs, courses, services, and activities;
- Self-identify disability status in a reasonable and timely manner each semester.
- Provide disability documentation from a qualified professional that reflects the student's current disability status, and how their disability limits participation in courses, programs, services, and activities;
- Follow published procedures for obtaining academic adjustments, and/or auxiliary aids and services.

Suggestions for students

- Some accommodations require extra time so it is imperative to self-identify and request accommodations as soon as possible;
- Attend classes and follow instructions provided in the class syllabus concerning absences, emergency needs, or other information specific to class;
- Inform instructor ahead of time of any absences;
- Contact other outside agencies for possible eligibility in additional services;
- Arrange for personal attendants if needed, whether paid for by an agency or family (colleges are not required under ADA to provide personal attendants, tutors, or personal items such as hearing aids, prostheses, individually designed and fitted special extensions or wands for computer or other resource operation).
- Students with disabilities should process their own college business i.e., registration, drop/add, refunds, etc.

COMMONLY REQUESTED ACCOMMODATIONS

**Services may only be provided with submissions of appropriate documentation to the Disabilities Coordinator.*

▪ Interpreter Services

Interpreters are provided through the Disabilities Services Coordinator for deaf and hard of hearing students who request such services. Interpreter assignments are made as early as possible before the term begins. When scheduling, the goal is to match the needs of the student and situation to the skills and preferences of the interpreters. At any time, if a student or interpreter believes a mismatch has occurred, he/she is encouraged to discuss it with a Disabilities Services Coordinator. It is the student's responsibility to notify the Disabilities Services Coordinator immediately of any schedule changes that are made after the term begins. Any additional interpreter service needs (i.e., interpreter service needs other than regularly scheduled classes) must be requested by the student.

▪ Note Taker Services

Note takers are provided for students whose disability prevents them from adequately taking notes in class. This determination is made based on documentation of the student's disability. Students have the option of soliciting their own note taker from other students enrolled in the class or seeking assistance from faculty in identifying a note taker.

▪ Scribe Services

Scribe services are provided in class for students whose documented disability severely limits their ability to write or type. The role of the scribe is to write for the student during tests and in-class assignments, and/or to take notes for the student during the regular classroom sessions. Scribes are not enrolled in the same class as the student with the disability, and should not participate in the classroom discussions or assignments.

▪ Textbooks on Tape

Students, who have documentation that supports the need for taped texts, may request textbooks on tape from the Disabilities Services Coordinator, who maintains an institutional membership to RFB&D (Recording for the Blind and Dyslexic). Recorded texts loaned from RFB&D are free of charge to students who have purchased textbooks in the CCC College Book Store. It is the students' responsibility to request books on tape and to provide necessary information needed to order the books. Tape players can be checked out in the library on a first come first served basis.

▪ Readers

Reader services are provided for blind, visually impaired and students with learning disabilities whose documentation supports this service. Readers record text, course material, and tests onto audiotape. They may also accompany students to class or read aloud to students depending on documented needs. Reader services are coordinated by the Disabilities Coordinator.

▪ Preferential Seating

It is important for some students to sit in the front row and near the instructor. Front row seating generally limits distractions and allows opportunity for frequent eye contact with the instructor.

▪ Testing Modifications

Extended time for tests: Some students require extra time to process information and to formulate responses. Testing outside the classroom: Students who are easily distracted and have concentration problems need a quiet space for testing. Others need a separate space to talk through their answers out loud.

ADA Accommodation Request

Student Name _____ Student ID# _____ DOB _____

Address _____

Major /Program _____ Home/Cell Phone _____

***It is the student's responsibility to provide proof of paid registration for classes to this office as soon as possible each semester.** Pre-registration (as early as possible) is a must. Instructors cannot be notified unless registration is paid.

*It is the student's responsibility to provide the Disabilities Coordinator with appropriate documentation for services to be provided. It is highly recommended that accommodation request be made at least 30 days prior to the beginning of the semester. It may take several weeks to receive software, books on tape, new technology, etc.

Part I: Describe your disability which requires coverage by the Americans with Disability Act and by Section 504 of the Rehabilitation Act of 1973 and attach sufficient documentation verifying your specific need (may include, but not limited to medical evaluations).

Part II: Please indicate the specific accommodations needs that you request:

Part III: Prior educational experiences: In order for the college to assist you it would be helpful if you would outline how your accommodation needs have been met at other institutions. Please list contact person(s) and telephone numbers if it would be helpful.

Student Signature _____ date _____