

STUDENT ACCOMMODATION PROCESS FOR DISABILITY SERVICES

Students with disabilities are expected to meet the qualifications and maintain the essential institutional standards for courses, programs, activities, and facilities. The Disability Services Office promotes self-advocacy. Students are encouraged to be independent thinkers who know their learning strengths and weaknesses and subsequently develop appropriate coping strategies for academic success, including approaching instructors and discussing any disability services which they are eligible to receive. This philosophy promotes independence and develops the skills students will need to function successfully in the workplace. **In order to establish eligibility for accommodations, students must:**

- Submit all appropriate documentation regarding his/her medical condition or disability to the Disability Services Office, it is strongly recommended at least **30 days prior to beginning of the semester.** (Note: Certain accommodations may take longer than 30 days to arrange, therefore disclosing to the Disability Services Office as soon as possible is imperative)
- Schedule an appointment with the Disability Services Office Counselor to discuss services and/or accommodations. This meeting is required for the accommodations and/or services to begin.

WHAT DOCUMENTATION DO I NEED?

In most cases, in order to be determined eligible for accommodations through the Office of Disability Services, an enrolled student (curriculum or continuing education) with a disability/chronic medical condition should present documentation that contains information describing the student's current level of functioning within and outside the academic setting.

This **documentation** should be submitted by a professional who is licensed/certified in the area for which the diagnosis is made and who is not related to the student. The report must be presented on practice letterhead and signed by the examiner.

Information for the Examiner:

Although this is not intended to be a template, we request that the information set out in this section be included in the report. Additional information for individuals with specific types of disabilities is located in the next section of the guide.

- **History** of personal, social, medical and education activities as it pertains to the causes of the evaluation.
- Diagnostic **statement identifying the disability** (ICD-DSM classification)
- Description of the diagnostic **methodology used**, including all data from appropriate instruments of evaluation. Information based on “**screening**” instruments is **not** acceptable.
- Description of **current substantial limitations** as they relate to meeting the various demands of college life. The report should contain a discussion and evidence of impact as it relates to the actual achievement (or lack thereof) in the current time period and the past year (indicate any accommodations and/or services provided). Information should also be included regarding the past three years explaining how and why the student's academic performance has, or has not, been affected by the disability.
- Expected **progression or stability** of the medical condition/disability.
- **Medication** – mitigation of impact and/or (expected) side effects.
- **Co-morbid** conditions – if multiple diagnoses are provided, please indicate the primary and secondary conditions and how each affects learning.
- Explanation of **differential or exclusionary diagnosis**
- **Recommendations** – suggestions for reasonable accommodations should be directly linked to the impact of the disability and associated issues (ex: medication) and not simply to the diagnosis.

INSUFFICIENT DOCUMENTATION (AND/OR EVALUATIVE REMARKS)

- In cases where documentation is **incomplete or out of date**, the student will be required to seek additional evaluation and/or clarifying information from the evaluator/medical provider regarding the documentation. The **student is responsible for all costs** associated with obtaining the reports, examinations, tests, etc.
- Since the requirements for access in higher education are different than those for high school, generally the **Individual Educational Plans (IEP's)**, **504 Plans** and **Summary of Performance (SOP)** are **not sufficient** documentation to establish that the student is eligible for services and accommodations.
- In most cases documentation consisting only of a **diagnosis, case** or **chart notes**, and/or **prescription pad** notations is **insufficient** to determine the impact of a medical condition/disability, to address the issue of substantial limitations, and to develop reasonable accommodations.

If a student leaves Davidson County Community College *for any reason*, upon being readmitted he or she will be asked to submit updated documentation prior to receiving accommodations and/or services.

TEMPORARY MEDICAL CONDITIONS

Some medical conditions or disabilities are temporary (ex: a broken hand) and may only require accommodations for a limited time. Each case is considered individually. See the appendix section for the *Documentation of a Temporary Condition*.

