

## ACADEMIC DISABILITY ACCOMMODATIONS: FAQ

### What is a disability?

A disability, as defined by the Americans with Disabilities Act (ADA), is “a physical or mental impairment that substantially limits one or more major life activities.” CCAD recognizes that a disability can take many forms and that disabilities are often not apparent to others unless the person with the condition chooses to disclose it.

### What is a disability accommodation?

A disability accommodation is a reasonable adjustment or alteration to an educational environment or practice that allows a student with a disability to have equal access to their educational experience. Accommodations are not designed to give a student an advantage or make school “easier,” nor are they a guarantee for success.

### How do I access accommodations?

The process to establish reasonable disability accommodations involves a review of relevant documentation that will aid Disability & Access Services in making appropriate determinations of accommodation needs, as well as a mandatory intake meeting with the student.

1. **Self-Identify and Submit Documentation:** First, the student must notify Disability & Access Services at [disability@ccad.edu](mailto:disability@ccad.edu) of the need for accommodations by submitting qualifying and appropriate documentation (see attached guidelines). The student must initiate this process directly. If applicable, documentation from multiple professional providers can be submitted. Disability & Access Services will confirm receipt via CCAD student email if available.
2. **Complete Intake Meeting:** Next, to formally establish accommodations the student must complete an intake meeting with Disability & Access Services. Disability & Access Services will contact the student directly once it’s appropriate for this meeting to occur. During the intake, the student can share a personal narrative of their experiences with their disability to help determine accommodations. Scheduling and confirming this appointment can only be done by the student.

### When should I send the documentation?

Documentation of a disability can be submitted to Disability & Access Services at any time. In order to ensure the development of an Accommodations Plan by the start of a semester, or as early as possible, the student should be timely in initiating the process above, as disability accommodations are not applied retroactively. Upon receipt of sufficient disability documentation, finalizing the process and the Accommodations Plan may take up to two weeks. New, incoming students will begin intake meetings in June.

### What accommodations can CCAD provide?

Decisions about disability accommodations are made on a case-by-case basis after consultation with the student.

### I had an Individualized Education Program (IEP) and/or a 504 Plan in high school. How is the disability accommodations process in higher education different?

Colleges do not create or implement an IEP or 504 Plan but rather a reasonable and appropriate Accommodations Plan under ADA. The student must also self-identify as having a disability and will engage in an interactive process with the Disability & Access Services Office to determine what, if any, accommodations are appropriate. Formal documentation from the K-12 setting can be submitted for review and consideration when determining accommodations in the higher education setting. Once an Accommodations Plan is co-established, the student is responsible for informing their instructors each semester about their accommodations. Disability & Access Services is available to help students navigate this process and to ensure application of approved accommodations. While students are not required to “renew” their Accommodations Plan once established, they can request to review and potentially update their Accommodations Plan with Disability & Access Services at any time.

## ACADEMIC DISABILITY ACCOMMODATIONS: DOCUMENTATION GUIDELINES

CCAD's Disability & Access Services works directly with students to establish reasonable, appropriate disability accommodations for cognitive, psychological, and physical/medical disabilities. In most cases, accommodation requests must be accompanied by documentation of a disability as defined by **Section 504** of the **Rehabilitation Act of 1973** and **Title II** of the **Americans with Disabilities Act (ADA) of 1990**.

Disability & Access Services requires current (preferably within last three years) and comprehensive documentation of the disability. The professional providing the documentation must be a trained, certified, or licensed mental health or medical professional with appropriate qualifications. In order to formulate a thorough and informed accommodation plan, documentation should include the following:

### 1. Description of the Diagnosis

Provide a clear statement of the specific diagnosis informed by relevant field guidelines directly related to the diagnosis. Note past and/or present symptoms as well as their level, frequency, triggers, and any other relevant information. Examples include, but are not limited to:

- Diagnostic Statistical Manual (DSM) (versions IV or V) diagnosis for psychiatric disabilities
- Psycho-educational or multi-factored evaluation for cognitive disabilities
- Thorough medical documentation for physical or medically related disabilities

### 2. Impact on Major Life Activities

Provide a thorough summary of the impact of the diagnosed condition(s) with a particular emphasis on how it impedes learning or other life activities (i.e., managing time, attending classes, diet, concentrating, communicating with others, social interactions). This summary should clearly explain the specific limitations the student experiences as a result of their disability.

### 3. Recommended Accommodations

State specific recommended accommodations for the limitations experienced and include a rationale for why the accommodations are necessary to mitigate the impact of the student's condition in an educational setting. This information will be used in co-developing an Accommodations Plan with the student and at that time, Disability & Access Services will discuss with the student which accommodations are both reasonable and appropriate for our academic programs.

### 4. Licensed Healthcare Provider's (LHCP) Information

The LHCP providing the documentation for this process must be a trained, certified, or licensed mental health or medical professional. The professional's qualifications must be provided on official letterhead and include: name, dated signature, title, address, phone number, and email address.

### 5. Current Treatment(s)

If applicable, describe any ongoing treatment(s) being undertaken to mitigate the impact of the diagnosis. List current medication(s) for which the student has a prescription (dosage, type, and frequency). Explain any adverse symptoms or side effects that could impact major life activities.

### Contact Information for Documentation Submission and/or Questions:

**Web:** [www.ccad.edu/support-services](http://www.ccad.edu/support-services)

**Email:** [disability@ccad.edu](mailto:disability@ccad.edu)

**Fax:** 614.437.7261

**Mail:** Disability & Access Services, 60 Cleveland Avenue Columbus, OH 43215