

# Special Populations Services a Brief Introduction

## INTRODUCTION

Central Carolina Community College has adopted the following policy to guide its delivery of services to students with disabilities:

“No otherwise qualified individual . . . shall, by reason of disability be excluded from the participation in, be denied the benefits of, or subjected to discrimination under any program or activity at Central Carolina Community College. The College will make program modification adjustments in instructional delivery and provide supplemental services to enable students with disabilities to participate in activities compatible with their condition and interests”.

At Central Carolina Community College, we want your educational experience to be complete, positive, and fulfilling. As a student with a disability, you want to obtain your goals with as little difficulty as possible. And, we want to help you do just that!

We understand that not all students learn the same way and at the same speed. Also, we know that sometimes the little things, such as an interpreter or easy access, make the difference for you to complete your education. To help you get the education you want to enter the workforce or to transfer to a four-year institution, we have a variety of services available.

Our instructors and staff have experience working with students who have disabilities. Also, our buildings provide adequate architectural and structural access for students with physical disabilities.

Central Carolina Community College attempts to stay in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act signed into law on July 26, 1990. The Special Populations Office was established in 1994 to facilitate the provision of reasonable accommodations for all students with disabilities.

Congressional records indicate that over 43,000,000 Americans have one or more disabilities. According to Profiles of Handicapped Students in Postsecondary Education, 1987, 1.3 million (10.5%) of the nation's 12.5 million students enrolled in postsecondary institutions reported having at least one disability. Reflective of these facts, Central Carolina Community College has experienced a significant increase in the numbers of enrolled students who have disabilities in recent years. The college aims to ensure quality services for **ALL** students and encourages students with disabilities to take full advantage of the many benefits the college provides.

## LEGAL MANDATES

Section 504 of the Rehabilitation Act of 1973 states that “no otherwise qualified handicapped individual in the United States, as defined in section 706(6) of this title, shall solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” The definition of “handicapped individual,” according to Section 504, is anyone with a physical or mental impairment that substantially impairs or restricts one or more major life activities, such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

## TO RECEIVE ACCOMMODATIONS:

1. Student completes standard admission application.
2. *Student must identify himself or herself to the Special Populations Office and request accommodations appropriate for his or her disability.*
3. Student may be referred to Special Populations Office by high school officials, community agencies, parents, Central Carolina Community College faculty or staff, or may self-refer. *It is the responsibility of the student to request accommodations.*
4. Student must provide documentation of the disability for which accommodations are requested.
5. Once documentation is received, the student and Special Populations Coordinator meet to determine necessary accommodations and complete a Service Contract.
6. Student completes a **Student Schedule Request** at the **beginning of each semester enrolled**, giving Special Populations Coordinator permission to notify instructors of accommodations.
7. Special Populations Coordinator sends “*Accommodations Checklist*” to the student’s instructors each term outlining accommodations to which the student is entitled.

## DOCUMENTATION REQUIREMENTS

It is illegal for an institution to inquire about disability prior to admission. *In postsecondary education, it is the responsibility of the student to notify the Special Populations Office of the need for special accommodations.* A student generally will not receive accommodations until documentation of the disability is on file in the Special Populations Office. As the law allows, a student undergoing evaluation or awaiting transmittal of documentation may also receive services and accommodations. Acceptable documentation of disability includes: medical report, physician’s statement, psychological evaluation, psycho-education evaluation, records from Division of Services from the Blind, Services for the Deaf and Hard of Hearing, and Vocational Rehabilitation. This list is not meant to be totally inclusive but establishes the tone of accepted documentation. The only exception to this requirement is the “reasonable man rule.” That is, if any reasonable person were to see a given student, he or she would concur that the student is disabled.

## **CONFIDENTIALITY**

In accordance with the law and sound ethical practice, specific information regarding a student's particular disability cannot be shared with a third party, including faculty, without the student's express permission to do so. A student may sign a release that allows the Special Populations Coordinator to contact faculty regarding the student's need for accommodations.

- It is the student's right not to disclose specific information regarding his or her disability to the instructors. However, the Special Populations Coordinator encourages students to do so where appropriate.
- Information disclosed to the faculty by the student or Special Populations Coordinator may **NOT** be disclosed to any other individual without written consent.

## **ACADEMIC STANDARDS**

Students with disabilities are expected to meet the same level of academic standards as all other students. Accommodations that alter the method of instruction or evaluation are frequently required. The purpose of an accommodation is to minimize the impact of the disability, not to "water down" a course or requirement. To do otherwise would decrease the credibility of the institution and would also be unfair to the student.

## **SELF-ADVOCACY**

The Special Populations Office promotes student self-advocacy. Students are encouraged to approach instructors and to discuss any special needs they may have in a specific setting. This philosophy promotes independence and develops the skills students will need to function successfully in the world of work.

## **DISABILITY CLASSIFICATION**

At Central Carolina Community College we serve, or have served, a variety of students with a wide range of disabilities. Listed below are the areas most commonly identified and served.

**MOBILITY DISABILITY**  
**DEAF OR HARD OF HEARING**  
**BLIND OR VISUALLY IMPAIRED**  
**LEARNING DISABILITIES**  
**ATTENTION DEFICIT DISORDER**  
**PSYCHIATRIC DISORDERS**  
**OTHER DISABILITIES**

The largest specific groups served at Central Carolina Community College are those students with learning disabilities, mobility impairments, and those classified with other disabilities (i.e. chronic health conditions such as diabetes, head injuries, HIV/AIDS, cerebral palsy, muscular dystrophy, asthma, extreme allergic reactions, and environmental sensitivities.)

## **COMMONLY REQUESTED ACCOMMODATIONS**

The most commonly requested accommodations are:

TUTORING  
TAPED LECTURES  
ALTERNATIVE TESTING ADVOCACY  
WHEELCHAIR ACCESSIBLE DESKS AND ROOMS  
EXTENDED TIME TESTING  
INTERPRETER

This information has been compiled in an effort to provide an easier transition for both faculty/staff and disabled students.

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