



DISABILITY SUPPORT SERVICES INTAKE AND INFORMATION PACKET



Scan the QR code for detailed information about our services on our website.



Disability Support Services (DSS)

Building 215, Room 101

Front Office (254)501-3006; Fax (254)526-1700; Email: DSS@ctcd.edu;

Website: www.ctcd.edu/disability-support

To qualify for college help through DSS, you need a disability as per the **Americans with Disabilities Act (ADA)**. ADA says you're disabled if you have a physical or mental condition that seriously limits a big part of your life. Students must arrange and pay for the necessary tests to prove their disability. Colleges don't have to conduct or pay for these tests or refer students for evaluations. All paperwork must be signed and up-to-date (less than 5 years).

The medical document must come from a licensed professional trained to conduct valid testing related to the specific area of disability. For example, for a visual impairment, the professional should be an ophthalmologist, for medical conditions, a medical doctor, and for mental/emotional/behavioral/cognitive/learning conditions, a psychologist, psychiatrist, school psychologist, or educational diagnostician etc.

The medical documentation needs to clearly say your disability diagnosis, with codes like DSM, ICD, or ICF. It should list the tests and summarize the results, explaining how the disability affects your life. Also, it should suggest classroom accommodations based on your diagnosis and why suggested accommodations are needed.

❖ ***Keep in mind that IEP, 504 paperwork, treatment notes, VA Ratings Forms, and Social Security statements are not considered sufficient documentation, and DSS will not accept them.***

This medical documentation should include evaluation/testing, a statement, and history of the diagnosis of disabilities such as:

- ADD/ADHD
- Dyslexia
- Learning or Intellectual Disabilities
- Autism Spectrum/Asperger's Disorder
- Psychological/Emotional Disorders
- Hearing Impairment
- Visual Impairment
- Medical Conditions affecting daily activities
- Neurological Disorders
- Traumatic Brain Injury

Use this checklist below to make sure your medical documentation has all the needed details for your qualified disability under ADA. Classroom accommodations will only be provided after you submit and DSS approves the medical documentation. **The DSS office will not accept incomplete documentation.**

- Documentation must be current (less than 5 years old).
- The document must be typed and on an official letterhead.
- The evaluator must be a licensed or certified professional trained to perform valid testing related to the specific area of disability.
- Clearly identify the specific diagnosis with appropriate diagnostic codes (i.e. DSM, ICD, and/or ICF).
- Include a list of all tests/exams conducted for the diagnosis (tests normed for children won't be accepted) when applicable.
- Provide a summary/explanation of all test results.
- State which major life activity is substantially limited due to the disability.
- Explain the current impact of the disability on the student's educational setting and academic performance.
- Include recommended classroom accommodations aligned with the diagnosis.
- Explain why the recommended accommodations are necessary for the documented disability.
- The documentation must be signed by the evaluator with their respective license, certification, or TEA number.

❖ **Note: Students with a state certificate of blindness and/or deafness do not need additional disability documentation for the DSS office.**



Disability Support Services (DSS)

Student Services - Building 215, Room 101

Front Office Phone: 254-501-3006; Email: DSS@ctcd.edu

DSS Fax: 254-526-1700

Website: www.ctcd.edu/disability-support

INSTRUCTIONS: HOW TO REQUEST ACCOMMODATIONS

All DSS Forms must now be filled out online. Find the e-Forms at <https://etcentral.ctcd.edu/> under ST Disability Services. Contact a DSS Coordinator with any e-form questions. For detailed DSS services information, visit the DSS Website. If you have login or form access issues, contact IT Help Desk at 254-501-3103 or [email](mailto:HDesk@ctcd.edu) (HDesk@ctcd.edu) for assistance.

Note: If you're already registered with DSS and received classroom accommodations in the last 3 years, skip the Student Intake e-form. Only new students need to complete it. DSS Coordinators can also help with academic advising; schedule an appointment if needed.

Classroom Accommodations:

New Students:

- Complete and submit the Student Intake e-Form for classroom accommodations (one-time submission) <https://etcentral.ctcd.edu/>
- Attach required medical documentation to the Student Intake e-Form (follow Documentation Criteria Checklist).
- After intake e-Form and medical documentation is approved by DSS, complete and submit the Accommodation Request e-Form to the DSS office to formally request accommodations.
- Submit the Online Accommodation Request Form EVERY semester for accommodation requests.

Campus Housing Accommodations:

- Students requesting campus housing accommodations must complete and submit both the ***Student Intake e-Form and Housing Accommodations e-Form***
- Please attach the necessary documentation as outlined in these e-forms
- If you need classroom accommodations in addition to housing accommodations, the student must follow instructions mentioned above

Service Animal (SA) Accommodations:

- If you bring your service animals to campus are not required to register it DSS or submit medical documentation per disability laws.
- However, students are encouraged to voluntarily register their service animal with DSS by completing and submitting the [Service Animal Registration e-Form](#).
- Although registration isn't mandatory, students with service animals are required to provide a copy of a veterinarian's verification that the dog has all legally vaccinations to maintain its health and prevent contagious disease.
- If you need classroom accommodations in addition to the service animal, follow the classroom accommodation instructions. For campus housing accommodations, follow instructions mentioned above.

Emotional Support Animal (ESA) Accommodations:

- Registration of an ESA requires documentation of disability and an ESA is ONLY allowed in the student's dormitory room only if campus housing accommodation is approved by DSS (*unlike a service animal, an ESA 's are not permitted in any other campus buildings*)
- Students requesting accommodations for an ESA must complete and submit:
 - * [Student Intake e-Form](#)
 - * [Housing Accommodations e-Form](#)
 - * [Emotional Support Animal Registration e-Form](#)
- Students are also required to attach the necessary documentation as outlined in these e-forms
- If you also need classroom accommodations along with an ESA, follow the instructions above for classroom accommodations.

Comparison Chart: Differences between High School and College Accommodations for Students with Disabilities

Differences Explained: The student goes from an environment that is structured to “ensure student success” (high school) to one that is designed to “allow equal access” (college). The *success* of the student is up to the student in the college setting. **The college must ensure *access*, NOT *success*.**

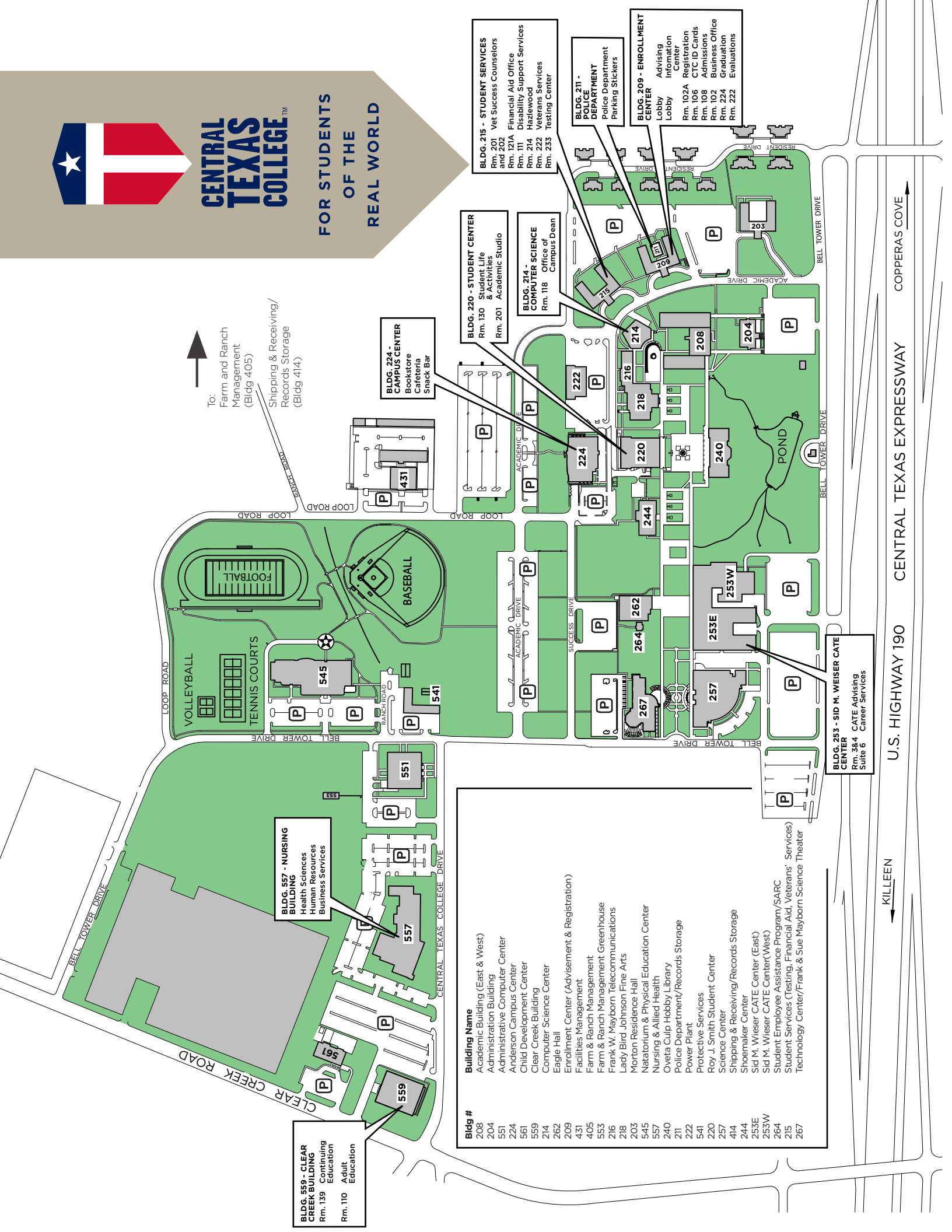
High School	College
<ul style="list-style-type: none"> Applicable Laws: I.D.E.A. (Individuals with Disabilities Education Act); Section 504, Rehabilitation Act of 1973; I.D.E.A. is about SUCCESS 	<ul style="list-style-type: none"> Applicable Laws: A.D.A. (Americans with Disabilities Act of 1990); Section 504, Rehabilitation Act of 1973; A.D.A. is about ACCESS
<ul style="list-style-type: none"> I.E.P. (Individualized Education Plan and/or 504 Plan is used for high school documentation; School provides evaluation at no cost to student; Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A. 	<ul style="list-style-type: none"> There is no standardized plan; High School I.E.P. and 504 are not sufficient and not utilized. Documentation guidelines specify information needed for each category of disability (colleges may set their own reasonable documentation requirements); Student must get evaluation at own expense; Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations
<ul style="list-style-type: none"> Student is identified by the school and is supported by parents and teachers; Primary responsibility for arranging accommodations belongs to the school; Teachers approach you if they believe you need assistance; Parent has access to student records and can participate in the accommodation process; Parent advocates for student 	<ul style="list-style-type: none"> Student must self-identify to the Office of Disability Services if accommodations are wanted (voluntary-not required); Primary responsibility for self-advocacy and arranging accommodations belongs to the student; Student is responsible for initiating contact with instructors and disability office if assistance is needed; Parent does not have access to student records without student’s written consent; Student advocates for self
<ul style="list-style-type: none"> School must develop formal plan and it is school’s responsibility to track student academic progress; Schools responsible for any needed services; School must provide whatever services will help student succeed in every class, testing, and any school-sponsored activity; School must provide individualized tutoring 	<ul style="list-style-type: none"> Student must ask for services EACH semester, and is responsible for much of the accommodation process (i.e., notifying office of test dates, scheduling tests, requesting accommodations for each class that accommodations are needed, etc); Student allowed only certain accommodations in college classroom and testing; Student is responsible for monitoring own academic progress and must seek out tutoring if needed, and must pay for it if college does not provide tutoring for non-disabled students

<ul style="list-style-type: none"> Each teacher is aware of a student's IEP and/or 504 Plan usually before the student begins class and has a good idea what the student's academic needs are; IEP and/or 504 Plans are usually set in place at the start of every school year for identified students 	<ul style="list-style-type: none"> Student must initiate all communication regarding utilization of accommodations with each professor for each course accommodations are requested every semester; Students may request accommodations at any time during the semester/term (not retroactive); Students have the civil right to not utilize approved accommodations and right to refuse accommodations they don't need/want; and if they do not request accommodations from the disability office, it is assumed they do not want it
<ul style="list-style-type: none"> Teachers may modify curriculum and/or alter pace of assignments; Reduced assignments, (requiring student to submit less work than others) extended time on assignments, grading changes (counting daily work equal with semester tests) test format changes (take away 2 wrong answers and leave one right and one wrong answer) repeated chances to make a passing grade; Students are expected to read short assignments that are then discussed, and often re-taught, in class; Students seldom need to read anything more than once, and sometimes listening in class is enough 	<ul style="list-style-type: none"> Professors are not required to modify curriculum design or alter assignment deadlines; No reduced assignments; extended time on assignments is very rare; no grading changes, no test format changes other than providing equal access (such as providing extended time or providing a test in large print/Braille); no extra attempts at tests unless approved accommodations were not provided during the first attempt; Students are assigned substantial amounts of reading and writing which may not be directly addressed in class; Students need to review class notes/text material regularly
<ul style="list-style-type: none"> I.E.P. or 504 plan may include modifications to test format and/or grading; Testing is frequent and covers small amounts of material; Makeup tests are often available; Teachers often take time to remind you of assignments and due dates; Students might have test content altered and might be able to utilize notes and/or books during tests 	<ul style="list-style-type: none"> Grading and test content changes are not required; Students who are approved for and elect to utilize extended testing time and separate testing area are required to contact the disability office to schedule testing per the office's testing guidelines; Testing is usually infrequent and may be cumulative, covering large amounts of material; Student takes same test as everyone else in the class; No notes or books may be utilized during tests; Makeup tests are rarely an option, Students are responsible for reading/adhering to the course syllabus (spells out exactly what is expected, due dates, and grading system)



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**FOR STUDENTS
OF THE
REAL WORLD**



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Education
Rm. 110 Adult
Education

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Business Services

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Rm. 130 Student Life
& Activities
Rm. 201 Academic Studio

**BLDG. 214 -
COMPUTER SCIENCE**
Rm. 118 Office of
Campus Dean

BLDG. 215 - STUDENT SERVICES
Rm. 201 Vet Success Counselors
and 202
Rm. 121A Financial Aid Office
Rm. 111 Disability Support Services
Rm. 214 Hazlewood
Rm. 222 Veterans Services
Rm. 233 Testing Center

**BLDG. 211 -
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Rm. 102A Registration
Rm. 106 CTC ID Cards
Rm. 108 Admissions
Rm. 102 Business Office
Rm. 224 Graduation
Rm. 222 Evaluations

**BLDG. 253 - SID M. WEISER CATE
CENTER**
Rm. 384 CATE Advising
Suite 6 Career Services

Bldg #	Building Name
208	Academic Building (East & West)
204	Administration Building
551	Administrative Computer Center
224	Anderson Campus Center
561	Child Development Center
559	Clear Creek Building
214	Computer Science Center
262	Eagle Hall
209	Enrollment Center (Advisement & Registration)
431	Facilities Management
405	Farm & Ranch Management
553	Farm & Ranch Management Greenhouse
216	Frank W. Mayborn Telecommunications
218	Lady Bird Johnson Fine Arts
203	Morton Residence Hall
545	Naturatorium & Physical Education Center
557	Nursing & Allied Health
240	Oveta Culp Hobby Library
211	Police Department/Records Storage
222	Power Plant
541	Protective Services
220	Roy J. Smith Student Center
257	Science Center
414	Shipping & Receiving/Records Storage
244	Shoemaker Center
253E	Sid M. Wieser CATE Center (East)
253W	Sid M. Wieser CATE Center (West)
215	Student Employee Assistance Program/SARC
215	Student Services (Testing, Financial Aid, Veterans' Services)
267	Technology Center/Frank & Sue Mayborn Science Theater

KILLEEN
U.S. HIGHWAY 190
CENTRAL TEXAS EXPRESSWAY
COPPERAS COVE