

The Disability Resource Center (DRC) ensures an accessible, inclusive, and welcoming environment for students with disabilities. The DRC provides services to facilitate equal access to college activities, courses (online and in-person), and programs, and supports faculty and staff in delivering accommodations.



What are reasonable accommodations?

Any reasonable adjustment of the learning environment that eliminates, as much as possible, physical or instructional barriers to learning encountered by the student. The adjustment must be based on the individual student's documented need and tailored to the specific student's disability. Accommodations are often classroom (in person and virtual) and testing accommodations.

What is a disability?

A diagnosed condition that impacts your ability to learn or take a test including chronic, physical, learning, and psychological conditions that are permanent or temporary.

STEPS TO START SERVICES WITH THE DISABILITY RESOURCE CENTER

STEP 01

SUBMIT DOCUMENTATION

Provide the DRC with documentation that establishes the existence of a disability. This can be an Individual Education Plan (IEP), 504 Plan, or documentation from a certifying professional. You can send your documentation to the DRC by emailing drc@clackamas.edu.

STEP 02

MEET WITH THE DISABILITY RESOURCE CENTER

At your initial meeting you will meet with a DRC staff member and discuss how your disability affects your ability to learn and take a test. You will also discuss reasonable accommodations for your classes, including both online and in-person classes.

STEP 03

REQUEST ACCOMMODATIONS

Request accommodations through [AIM](#) every term you attend CCC. If you are having trouble logging into [AIM](#), contact the DRC at drc@clackamas.edu.



DISABILITY RESOURCE CENTER

Wacheno Center – WC180

Oregon City Campus

19600 Molalla Ave.

Oregon City, OR 97045

Ph: 503-594-6357

E-mail: drc@clackamas.edu



GUIDELINES TO DOCUMENTING A DISABILITY

Students who are seeking support services from the Disability Resource Center (DRC) at Clackamas Community College (CCC) on the basis of a disability are required to submit documentation to verify their diagnosis. The cost and responsibility for providing this documentation is on the student.

Authority & Confidentiality

Authority is assigned to the Disability Resource Center for reviewing student documentation and determining what, if any, accommodations will be provided by the college to ensure equal access for all students. All contact information and documentation received is kept in confidential files within the Disability Resource Center. Information from the file is provided on a "need to know" basis only, at the student's request, or with a signed consent.

General Guidelines

The provision of all accommodations and auxiliary aids is based upon the indication that the accommodation or aid is appropriate to the needs and capabilities of the student. Therefore, it is in the student's best interest to provide current and appropriate documentation relevant to the student's learning environment.

The ideal documentation can include:

- Clearly state the names, titles, professional credentials of the evaluators, indicate date(s) of testing/examination, and be on official letterhead, typed, dated and signed.
 - Documentation must be written by a "qualified medical professional" (i.e., licensed physicians, neuropsychologists, and psychologists).
- Include a diagnostic statement identifying the disability, DSM diagnosis if relevant, describing the "nature and extent" of the disability, date of the current diagnostic evaluation, and the date of the original diagnosis.
- When appropriate, discuss the possible side-effects of medications, if needed for identification of appropriate educational services.

Specific Guidelines

Auditory/Hearing Impairment:

An audiogram and audiology report from a qualified medical professional should include information about the extent of the hearing loss and prescribed adaptive equipment. Audiology report must include the diagnosing professional's interpretation of the audiogram.

Learning Disabilities:

Individual "learning styles," "learning differences," "academic problems," and "test difficulty or anxiety," in and of themselves, do not constitute a learning disability. Disability listed as Specific Learning Disability is not a diagnosis alone. We need to know in what areas (reading, writing, math, etc.).

Traumatic Brain Injury (TBI)/Concussions:

A current doctor's letter or medical records will be needed to indicate when the injury was received and how the condition is currently impacting the individual. If there are memory impairments the manner and extent of memory impairment will need to be specified by the medical professional. The letter must also address the anticipated duration of the functional impact or limitations of the disability if relevant.