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# College of Southern Nevada

# Disability Resource Center (DRC)

## Prospective Student General Information Packet

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**NORTH LAS VEGAS OFFICE**  
SORT CODE : CYE120  
PHONE (702) 651-4045  
FAX (702) 651-4179  
[CYDRCSTAFF@CSN.EDU](mailto:CYDRCSTAFF@CSN.EDU)

**DEAF AND HARD OF HEARING**  
SORT CODE: CYMOD3  
VOICE/TDD (702) 651-4448  
FAX (702) 651-4583  
VP (702)475-4676  
[DEAF.HH.SERVICES@CSN.EDU](mailto:DEAF.HH.SERVICES@CSN.EDU)

**CHARLESTON OFFICE**  
SORT CODE: WCD116  
PHONE (702) 651-5644  
FAX (702) 651-5760  
[WCDRCSTAFF@CSN.EDU](mailto:WCDRCSTAFF@CSN.EDU)

**HENDERSON OFFICE**  
SORT CODE: HNB119  
PHONE (702) 651-3795  
FAX (702) 651-3004  
[HNDRCSTAFF@CSN.EDU](mailto:HNDRCSTAFF@CSN.EDU)



**Need an Interpreter,  
listening device, or  
Speech to Text to assist  
with communication?**

All services and intakes for persons with a hearing loss are provided at Deaf and Hard of Hearing Services (DHH) at:

702.651.4448 – Office (Voice)  
702.475.4676 – Video Phone  
[Deaf.hh.services@csn.edu](mailto:Deaf.hh.services@csn.edu)



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# DISCRIMINATION

## **Discrimination Has No Place In The Workplace and The Educational Environment**

The College Of Southern Nevada does not discriminate on the basis of race, color, sexual orientation, national origin, sex, disability, religion, marital status, pregnancy, or age in any of its policies, procedures, or practices, in compliance with Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title VII (pertaining to employment), Title IX of the Education Amendments of 1972 (pertaining to sex), Section 504 of the Rehabilitation Act of 1973 (pertaining to disability), the Americans with Disabilities Act (pertaining to disability), and the Age Discrimination Act of 1975 (pertaining to age). The College of Southern Nevada is committed to affirmative action and equal opportunity employment, and equal access to its programs and activities. This nondiscrimination policy covers admission, access to, and treatment and employment in the College's programs and activities, including vocational education.

If you believe that you have been subjected to or witnessed discrimination or sexual harassment, contact your agency coordinator:

**Office of Institutional Equity and Title IX**

**[titleixcoordinator@csn.edu](mailto:titleixcoordinator@csn.edu), (702)651-5587, Bldg. E Room 128 , Charleston Campus**

The College of Southern Nevada is committed to promptly investigating all complaints of discrimination; Section 504/ADA, Title VII, and Title IX.



Dear Prospective DRC Student,

Do you think that the Disability Resource Center (DRC) is something you might want to utilize during your education at CSN? If so, the following are some helpful facts about the DRC to get you started. Since this is your **first** experience with DRC and you have **not** yet met with any CSN DRC Disability Specialist I am pleased that you took the time to stop by our office.

**MISSION STATEMENT:**

**In accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Vocational Rehabilitation Act of 1973, the Disability Resource Center is committed to providing academic accommodations to all students with documented disabilities enrolled in classes or participating in College of Southern Nevada sponsored events.**

In order to become a DRC student you must take some steps to be admitted. Just as you are admitted into the College there is an admissions process to receiving services from the Disability Resource Center. Below is a list of steps outlining this process.

- **Submit documentation supporting your disability** – This documentation is crucial in letting us know what services best would assist you in academic success. The following pages of this packet will explain the guidelines of seven points that need to be covered in this piece of documentation. A few places that you could start inquiring about this documentation would be a physician, licensed psychologist, or updated multidisciplinary team report from the school district.
- **Documentation review** – The Disability Specialist presents your documentation during a Specialist meeting to verify if the documentation covers all seven points mentioned in the information you have provided for us to review.
- **Call for more information or scheduling an intake** – Once your documentation has gone through the review, the office will call you to either give you more information regarding how to get needed documentation or to set up your intake appointment with the campus specialist.
- **Intake Appointment** – This appointment is your first time meeting with a Disability Specialist to discuss your learning style and to become acquainted with how to access our services determined eligible for you.

Please be aware that DRC services are not available retroactively, so if you want to see if you are eligible you must act soon. I look forward to meeting you. If you have any questions along the way please feel free to contact the DRC on your campus of enrollment or visit us on the Web at – [www.csn.edu](http://www.csn.edu).

Sincerely,

Disability Specialist

# College of Southern Nevada

## DISABILITY RESOURCE CENTER Guidelines for Documenting Disabilities

In order to fully evaluate requests for accommodations CSN will need documentation of the disability that consists of an evaluation by an appropriate professional and describes the current impact of the disability as it relates to the accommodation request. Documentation must be legibly written in English, preferably typed, on letterhead from the qualifying professional. Documentation should be signed. Copies of prescriptions are not acceptable forms of documentation. It is the student's responsibility to provide CSN with documentation of the disability.

All contact information and documentation received is kept in separate confidential files within the Disability Resource Center office. Information concerning accommodations or the documentation provided will not be released without appropriate written consent.

Documentation provided will be used by the Disability Resource Center to evaluate requests for accommodations. The evaluation process includes a review of the documentation itself and (in the context of documentation) the fundamental goals and essential standards of the program, course, service, or benefit in question. The evaluation process will generate a list of potentially reasonable accommodations that will then be reviewed based on probable effectiveness, preferences of the requester, maximum level of integration, and the potential for an undue financial or administrative burden.

The guidelines below were developed to assist the student in working with the treating professional(s) to prepare the information needed to evaluate the student's request. These guidelines are only guidelines; the information identified is not necessarily exhaustive, and it may be necessary in some cases for a student to provide additional or more timely information. If, after reading these guidelines, a student has any questions, the student may call the Disability Specialist on the campus of primary enrollment.

Cheyenne Office	702/651-4045
West Charleston Office	702/651-5644
Henderson Office	702/651-3795

Deaf and Hard of Hearing Office 702/651-4448

For individuals who have recently been receiving services from a public school system; the information requested may be contained in the Psychological/Educational Evaluation from the most recent assessment/evaluation review. Some of the information may also be contained in an IEP, 504 Plan, or Transition Plan. The student must request this information separately from the high school transcripts. For individuals who are or have been recently receiving services from a state rehabilitation agency; much of the requested information will be contained in the most recent eligibility evaluation and/or your vocational plan. For individuals transferring from another college; information related to your disability will not be sent with a transcript request. The student must request that information separately.

Additionally the information CSN is requesting may or may not have been a part of the evaluation process at a previous public school system, state rehabilitation agency, or college. The student should check the information against the guidelines below.

A student may choose to submit documentation of the disability at any point during a semester; however, accommodations cannot be enforced retroactively. Accommodations can only begin once documentation is submitted to the Disability Specialist.

**AS APPROPRIATE TO THE DISABILITY, DOCUMENTATION SHOULD INCLUDE:**

**1) A diagnostic statement identifying the disability, date of the current diagnostic evaluation, and the date of the original diagnosis**

Under Federal law, a “disability” is a physical or mental impairment that substantially limits one or more major life activities. An individual with a disability is a person who has a physical or mental impairment that substantially limits one or more life activities, a person who has a history or record of such an impairment, or a person who is perceived as having such an impairment.

The diagnostic systems used by the Department of Education, The State Department of Rehabilitative Services or other State agencies and/or the current editions of either the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Statistical Classification of Diseases and Related Health Problems of the World Health Organization (ICD) are the recommended diagnostic taxonomies.

**2) A description of the diagnostic criteria and or diagnostic test used**

This description should include the specific results of diagnostic procedures, diagnostic tests utilized, and when administered. When available, both summary and specific test scores should be reported. When standard scores are not available, the mean, standard deviation, and the standard error of measurement are requested as appropriate to the construction of the test.

Diagnostic methods used should be congruent with the disability and current professional practices within the field. Informal or non-standardized evaluations should be described in enough detail that a professional colleague could understand their role and significance in the diagnostic process.

**3) A description of the current functional impact of the disability**

The current functional impact on physical, perceptual, cognitive, and behavioral abilities should be described either explicitly or through the provision of specific results from the diagnostic procedures. \*\*Information is considered to be current when it provides a clear picture of the individual’s function at this juncture. It is less a matter of months/years since the last evaluation than a determination of whether the information provided can be used to be predictive in assigning appropriate accommodations.\*\* Currency will be evaluated based on the typical

progression of the disability, its interaction with development across the life span, the presence or absence of significant events (since the date of the evaluation) that would impact functioning, and the applicability of the information to the current context of the request for accommodations.

**4) Treatments, medications, assistive devices/services currently prescribed or in use**

Documentation should include a description of treatments, medications, assistive devices, accommodations and/or assistive services in current use and their estimated effectiveness in ameliorating the impact of the disability. Significant side effects that may impact physical, perceptual, behavioral or cognitive performance should also be noted.

**5) A description of the expected progression or stability of the impact of the disability over time should be included**

This description should provide an estimate of the change in the functional limitations of the disability over time and/or recommendations concerning the predictable needs for reevaluation.

**6) The credentials of the diagnosing professional(s)**

Information describing the certification, licensure, and/or the professional training of individuals conducting the evaluation should be provided.

**7) Other information**

Beyond the six elements expected to be included in documentation; recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services will be considered.

Based on the context of the diagnostic evaluation, recommendations for specific accommodations, adaptive devices, and/or assistive services that may ameliorate the functional impact of the disability and provide fuller access should be described. As appropriate, recommendations for collateral medical, psychological, and/or educational support services or training that would be beneficial may also be included.

Recommendations from professionals with a history of working with the individual provide valuable information for the review process. They will be included in the evaluation of requests for accommodations. Where such recommendations are congruent with the programs, services, and benefits offered by the College, they will be given consideration. When recommendations go beyond services and benefits that can be provided by the College they may be used to suggest potential referrals to area service providers beyond the College.



Date: \_\_\_\_\_

Dear Physician:

\_\_\_\_\_ has applied for accommodations through the Disability Resource Center at the College of Southern Nevada. The following information is needed on your cover letter with your signature in order for the Disability Specialist to evaluate the need for accommodations:

- 1.) A diagnostic statement identifying the disability, date of the current diagnostic evaluation, and the date of the original diagnosis,
- 2.) A description of the diagnostic criteria and or diagnostic test used,
- 3.) A description of the current functional impact of the disability,
- 4.) Treatments, medications, assistive devices/services currently prescribed or in use,
- 5.) A description of the expected progression or stability of the impact of the disability over time should be included,
- 6.) The credentials of the diagnosing professional(s), and
- 7.) Other information that you feel as the treating professional that will assist the Disability Specialist in evaluating the student's request for accommodations.

If you have any questions regarding the above request feel free to contact a Disability Resource Center Office at the numbers listed below. Thank you in advance for your assistance.

Sincerely,  
Disability Resource Center Staff