

**Kentucky State University
Americans with Disabilities Act and Section 504
Student Handbook and Academic
Accommodations Policy Manual**

Kentucky State University complies with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and state and local regulations regarding students and applicants with disabilities. Under these laws, no qualified individual with a disability shall be denied access to or participation in services, programs, and activities of Kentucky State University.

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INTRODUCTION

This handbook is a guide to understanding the requirements for providing reasonable accommodations for Kentucky State University (KSU) students as required by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

KSU recognizes the rights of current students and applicants for admission with disabilities. The university makes reasonable efforts to accommodate mobility, sensory, health, psychological, and learning disabilities to the degree that the accommodations do not place undue burden on the university or would result in a fundamental change in the nature of a program. While the ADA and Section 504 apply to disabilities of a substantial and long-term nature, Kentucky State University also elects to accommodate students with temporary disabilities through the Student Health Service to the extent practical.

The center of disability accommodation at KSU is the Disability Resource Center (DRC). This manual describes the practices of the DRC in meeting the academic accommodations needs of students with disabilities.

DISABILITY RESOURCE CENTER (DRC)

The DRC provides consultation, counseling, and coordination of accommodations for qualified, registered students. Services include, but are not limited to:

Peer Tutors, Note Takers, and Readers

In addition to using assistive aids such as tape recorders, listening devices, low-vision assistance devices, and screen readers, DRC employs several note takers and readers to assist its special needs students. These individuals sit in on courses being taken by the special needs students to assure that the materials covered by the professors are taken down accurately and subsequently understood by the recipient.

For further information concerning the availability of services at the KSU DRC, call (502) 597-5093.

Web Accessibility and Distance Learning

The Kentucky State University Office of Continuing and Distance Education (OCDE) is committed to making all alternative delivery courses and professional training workshops accessible to all students and faculty. This pertains to all Kentucky Virtual University (KYVU) online classes, and Kentucky Tele-Linking Network (KTLN) ITV offerings and all Center for Innovation in Teaching, Learning, and Assessment (CITLA) workshops. OCDE staff will work with the Disability Resource Center Director and the University Counsel to meet all Federal and State ADA guidelines. A student with a disability who needs accommodation in a course will be referred to the Disability Resource Center Director. OCDE will make every effort to provide accommodations to its offerings but

cannot guarantee that requested services will be available. Staff of the Disability Resource Center will determine eligibility for services and provide appropriate accommodations. Support services and accommodations are available to encourage students with disabilities to take full advantage of the university's educational, social, and cultural opportunities.

Testing and Assignment Accommodations

The most typical accommodations provided for testing and assignments include increased time, and proctoring, reading, and testing in an area free from distraction.

APPLYING FOR ACCOMMODATIONS

The goal of the Disability Resource Center (DRC) is to provide equal access to students who are eligible. The DRC advocates for reasonable accommodations, removal of barriers, and acceptance of different learning methods. In partnership with students, faculty, and staff, its purpose is to achieve an accessible educational environment where students with disabilities have an equal opportunity to fully participate in all aspects of the university community.

It is recommended that students contact the DRC four weeks before accommodations are needed to request assistance to allow for the required medical or psychological documentation to be obtained and reviewed and for accommodations to be arranged. Early consultation will ensure that reasonable accommodations can be provided from the beginning of class work in order to achieve the greatest benefit to the student.

Students with documented physical or learning disabilities may receive assistance and support from the DRC. Students with temporary disabilities, typically physical conditions, may be eligible to obtain accommodations from Student Health Services through the Betty White Health Center at (502) 597-6565.

The first step for students applying for disability accommodations at KSU is to consult the Disability Resource Center (DRC) located at:

The Hill Student Center, Suite 220
Kentucky State University
Frankfort, KY 40601
Telephone: (502) 597-5093

DRC staff will explain and guide students through the application process. Students with disabilities who wish to be considered for accommodations are strongly encouraged to contact the DRC and apply upon receipt of the notice of admission into KSU. Delay in application may result in a delay in provision of accommodations. Students must re-register with the DRC at the **beginning of each semester**, preferably no later than upon receipt of their schedules.

Students Who Decline Services

Application for accommodations is a voluntary process, and students with disabilities cannot be required to register with DRC. If students choose to withhold information about their disabilities, and thereby forfeit any accommodations that may have been available, they have the right to do so. However, students are strongly encouraged to disclose their disabilities and use the services to support their academic needs.

Accommodations cannot be made retroactively. For example, a student with a learning disability may take his or her exams without extended time. If the exam grades are then poor, however, the student cannot expect any type of remediation. Future exams may be taken with extended time, but past grades will stand.

DISABILITY VERIFICATION PROCESS

All students must provide proof of the disability and the need for accommodations before services can be provided. This will usually be in the form of a psychological report or medical statement, and the documentation must be signed by a qualified licensed psychologist, psychiatrist, neuropsychologist or relevantly trained medical physician. Individual Education Programs and Section 504 plans are not sufficient documentation. All documentation must be no more than three years old at the time of application for accommodations.

The documentation must provide current impact of the disability. DRC requires a complete psychological report or medical statement to be current – not more than three years old. Evaluation reports with the initial diagnosis which are older than three years may be provided only to supplement the current documentation in providing important background information. The evaluation must be relevant to the student's current level of functioning as well. For example, if a student's level of disability has increased since his previous evaluation, further evaluation will be needed to verify the need for more intensive interventions.

Providing this information and having a history of the disability in elementary or secondary school does not automatically guarantee that one will receive the requested services. The information is evaluated for validity by qualified DRC personnel to determine whether criteria are met and to establish eligibility for services as a student with disabilities, according to University guidelines and the Americans with Disabilities Act (ADA).

Current documentation should validate the need for services based on the individual's current level of functioning in the educational setting. A current psychological report or medical statement must:

- clearly state the diagnosis;

- describe the functional limitations and educational impact resulting from the disability;
- include history relevant to the disability, including evidence of meeting DSM–IV criteria;
- include recommendations for accommodations;
- be typed on official stationary or letterhead;
- be signed by the credentialed psychologist, medical doctor, or appropriately credentialed professional;
- be current (within three years).

Documentation verifying a disability will be reviewed by the Disability Resource Center staff, which may also consult with specialists for technical assistance. Documentation verifying a disability must include an explanation of the degree of impact the disability has on a major life activity (such as, but not limited to, learning, walking, breathing, communicating, or seeing). Recommendations for suggested reasonable accommodations and how the accommodations are related to the disabling condition must also be included. A history of the student’s previous accommodations and their effect on the student’s performance should be included.

Students will be asked to provide authorization for their previous service providers to release information to the Disability Resource Center for use in eligibility determination and accommodation plan development.

Verification of Physical Disabilities and Other Health Impairments

A student with physical or other health impairments must provide professional verification certified by a licensed physician, certified or licensed psychologist, audiologist, speech pathologist, rehabilitation counselor, physical therapist, occupational therapist, or other professional health care provider who is qualified in the area of diagnosed disability. The verification must include a present level of functioning statement indicating the ways in which the student’s functioning is impaired. The student shall provide this information to the Disability Resource Center. The cost of obtaining the evaluation shall be paid by the student.

If the initial verification documentation is incomplete or inadequate to determine the present extent of the disability and appropriate accommodations, the DRC shall have the discretion to require supplemental assessment of a physical disability. The cost of the supplemental assessment shall be paid by the student. If the university requires an additional assessment for the purposes of obtaining a second professional opinion, then the university shall bear any cost not covered by any third party payer. Out of date evaluations, however, are not considered second opinions and would not be covered by the university.

Verification of Learning Disabilities

A student with a learning disability must provide professional testing and evaluation results which reflect the individual's present level of functioning and present achievement level. The university generally requires that assessment documentation be within the last three years. The cost of obtaining the report shall be paid by the student.

The criteria necessary to establish a student's eligibility for learning disability accommodations are:

1. Average or above average intelligence as measured by a standardized intelligence test which includes assessment of verbal and nonverbal abilities.
2. The presence of a cognitive achievement discrepancy or an intra-cognitive discrepancy indicated by a score on a standardized test of achievement which is 1.5 standard deviations or more below the student's intelligence quotient (IQ); or Documentation verifying the student has been identified as learning disabled through a valid, formal response-to-intervention procedure through a public school process; or documentation verifying the student meets DSM-IV criteria for learning disabilities.
3. Disorders in cognitive or sensory processing such as those related to memory, language, or attention; and
4. Absence of exclusionary factors contributing to low achievement such as visual or auditory disabilities, emotional or behavioral disabilities, lack of appropriate learning experiences, or deficiencies in intellectual ability.

Documentation verifying the learning disability must:

1. Be written by an appropriately authorized professional qualified to diagnose a learning disability including, but not limited to, a licensed physician (provided a formal evaluation has been conducted), learning disability specialist, or psychologist.
2. Include the testing procedures followed, the instruments used to assess the disability, the test score results, a written interpretation of the test results by the professional, and the rationale for recommending the accommodations. A doctor's diagnosis without supporting assessment documentation is not sufficient for the purposes of determining eligibility.
3. Reflect the individual's present level of functioning in the achievement areas of math calculation, applied math, reading decoding, reading comprehension, reading rate, written expression, writing mechanics, and vocabulary, writing, grammar, and spelling; and
4. Reflect the individual's present level of functioning in the areas of intelligence and processing skills.
5. The assessment must provide data that support the requests for any academic adjustment. In the event that a student requests an academic adjustment or accommodation that is not supported by the data in the assessment, or if the initial verification is incomplete or inadequate to determine the extent of the disability, then it is incumbent on the student to obtain supplemental testing to determine eligibility at the student's expense.

Temporary Conditions

Temporary conditions which are not disabling and are typically medically-related concerns, are addressed through Student Health Services in the Betty White Building. Students with temporarily disabling conditions are urged to contact Student Health Services at (502) 597-6565 for further information.

Reconsideration of Eligibility for Accommodations

Eligibility for accommodations will not be reconsidered unless additional, new information is submitted that was not available to the student upon the initial request for accommodations. Applicants must provide documentation supporting the disability and its impact on the student's academic performance for the reconsideration process.

DISABILITY RESOURCE CENTER SERVICES

The DRC will provide any reasonable and customary academic accommodations that a student needs due to his or her disability. DRC services are individualized because every student is a unique individual. The following services are examples of those most commonly needed.

1. **Professional Notification:** DRC will provide the student with a form verifying that the student has a disability. This form will describe any academic adjustments needed such as note-takers, interpreters, testing time, use of a recorder, or front row seating. DRC will assist the student in obtaining the needed aids.
2. **Extended-Time Testing:** Students who require extra time to complete examinations are generally allowed extra time. Professors may opt to give extended time in the classroom, or students may use the DRC Testing Service where staff proctors the examinations according to the professor's instructions. It is the student's responsibility to be certain that a test is scheduled to be taken in the DRC office. If the student's schedule does not allow time needed to complete the exam, or exams are scheduled in the evenings, the student must arrange with the professor to begin the exam at a more convenient time during disability service office hours.
3. **Education and Outreach:** DRC works to increase awareness of the disability related issues. DRC is available to university staff, students, faculty, staff, and administration for consultation on disability issues in postsecondary education.
4. **Accessibility:** Students with disabilities who are unable to access classrooms or any area of campus due to physical barriers should contact DRC for assistance. The staff will work through appropriate channels to have these barriers removed.
5. **Accessible Housing:** Students with disabilities that will need special accommodations for on-campus housing should indicate the need on their housing application. Also, the student should contact DRC to discuss their needs and fill out a Request for Accommodation Form prior to arrival. Additional information

may be obtained by contacting the Office of Residence Life at KSU, 400 E. Main Street, Frankfort, KY 40601 or by telephone at (502) 597-5951.

6. **Technological Resources:** The DRC provides some available assistive devices for student use in the DRC office.
7. **Interpreting Services:** Students must inform DRC when interpreters are needed to allow adequate time for planning and scheduling. Some students may have existing resources for payment of interpreter services through other agencies. In the event that a student is not eligible for outside funding, DRC will consider paying for interpreting services when these services are deemed to be a reasonable accommodation. Students are required to work with DRC and academic advisors to schedule their classes in such as to achieve maximum benefits from the interpreter's time.
8. **Attendant Care:** Selecting and scheduling personal care attendants is the student's responsibility. The University does not provide personal attendants.
9. **Other Services as Requested:** If a needed service is not listed, and if the services are within the bounds of reasonable accommodations, the DRC will explore the possibility of providing the service. Students should feel free to contact the DRC whenever further services are required. It is the student's responsibility to make his or her needs known.

STUDENT RESPONSIBILITIES FOR ACCOMMODATIONS

- At the beginning of the semester, schedule a meeting with each of your instructors during posted office hours to present and discuss accommodation letters. It is not recommended that students present the accommodation letter to their instructors before or after class and leave. Instructors need a scheduled time to discuss the accommodations with the student.
- Communicate with your instructors to negotiate how accommodations will be administered. Instructors need to develop an understanding with you about what is needed and how arrangements will be made. Also, establish whether your instructors may have expectations of you (i.e., reminder by e-mail before an upcoming exam, etc.)
- Provide a reasonable amount of notice to your instructors to receive testing accommodations. Accommodation letters are prepared for students upon request. The intent is for the instructors to receive them within the first two weeks of the semester. Notification of accommodation needs must be given to the instructors no less than 7 class days prior to a scheduled test or quiz, unless the instructor agrees to accommodate on short notice.
- Ensure instructors have a reliable way to contact you, and establish a dependable means for communicating with the instructors as situations come up. The DRC will request an updated e-mail address each semester to include on accommodation letters for the convenience of the instructor. If you prefer another method of communication, this must be discussed with the instructor.
- Check in with the instructor if problems arise. If classroom accommodations are not occurring, it is recommended that you discuss this with the instructor in an e-

mail or private meeting. As testing dates grow near, check in with the instructor to ensure arrangements are clear. It is not the instructor's responsibility to track down students to discuss accommodations.

- Respect the instructor's time and environment. Do not try to catch an instructor before or after class to discuss sensitive accommodations issues. Instructors may have other needs at that time and be unable to attend, recall, and discuss these issues. Further, it is not appropriate to discuss your confidential information with other students around. Students should request private office meetings as needed or communicate with instructors by e-mail.

Communicate with and notify your instructors of each exam you need testing accommodations. Using the DRC is an option for instructors. However, instructors may prefer to schedule accommodated testing in their department. As long as the space and resources meet the accommodation need, the accommodations are considered adequate.

If your instructor's department does not have the resources to accommodate testing, the instructor, not the student, can contact the DRC to schedule and accommodated exam.

- **FOR FINALS:** The student must relay to the instructor that **THEY** must contact the exam coordinator with a revised list of the students' names who need their final exam(s) scheduled through the Disability Resource Center no less than 7 days before the final exam date.
- Arrive at the testing location 5 minutes or more before the scheduled exam time. Exam proctors will wait 30 minutes. If the student is a no show, the instructor must be the one to choose if, when, and where the student may take a make-up exam and must proctor the student's make-up exam.
- Exam times will be arranged to overlap the scheduled class time or during the time requested by the instructor. Allowances **WILL NOT BE MADE FOR JOBS, EXTRA CURRICULAR ACTIVITIES, PROJECTS, ETC.** If an exam time is likely to overlap with an internship, TA position, or other mandatory attendance position, documentation must be provided to the testing coordinator and your instructor at the beginning of the semester.
- Bring a photo ID and necessary auxiliary aids. If you do not bring your photo ID you may not be able to take the exam. For students who are allowed to use a calculator during a test they must bring a hand held calculator to the scheduled test site. Exam proctors will not allow cell phones, palm pilots, or other electronic devices into the testing room unless they are specifically included on the student's accommodation plan.
- Anticipate that not every exam will be in the same location/room. Each exam's room location will be provided by the exam coordinator through email.
- Reply to all exam emails. The student will be contacted through email with the details of their scheduled accommodated exam. It is important that the student reply and confirm that they have received this email so that the Accommodated Testing Coordinator can give the go ahead for the scheduled exam.

- Expect to receive the specific testing accommodations stated in your accommodation letters during a test. Proctors may not change the arrangements that were established with the instructor. If students find that the established accommodations are not adequately meeting their needs, they need to discuss this with the Disability Resource Center staff.
- Integrity - Students receiving testing accommodations have the responsibility of honest, ethical test taking behavior and of maintaining the integrity of the test. Cheating will not be tolerated, and proctors will report any suspicious behaviors to the instructor. Disciplinary action will be at the discretion of the instructor.

DRC ACCOMMODATED TESTING POLICIES

Failure to Attend a Scheduled Accommodated Testing Session

If a student is a -No Show for an accommodated exam, the faculty will be notified and the faculty member will determine if a make-up is allowed. However, the Disability Resource Center may not proctor any make-up exams. For a one time -No Show, the student will still be eligible for future accommodated exam services. Students who are -No Shows for two exams without legitimate reasons may be ineligible for future accommodated exam services.

Final Exams

Faculty members who can proctor their own final exams are encouraged to do so. Faculty members who cannot proctor their final exams must contact DRC with a list of the names of students needing DRC testing services. **Notice must be provided no less than seven days before the final exam date to ensure staff availability.** Exams will only be scheduled for the students whose names have been provided to the exam coordinator no less than 7 days prior to the final exam date.

ATTENDANCE REQUIREMENTS

Both Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act place obligations on institutions of higher education to accommodate students with special needs. This means that institutions are under no obligation to assure the success of students with disabilities in higher education, only to assure that such students have the same opportunities as other students to be successful on the basis of their intellectual abilities and academic achievements. Although the university is charged with this obligation, it is the student's responsibility to attend all class meetings of each course for which they have registered unless excused in writing by the instructor, department head, or dean of the college in which the student is enrolled. A student who has unexcused absences is subject the attendance policy outline in the university catalog and in the course syllabus.

The DRC will assist with special accommodation needs and disability-related attendance issues. Any student with special needs requiring accommodation needs should inform

the DRC office and event sponsor(s) 72 hours prior to the event and/or activity to secure the appropriate arrangements. If the student is unable to attend the scheduled event, he or she must contact the DRC office 24 hours prior to the event so that appropriate action can be taken.

If the disability-related absence cannot be reported in advance, the student must notify the DRC as soon after-the-fact as possible and provide medical documentation verifying the nature of the absence. Work missed due to disability-related absence will be made up.

Students who are likely to experience reoccurring disability-related absences are encouraged to work with the DRC in advance to develop a workable plan to address the student's needs as situations arise.

COMPLAINTS

Students who have requested accommodations from faculty and believe those accommodations have been unjustly denied or believe they have been discriminated against on the basis of their disability should first try to resolve the issue with the instructor or staff. If not satisfied with the instructor's response, the student should proceed to the Dean of the school or college. If the complaint involves a staff member, the student should speak to the immediate supervisor or director of the division in which the staff member is employed. Such matters can usually and preferably be resolved through informal consultation with the identified faculty or staff member. If the issue is not resolved to the student's satisfaction, the student should bring the issue to the attention of the DRC counselor, who will serve as an advocate for students who have officially registered and been accepted for services in the DRC office. If the counselor is unable to reach a reasonable resolution within five working days, the student may choose to address the matter with the Assistant Director for Human Resources for Disability Services; 429 Academic Services Building; (502) 597-6863.

APPEALS

If the DRC is unable to resolve the complaint within five days, the student may choose to file a written appeal with the appropriate vice president, in conjunction with the general counsel, who is the senior administrator in the area in which the complaint is an issue. A decision should be rendered within five working days of receipt of the complaint. The student should continue to receive reasonable academic accommodations while the complaint and appeal are under review.

ACADEMIC STANDING APPEALS, DISMISSAL AND READMISSION

Students who have been placed under academic sanctions or who were academically dismissed sometimes identify a mental or physical impairment as the basis for their academic difficulty and will request reconsideration or readmission. In such cases, the student will be asked to explain;

1. Whether the disability was known;
2. whether the student registered with the DRC for accommodations and whether appropriate and adequate documentation was provided to the DRC;
3. what accommodations were requested and granted; and
4. why accommodations were inadequate.

It is the student's responsibility to provide appropriate professional documentation of his or her disability, especially as it relates to the time period in question.

If accommodations were not requested and the disability was not brought to the attention of the DRC, the student will be responsible for explaining why accommodations were not requested.

The Academic Appeals Committee shall review requests for reconsideration of academic sanctions. The university president shall review request for reinstatement and will issue a final decision. All appeals will be processed per university regulations and procedures.

APPENDIX A

SPECIFIC DISABILITIES

Attention Deficit Disorders with and without Hyperactivity

A diagnosis of attention deficit disorder or attention deficit disorder with hyperactivity must be made by a qualified medical professional. Additional achievement testing is required to verify adverse educational effect on a major life function.

Learning Disabilities in Reading, Writing, Math, and Communication

Assessment, and any resulting diagnosis, should consist of and be based on a comprehensive assessment battery which does not rely on any one test or subtest. Minimally, the domains to be addressed must include the following:

1. Aptitude

A complete intellectual assessment with all subtests and standard scores reported. Acceptable adult measures include, but are not limited to:

- Wechsler Adult Intelligence Scale
- Woodcock–Johnson Psychoeducational Battery: Tests of Cognitive Ability
- Kaufman Adolescent and Adult Intelligence Test
- Stanford–Binet Intelligence Scale

Note: Screening devices, such as the Slosson Intelligence Test and the Kaufman Brief Intelligence Test, are not sufficiently comprehensive to provide information necessary to make accommodation decisions.

2. Academic Achievement

A comprehensive academic achievement battery with all subtests and standard scores reported for those subtests administered. The battery should include current levels of academic functioning in relevant areas such as reading (decoding and comprehension), mathematics (calculation and applied math), and oral and written language. Acceptable adult measures include:

- Wechsler Individual Achievement Test
- Woodcock–Johnson Psychoeducational Battery: Tests of Achievement
- Stanford Test of Academic Skills
- Scholastic Abilities Test for Adults

and/or specific achievement tests such as:

- Wechsler Individual Achievement Test
- Test of Written Language
- Stanford Diagnostic Mathematics Test
- Nelson–Denny Reading Skills Test

Note: Specific achievement tests are useful instruments when administered under standardized conditions and interpreted within the context of other diagnostic information. The Wide Range Achievement Test is not a comprehensive measure of achievement and therefore is not useful if used as the sole measure of achievement.

2. Information Processing

Specific areas of information processing (e.g., short- and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning, and motor ability) should be assessed. Examples of acceptable instruments include:

- Detroit Tests of Learning Aptitude
- Information from subtests on Wechsler Adult Intelligence Scale
- Stanford Diagnostic Mathematics Test
- Information from subtests on Woodcock–Johnson Psychoeducational Battery: Tests of Cognitive Ability

Communication Disorders and Central Auditory Processing Disorders

All students must provide proof of the disability and the need for accommodations before services can be provided. This will usually be in the form of a speech/language evaluation, an audiological evaluation, a psychological assessment, or a neurological report. The documentation must be signed by a qualified licensed speech pathologist, audiologist, neurologist, or neuropsychologist.

Expressive or Receptive Language Disorders

Please see guidelines for learning disabilities.

Neurological Disorders

All students must provide proof of the disability and the need for accommodations before services can be provided. This will usually be in the form of a psychological report, neurological report, or medical statement and the documentation must be signed by a qualified licensed psychologist, psychiatrist, neurologist, neuropsychologist or relevantly trained medical physician.

Psychological and Psychiatric Disorders

All students must provide proof of the disability and the need for accommodations before services can be provided. This will usually be in the form of a psychological report, neurological report, or medical statement and the documentation must be signed by a qualified licensed psychologist, psychiatrist, neurologist, neuropsychologist or relevantly trained medical physician. At minimum, assessment of achievement should be included and must verify adverse educational effect.

Blindness and Visual Impairment – Proof of Disability

A current eye report with recommendations for specific accommodations and devices is requested. The age of disability documentation for individuals who are blind or have vision limitations is dependent upon the student's condition and the nature of the student's request for accommodation. If the student's vision changes, documentation must be updated to support changes in accommodation. Examples of information sources include:

- Clinical diagnosis from an optometrist, ophthalmologist, medical doctor, or other relevant qualified professional;
- Letter from the student's Vocational Rehabilitation counselor.
- Documentation must include a clinical diagnosis by a vision instructor, orientation and mobility instructor, or other qualified medical professional.
- Current eye report;
- Summary of assessment procedures and evaluation instruments that were used to diagnose the condition;
- Relevant medical information relating to the student's functioning, i.e., is the condition permanent, static or changing, and the impact upon their daily functioning;
- Statement of functional impacts or limitations upon the individual with respect to major life activity and their need for accommodation in an academic setting;
- States the need for or the use of assistive vision and printing devices, special format books, transportation accommodations, assistive technology, etc...

Deaf and Hard of Hearing

The age of disability documentation for individuals who are hard of hearing is dependent upon the student's condition and the nature of the student's request for accommodation. If one's hearing loss changes, documentation must be updated to support change in accommodation.

Deaf Documentation Guidelines: Examples of information sources include:

- Clinical diagnosis from an audiologist, speech and hearing specialist or other qualified medical professional;
- Letter from the student's Vocational Rehabilitation counselor.

- Documentation verifying the student's method of communication.
- Documentation verifying adverse educational effect.

Hard-of-Hearing Documentation Guidelines:

- Documentation must include a clinical diagnosis by an audiologist, a speech and hearing specialist or other qualified medical professional.
- Current audiogram;
- Summary of assessment procedures and evaluation instruments that were used to diagnose the condition;
- Relevant medical information relating to the student's functioning, i.e., is the condition permanent, static or changing, and the impact upon their daily functioning;
- Statement of functional impacts or limitations upon the individual with respect to major life activity and their need for accommodation in an academic setting;
- States the need for or the use of assistive listening devices, interpreters, captioning, etc.

Mobility and Physical Impairments:

The DRC offers and coordinates a variety of services for students with physical and mobility disabilities.

Services that may be available to physically disabled students include:

- Accessible campus housing arrangements;
- Accessible classroom furniture;
- Assistive technology – Equipment and Software;
- Disability Parking;
- Exam accommodations;
- Priority registration; and
- Relocation of classrooms or classes to accessible locations.

Health Disorders

Students requesting accommodations for a permanent or temporary disability or chronic health condition must provide proof that the disability/health condition exists before academic accommodations will be provided. The diagnosis of a disability or medical condition must be current (not more than a year old) and provide justification for the accommodation(s) the student is requesting. All documentation must be provided by a qualified professional such as a physician or a vocational rehabilitation professional. The credentials of the evaluator, including certification, licensure, and professional training, must be clearly stated in the documentation and must be written on the professional's letterhead stationery (prescription pad notes are not acceptable forms of documentation).

Disability documentation usually takes the form of a medical assessment. It must be a comprehensive assessment including:

- Descriptions of the diagnostic criteria and diagnostic test(s) used to establish the existence of a disability or medical condition;
- Functional impact of the disability on specific major life activities (e.g., learning, walking, talking, concentrating, seeing);
- Treatments, accommodations, assistive devices, and support services currently employed to ameliorate the disability or minimize its impact;
- Recommendations and the rationale for proposed accommodations, assistive devices, and support services; and
- Statement of functional impacts or limitations upon the individual with respect to major life activity and their need for accommodation in an academic setting.

APPENDIX B

WHAT ARE ACCOMMODATIONS?

Accommodations are teacher practices in presenting information, alternatives for student responses, changes in scheduling, settings, and timing of learning activities that enable students with disabilities to access the content of a class, written materials, and facilities. Accommodations are intended to reduce or even eliminate the barriers to learning that a student's disability may cause.

Accommodations are not intended to reduce learning expectations or give students an advantage over non-disabled students. Typically, student's who need accommodations will need them during instruction and possibly during assessment.

Any accommodations provided to a student during assessment must also have been provided, on a regular basis, during classroom instruction. It's important to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. There may be consequences (e.g., invalidating a student's test score) for the use of some accommodations during standardized assessments such as the Graduate Record Exam, or the Law School Admissions Test. Typically, accommodation use does not begin and end in school. Students who use accommodations will generally also need them at home, in the community, and as they get older, in postsecondary education and at work.

DESCRIPTION OF ACCOMMODATIONS CATEGORIES

Accommodations are generally grouped as follows:

- Presentation Accommodations**—Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual. (e.g. repeat directions, read aloud)
- **Response Accommodations**—Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer. (e.g. use of computer technology, pointing)
- **Setting Accommodations**—Change the location in which a test or assignment is given or the conditions of the assessment setting. (e.g. test in separate room, test in small group setting)
- **Timing and Scheduling Accommodations**—Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized. (e.g. extended time, breaks during testing)

APPENDIX C – OPERATIONAL PROCEDURES

1. Upon initial contact with student either by telephone or in person, the DRC staff will complete an intake form and discuss operational procedures with the student. Student will be advised of documentation requirements.
2. Once student submits documentation, eligibility will be determined, and student will be notified of the decision within three business days. If documentation is insufficient, the student will be notified in writing of the reason for the insufficiency. Services will not be provided until the insufficiency is addressed by the student.
3. Once a student is determined eligible, the services will be determined by the DRC based on the documentation provided. Services will be documented and provided in writing to the student.
4. The DRC will prepare written faculty notification of accommodations, and the student will obtain faculty signatures on the notification form(s) and return to the DRC. Services will not be assured until the student returns the signed form(s) to the DRC.

After services are defined and forms are returned, services will be implemented within two weeks.

5. Upon any contact with students, the DRC will complete a written daily contact sheet detailing the nature of the contact.
6. Students are advised to seek the assistance of DRC staff in the event there is a problem with the services they are being provided.
7. Office hours for walk-in appointments are 9:00 am to 12:00 daily and also by appointment in the afternoon.
8. Student documentation will be maintained in both paper and electronic files.
9. Daily contact logs will be maintained for all visitors. Detailed daily contact sheets will be completed for every visit by students and will be placed in the students' folders.
10. Telephone calls will be logged on the daily contact log, and a detailed daily contact sheet will be completed and placed in the students' files.
11. Telephone messages will be returned within 24 - 48 hours.
12. Emails will be responded to within 24- 48 hours.
13. A shared, common email address will be maintained, and a shared calendar will be maintained.