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INTRODUCTION

This handbook is a guide to understanding the requirements for providing reasonable

Students Who Decline Services

Application for accommodations 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 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 examisthout 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 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 SV\FKRORJLVWÃuræsychdogist W tellewantyÃtra@ed 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 than three years old. Evaluation reports with the initial diagnosis which are older than three years maybe provided only to supplement the current documentation in providing important EDFNJURXQG LQIRUPDWLRQ 7KH HYDOXDWLRQ PXVW EH LIXQFWLRQLQJ DV ZHOO)RU H[DPSOH LID nice) his GHQW¶V O 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 guaranteeathone will receive the requested services.

- x describe the functional limitations and educational impact resulting them disability;
- x LQFOXGH KLVWRU\ UHOHYDQW WR WKHDS@HWDELOLW\Ã criteria:
- x include recommendations faccommodations;
- x be typed on official stationary betterhead;
- x be signed by the credentialed psychologist, medical doctor, or appropriately credentialed professional;
 x be current (within thregears).

A student with a learning disability must provide professional testing and evaluation results which reflect the ind LGXDO¶VSUHVHQWOHYHORIIXQFWLRQL 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 toVeW D E O L V K D V W X G H Q W ¶ V H O L J L E L O L W \ I R U accommodations are:

- 1. Average or above average intelligence as measured by a standateltigence test which includes assessment of verbal and nonvæbbiales.
- 2. The presence of a cognitive aethement discrepancy or an intragnitive discrepancy indicated by a score on a standardized test of achievements which VWDQGDUG GHYLDWLRQV RU PRUH EHORZ WKH VW) Documentation verifying the student has bettern tified as learning disabled through a valid, formal response intervention procedure through a public school process; or documentation verifying the student meets IDSMIteria for

Temporary Conditions

Temporary conditions which are not disabling and are typically medicalitied concerns, are addressed through Student Health Services in the Betty White Building.

PDLO RU SULYDWH PHHWLQ Jche \$kMn Wilth the Winkst@uctoG DWHV JUFWR HQVXUH DUUDQJHPHQWV DUH FOHDU , W LV QRW down students to discuss accommodations.

x Respect the instruct W stitch fand environment. Do not try to scatch Asn instructor before or after class to discuss sensitive accommodations issues. Instructors may have other needs at that time about QDEOH WR DWWHQGÃUHFDOOÃD

x Expect to receive the specific testing accommodations stated in your

- 1. Whether the disability wasnown;
- 2. whether the student registered with the DRC for accommodation when the appropriate and adequate documentation was provided **DRC**.
- 3. what accommodations were requested and graated;
- 4. why accommodations weincadequate.

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

\$VVHVVPHQWÃ DQG DQ\UHVXOWLQJ GLDJQRVLVÃ VKRXOG comprehensive assessment battery which does not rely on any one test or subtest.

0LQLPDOO\Ã WKH GR@ProbulstQnVduvVertRhe Eblebundh@GGUHVVH

1. Aptitude

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

- o Wechsler Adult Intelligenc&cale
- o Woodcock±Johnson Psychoeducation Attery: Tests of Cognitive Ability
- o Kaufman Adolescent and Adult Intelligen Test
- Stanford Binet Intelligence Scale

Note: Screening devices, such as the Slosson Intelligence Test and the Kaufman

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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\MnKH IRUP RID SV\FKRORJLFDO QHXURORJLFDO UHSRUWÃ RU PHGLFDO VWDWHPHQW DQG TXDOLILHG OLFHQVHG SV\FKRORJLVWÃ SV\FKLDWULVWÃ C trained medical physician. At minimum, assement 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 disabili

ReviewedApril 1, 2019

APPENDIX B

WHAT ARE ACCOMMODATIONS?

Accommodations are teacher practices in presenting informatternatives 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 oneximinate the barriers to learning that a VWXGHQW¶V GLVDELOLW\ PD\ FDXVH

Accommodations are not intended to reduce learning expectations or give students an advantage over nenG L V D E O H G V W X G H Q W V 7 \ S L F D O O \ V W X G H Q W ¶ will need then during instruction and possibly during assessment.

Any accommodations provided to a student during assessment must also have been SURYLGHG RQDUHJXODU EDVLV GXULQJ FODVVURRP LC although some accommodations mayappropriate for instructional use, they may not be appropriate for use on a standardized assessment. There may be consequences (e.g., LQYDOLGDWLQJDVWXGHQW¶VWHVWVFRUHIRUWKHXV standardized assessments such as the Gealesord 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 educations around.

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 ofaccess are auditory, mustensory, tactile, and visual. (e.g. repeat directions, read aloud)

- x Response Accommodation's Allow students to complete activities, assignments, and assessments in different ways or to solver problems using some type assistive device or organizer. (e.g. use of computer technologypointing)
- x Setting Accommodations? Change the location in which a test or assignment is given or the conditions of the assessment setting. test in separate room, test in small greeting)
- x Timing and Scheduling Accommodations Increase thellowable

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 documentatequirements.
- 2. Once student submits doncentation, eligibility will be determined nd student willbenotified 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 the insufficiency is addressed by the dent.
- 3. Once a student is determined eligible, the services will be determined by the DRC based on the documentation provided. Services will downented 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) 20 56n912 0 612 792 re