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

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 exam 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 or 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 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 information. If a student has a 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.

- x describe the functional limitations and educational impact resulting from disability;
- x L Q F O X G H K L V W R U \ U H O H Y D Q W W R W K H S O I W D E L O L W \ Ã criteria;
- x include recommendations for accommodations;
- x be typed on official stationary letterhead;
- x be signed by the credentialed psychologist, medical doctor, or appropriately credentialed professional;
- x be current (within three years).

A student with a learning disability must provide professional testing and evaluation results which reflect the individual's 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 determine 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 intracognitive discrepancy indicated by a score on a standardized test of achievement which

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Documentation verifying the student has been identified as learning disabled through a valid, formal response-intervention procedure through a public school process; or documentation verifying the student meets DSM criteria for

Temporary Conditions

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

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down students to discuss accommodations.

- x Respect the instruc W stlth and environment. Do not try to scatch An instructor before or after class to discuss sensitive accommodations issues. Instructors may have other needs at that time and X QDEOH WR DWWHQGÃ UHFDOOÃ D

- x Expect to receive the specific testing accommodations stated in your

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;
4. why accommodations were inadequate.

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

A comprehensive assessment battery which does not rely on any one test or subtest. Products 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:

- o Wechsler Adult Intelligence Scale
- o Woodcock-Johnson Psychoeducational Battery: Tests of Cognitive Ability
- o Kaufman Adolescent and Adult Intelligence Test
- o 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 by a 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

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). 2017 56n912 0 612 792 re ET C