

WALLACE COMMUNITY COLLEGE DISABILITY SUPPORT SERVICES HANDBOOK

2018-2019



Disability Support Services Staff

Wallace Campus

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PREFACE

As an institution of higher education and in the spirit of its policies of equal employment opportunity, Wallace Community College hereby declares its policy of equal educational opportunity. All applicants for admission will be considered without regard to race, color, religion, sex, national origin, or disability unrelated to program performance. Complaints or grievances of any student who has reason to think he or she has been affected by discrimination will be considered through established procedures.

Disability Support Services, located in Room 116 of Grimsley Hall on the Wallace Campus and Room 11 of the A Building on the Sparks Campus, serves as the central campus resource for students with disabilities. Working in partnership with students, faculty and staff members, the goal of Disability Support Services is to provide a physically and educationally accessible College environment that ensures that an individual is viewed on the basis of ability, not disability. Disability Support Services staff members work individually with students to determine appropriate accommodations that will enable all students to have access to the same programs and services and to evaluate students' academic performance, to the extent possible, without the limiting effects of a disability.

For brevity, the Wallace Campus address is used throughout this manual; however, each College location has Disability Support Services available to its students and potential students. For disability questions, contact either of the locations identified in the preceding section of this manual (Disability Support Services Staff).

Important Note

Information described in the *Wallace Community College Disability Support Services Handbook* is subject to change. Current copies of Disability Support Services policies and procedures are available from any Disability Support Services Office and on the Student Services page of the Wallace Community College Web site at www.wallace.edu.

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Information for Prospective Students

The Disability Support Services staff welcomes you to Wallace Community College. The purpose of Disability Support Services is to facilitate reasonable and appropriate academic accommodations to college students with disabilities. The information in this section is designed to help you get started with Disability Support Services should you desire to request academic accommodations as an undergraduate student at Wallace Community College.

Registration with Disability Support Services

Registration with Disability Support Services is a separate process from applying for admission to Wallace Community College. Interested students should contact Disability Support Services at 334-556-2587 (voice), 800-548-2546 (TDD) or by mail at 1141 Wallace Drive, Dothan, Alabama 36303. No services shall be provided until the student has registered and provided the appropriate documentation to the office of Disability Support Services.

Admission

The Admissions Office handles all applications for admission to the College. Admission standards are described in the *College Catalog and Student Handbook* and must be met by all students, regardless of disability. Disability information should not be submitted to the Admissions Office.

Financial Aid

Wallace Community College's financial aid packages (e.g., federal aid, work-study, grants, and scholarships) enable students from all economic backgrounds to attend the College. Financial aid is awarded annually, based on need and merit, and students who desire to receive aid must **reapply each year**.

SOAR

SOAR (Student Orientation, Advising, and Registration) is conducted by the Division of Student Affairs. For more information on the specific event, please contact the College's Student Life Coordinator at 334-556-2477. Students who anticipate a need for accommodations during their SOAR session should contact Disability Support Services at 334-556-2587 and are encouraged to visit Disability Support Services staff during SOAR.

Student Life

One of the goals of Disability Support Services is to assist students with developing self-advocacy skills and becoming an active member on campus. Accordingly, students with disabilities are encouraged to become actively involved with campus organizations. Information on campus organizations is available both in the *College Catalog/Student Handbook* and from the Disability Support Services staff.

Transfer Students

To secure services from Disability Support Services, transfer students with disabilities must follow Disability Support Services registration procedures outlined in this handbook. The following steps are recommended to transfer students for ensuring timely service:

Requesting Disability Documentation

- Request that your disability verification be forwarded to Disability Support Services from the professional that diagnosed or assessed your disability. Typically you will have to sign a release of information before any documents are forwarded to Disability Support Services. **OR**
- Request that your disability verification be forwarded to Disability Support Services from the institution that provided you with academic accommodations. Typically you will have to sign a release of information before any documents are forwarded to Disability Support Services.

Requesting Verification of Academic Accommodations

- Request that the institution which provided you with academic accommodations verify in writing the types of accommodations granted. Typically, you will have to sign a release of information before verification is forwarded to Disability Support Services.
- Discuss with an appropriate Disability Support Services staff member the types of accommodations and services you used at a prior institution.

Transfer students with disabilities who have received accommodations at another postsecondary institution are not necessarily eligible for the same services at Wallace Community College.

Services for Students with Disabilities

Wallace Community College is committed to serving college students with documented disabilities. All departments across campus are available to provide a broad array of services designed to meet the needs of college students with documented disabilities.

Reminders

- Students with disabilities should remember that applying for accommodations through Disability Support Services is separate from gaining admission to the College.
- Disability Support Services also recommends that students do not submit disability documentation to the Admissions Office. Admissions decisions are made without regard to disability status.

Disability Support Services

Disability Support Services is the central contact point for students with disabilities. Services for students with disabilities focus on providing individualized accommodations, while promoting student responsibility and self-advocacy. Disability Support Services views the provision of reasonable accommodations for students with disabilities as a collaborative effort, requiring the cooperation of the faculty and staff, as well as students.

Students who choose not to self-identify when they enter Wallace Community College do not forfeit their right to receive accommodations at a later date. However, the College is not obligated to provide accommodations or services for students with disabilities until students apply for accommodations through Disability Support Services and have made known their need for accommodations **each academic term**. After the student submits an Application for Disability Support Services (*Appendix A*) and initially meets with the appropriate campus ADA Coordinator to discuss potential accommodations, requests for accommodations for subsequent terms should be made by email to the appropriate campus ADA Coordinator before the start of the term.

Additionally, accommodations are not retroactive; in other words, students who submit a request for accommodations mid-semester are not eligible to have accommodations retroactively applied to assignments and/or examinations issued prior to the request for accommodations.

Mobility Orientation

Disability Support Services provides mobility orientation to Wallace Community College for students who need and request mobility orientation. Students should contact Disability Support Services as early as possible to make arrangements for mobility orientation to campus.

Parking

Accessible parking areas are available to students who are certified for disability parking by their home state.

Library Access and Assistance

Phillip J. Hamm and other Library Facilities

Library staff members may be contacted during business hours to ensure access to library collections and services. Special services include research assistance, telephone reference, retrieval of materials, photocopying assistance, library orientation, special checkout arrangements, and extended loan periods for reserved materials.

To contact the Library, call 334-556-2217 (Wallace Campus) or 334-687-3543, Ext. 4203 (Sparks Campus).

Tutoring Services

Although Disability Support Services does not offer tutoring services for students with disabilities, the staff strongly recommends taking advantage of one of the many academic assistance resources available through the College:

- The Math Lab and Writing Center are available on both campuses to assist with developmental math and English assignments. For more information, please visit the College's website.
 - *Homework Alabama* connects Alabama students to free online homework assistance for some introductory level college courses (math, English, sciences). Technical requirements and other information about this free service are available at the Alabama Public Library Service (APLS) website.
 - TRiO is a federally funded program that provides academic assistance to eligible students who qualify. Reading and study skills classes, academic counseling, tutoring, and assistance with financial aid applications are provided for eligible students. Students may inquire about TRiO at 334-556-2368 (Wallace Campus) or 334-687-3543, Ext. 4271 (Sparks Campus).
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Alabama Department of Rehabilitation Services (ADRS)

Alabama Department of Rehabilitation Services (ADRS) exists to enable individuals with disabilities to reach their potential. The ADRS provides necessary diagnostic, medical, educational, technology, independent living, vocational counseling, and employment services to eligible individuals with disabilities to assist them with entering into employment. The ADRS does not provide comprehensive psychological services. For more information, contact the ADRS at 1-800-275-0132, Ext. 220; 1-800-441-7607; or 334-699-8600 (in Dothan). The Web address is <http://www.rehab.alabama.gov>.

Temporary Injuries and/or Illnesses

Students with temporary injuries and/or illnesses are not eligible for services under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. Examples include, but are not limited to, ankle sprains, colds, and the flu.

How Reasonable Accommodations Are Determined

An academic accommodation is essentially a problem-solving process. The task is to determine the necessary adjustments that will enable students with disabilities to have access to the same programs and services available to students without disabilities and to have their academic performance evaluated without the limiting effects of their disability. The objective of such adjustments is to accommodate the functional limitations of the student's disability while maintaining the integrity of College courses and programs. Therefore, no accommodations will be issued that are deemed to fundamentally alter the nature of the course/program.

Disability Support Services determines reasonable academic adjustments for students, taking into consideration recommendations from the physician, psychologist, or other clinician that diagnosed the student's disability. Disability Support Services also ascertains accommodations that previously have been used in educational settings with the student, and gives consideration to student preferences for accommodation. In addition, Disability Support Services staff consults with faculty members to assist with developing reasonable accommodations to match individual course requirements. The Disability Support Services staff meets individually with students to discuss accommodations. Although some individuals may have similar disabilities, each request for accommodation is considered on a case-by-case basis.

Services of a Personal Nature

Services of a personal nature are not considered reasonable accommodations in postsecondary education. Examples of personal services include, but are not limited to, tutoring, attendant care, transportation, and mobility.

Accommodations and Services

Disability Support Services may recommend the following accommodations and services. Disability Support Services recommends specific accommodations based on documentation received and individual class requirements. The following examples of common accommodation requests may not be appropriate in all situations. Furthermore, these examples are not an exhaustive listing of all possible accommodations that may be implemented in the classroom setting.

Priority Registration—Disability Support Services provides all students receiving services through DSS with priority registration. Students are responsible for regular advisement through individual their College advisors.

Testing Accommodations—Testing accommodations may include extended time, reduced-distraction testing situations, audio-recorded or orally administered tests, alternate test formats, readers, and/or scribes. Testing accommodations are to be provided within each department, if possible. Students should discuss testing accommodations with their instructors at the beginning of each term. The Disability Support Services staff proctors examinations for students who need to use assistive technology or whose instructor is unable to provide test proctoring. Students are obligated to comply with Disability Support Services test proctoring guidelines to ensure smooth delivery of services and to maintain the integrity of faculty examinations. Those guidelines are specified within *Appendix E* of this handbook.

Alternate Formats for Assignments—In some cases, assignments may be submitted in formats other than those stated in course requirements.

Audio Recording and/or Notetakers—Students may be permitted to audio record class lectures and/or may request peer notetakers. Disability Support Services will assist in providing NCR (No Carbon Required) paper for notetakers and/or arranging for peer note takers. Audio recorders may be provided by Disability Support Services. All loaned equipment must be returned at the end of each term.

Academic Classroom Aids—In some cases, students may be permitted to use calculators, dictionaries, word processors, spelling and grammar checkers, and adaptive equipment for manual impairments for in-class and out-of-class work and activities.

Adaptive Computer Technology—The College offers assistance with document readers and other adaptive computer technology.

Academic Assistance—Academic assistance may be provided through scribes, readers, and/or sign language interpreters; however, federal law does not require the College to provide services that place an undue administrative or financial burden on the College.

The Accommodation Process

Students are responsible for requesting accommodations each term. After the student submits an Application for Disability Support Services (*Appendix A*) and initially meets with the appropriate campus ADA Coordinator to discuss potential accommodations, requests for accommodations for subsequent terms should be made by email to the appropriate campus ADA Coordinator before the start of the term.

To initially request academic accommodations, students are required to complete a series of steps, preferably prior to the beginning of each term. Registered students may request accommodations at any

point during the term; however, students who do not give sufficient notice of accommodation requests are not guaranteed that optimal accommodations will be implemented. (Requests for interpreters must be made at least 6 weeks in advance). Students have an obligation to inform Wallace Community College in a timely manner of accommodation requests.

Student obligations regarding the initial accommodation process are as follows:

1. Meet with a Disability Support Services staff member to discuss accommodation requests.
2. Complete an Application for Disability Support Services (*Appendix A*) and return with proper documentation, as outlined in Section 4 of this manual.

Once the campus ADA Coordinator 1) reviews the application and supporting documentation OR 2) each subsequent semester, receives an email request from the student for the continuation of accommodations:

1. The Office of Disability Support Services will email accommodation letters to the student's faculty members at the beginning of each term (if the accommodation request occurs before the start of the term) or upon receipt of the request for accommodations (if the accommodation request comes after the start of the term).
2. Students should notify their faculty that they are to receive accommodations and to check their email for specific details.
3. Students should discuss with the instructor of the course how accommodations will be implemented. Disability Support Services is available to offer suggestions to the student and faculty member.
4. If receiving testing accommodations, students should remind the instructor of the exam accommodation at least one week before scheduled exams.
5. Students should report any problems with accommodation implementation to Disability Support Services.

Also, accommodations are not retroactive. In other words, faculty members are not obligated to accommodate prior exams, assignments, or any course-related activity that occurred prior to being sent an accommodation letter from the Office of Disability Support Services.

504/ADA Grievance Process for Students

Students are entitled to appeal accommodation decisions of Disability Support Services staff members, faculty members, or other Wallace Community College entities. Questions and concerns regarding accommodations and services for students with disabilities should be directed initially to Disability Support Services. If Disability Support Services staff members cannot provide information or suggestions that resolve issues involving disability rights issues, a meeting with the student, the faculty member (if applicable), Disability Support Services staff members, and the Dean, Student Affairs and Sparks Campus is the second step in resolving disagreements.

If an agreement concerning disability rights is not reached at this point, the final step in the grievance process involves the dissenting party filing a formal grievance. During the grievance

process, the student is entitled to receive accommodations recommended by Disability Support Services.

The process for filing an official grievance is located in the *Wallace Community College Catalog/Student Handbook*.

Should you disagree with the outcome of the grievance process, you may file a formal complaint with the Office for Civil Rights:

Regional Office for Civil Rights
Office for Civil Rights, Region IV
U.S. Department of Education
Atlanta, Georgia 30301-3104

Differences between High School and College

An important issue for potential and current college students with disabilities is to understand the differences between the application of disability rights laws in secondary and postsecondary institutions. The most basic distinction between services for students with disabilities in high school and college is that secondary settings are geared towards the least restrictive setting, whereas postsecondary institutions are obligated to provide access. In other words, more responsibility is placed on student initiative in higher education.

A student's responsibilities dramatically increase as he/she moves from secondary to postsecondary education. *Appendix B* illustrates differences between secondary and postsecondary obligations of students with accommodation requests.

Verification of Disabilities

Students with disabilities who are seeking services from Wallace Community College are **required** to submit documentation to Disability Support Services in order to verify their eligibility for services under Section 504 of the Rehabilitation Act and/or the Americans with Disabilities Act of 1990. The documentation must specify a major life activity (such as walking, eating, writing, or learning) that has been substantially limited by a disability.

The following guidelines for documentation correspond with federal guidelines and Wallace Community College policies and have been extracted from the Association on Higher Education and Disability's (AHEAD) website:

<https://www.ahead.org/affiliates/connecticut/documentation>

These guidelines are designed to ensure that documentation of disabilities is appropriate to verify eligibility and to support requests for accommodations.

Additional documentation that may be required for specific diagnoses may be found within *Appendix C* of this handbook.

Comprehensive Documentation

Disability documentation must verify the nature and extent of the impairment in accordance with current professional standards and techniques, and it must clearly address the need for all of the student's specific accommodation requests. Documentation should support the need for services based on the individual's current level of functioning in the educational setting. Students requesting accommodations for the manifestations of multiple disabilities must provide evidence of all such conditions.

Specific accommodations are required when *necessary* to enable the student to access his or her education. *Cf. PGA Tour v. Martin*, 532 U.S. 661 (2001). It is not uncommon for evaluators to recommend a range of accommodations and services for a particular student. The postsecondary provider will need to sort through these recommendations with the student to determine what accommodations are indeed necessary, to avoid giving the student an unfair advantage over his

or her classmates or promoting accommodations that could substantially modify a program's standards.

A comprehensive assessment battery and the resulting diagnostic report should include background information (e.g., interview, review of records), assessment of areas appropriate for the specific impairment, and a specific diagnosis. School plans such as an IEP, an SOP, or a Section 504 Plan are useful but may not, in and of themselves, be sufficient documentation to establish the rationale for accommodations. Such plans may be included as part of a more comprehensive assessment battery and should be on clearly distinguishable district forms. All reports should be on letterhead, typed, dated, signed, and legible.

The diagnostic report should include more than test protocol sheets or a summation of individual report information. It should integrate the various views regarding a student's specific functioning abilities and the resulting impact of these abilities as they relate to postsecondary educational demands. In a public school system, the IEP Team recommends the type of evaluations necessary for the educational programming of a student and provides a statement of eligibility for special education services. Such a multidisciplinary approach to evaluation may result in multiple reports or documents. A comprehensive SOP *might* include such a synthesis of relevant test data and functional performance information; but as noted previously, an SOP might not provide adequate documentation in and of itself.

A postsecondary institution has the discretion to require additional documentation if it is determined that the existing documentation is incomplete or inadequate to ascertain the existence of a disability or the need for accommodations. With a student's written permission, a telephone consultation with an evaluator to update or clarify information regarding the disability may be sufficient to complete the existing documentation. Any cost incurred in obtaining additional documentation when the original records are inadequate for postsecondary purposes is borne by the student. If the existing documentation is complete, but the postsecondary institution desires a second professional opinion, the postsecondary institution bears the cost.

Comprehensive disability documentation should include the following six components. It is important to note that some reports may be comprehensive in some components and less so in others. Professional judgment is important in determining if a specific component is adequate. This may depend on the nature of the disability and the type(s) of services and accommodations being requested:

1. Evidence of existing impairment;
 2. Background information (e.g., interview, review of records);
 3. Relevant testing;
 4. Specific diagnosis;
 5. Rule-out of alternative diagnoses or explanations; and
 6. Integrated summary.
-

1. Evidence of Existing Impairment

Statement of Presenting Problem(s): A statement of the individual's presenting problem(s) should be provided, including evidence of ongoing difficulties and behaviors that significantly impact functioning.

2. Background Information

Background information should be culled from a variety of sources (e.g., interview, review of records) and, whenever feasible, should consist of more than self-reporting. Information from third party sources is often invaluable.

The diagnostician, using professional judgment as to which areas are relevant, should review pertinent records and conduct an interview, which may include, but not necessarily be limited to, the following:

- History of presenting problem(s)/symptom(s);
- Any significant developmental, medical, psychosocial, and employment histories;
- Family history (including primary language of the home and the student's current level of English fluency);
- Review of pertinent academic history of elementary, secondary, and postsecondary education;
- Review of prior evaluation reports;
- Description of current functional limitations pertaining to an educational setting that are considered to be a direct result of the presenting problems; and
- Relevant history of prior treatment, therapy, interventions, or accommodations with a discussion of how such interventions were effective in mitigating the functional limitations.

3. Relevant Testing

Assessment, and any resulting diagnosis, should consist of and be based on a comprehensive assessment battery that does not rely on any one test or subtest. Neuropsychological or psychoeducational assessment is important in determining the current impact of the impairment on the individual's ability to function in academically-related settings. The evaluator should objectively review and include relevant background information to support the diagnosis in the evaluation report.

Standard scores should be provided for all normed measures, including all subtests administered. Grade equivalents and/or percentiles are not useful unless standard scores are also included. The tests used should be technically sound (e.g., statistically reliable, valid) and standardized for use with an adolescent/adult population. The test findings should document both the nature and severity of the disability. A profile of the particular student's strengths and weaknesses must relate to functional limitations that may warrant accommodations.

Interpretation of results is required. Test scores, subtest scores, or test protocol sheets alone are not sufficient and should not be used as a sole measure for the diagnostic decision. For example, in *Bartlett v. New York State Board of Law Examiners* (970 F. Supp. 1094 (S.D.N.Y.); 1997 U.S. Dist. Lexis 12227 (S.D.N.Y.)), the court made it clear that clinical judgment is critical to the

diagnosis of learning disabilities; scores alone can form neither the basis of a diagnosis nor a denial of accommodation under the ADA or Section 504 (Simon, 1997). Selected subtest scores from measures of intellectual ability, memory functions tests, attention or tracking tests, or continuous performance tests do not, in and of themselves, establish the presence or absence of a specific disability. Informal inventories, surveys and direct observation by a qualified professional may be used in tandem with formal tests (i.e., standardized and norm- or criterion-referenced tests) to further develop a clinical hypothesis. All data must logically reflect a substantial limitation to learning or another major life activity for which the individual is requesting the accommodation.

4. Specific Diagnosis

The report must include a specific diagnosis of the condition by a qualified evaluator. It is important to rule out alternative explanations for problems such as emotional, attentional, or motivational issues that may be interfering with a major life activity but do not constitute a specific disability. If the data indicate that a specific disorder is not present, the evaluator should state that conclusion in the report. The evaluator is encouraged to use direct language in the diagnosis and documentation of a specific disorder, avoiding the use of terms such as "suggests" or "is indicative of." It is important to note that, according to AHEAD, "Test anxiety" alone is also not considered to qualify as a disability at the postsecondary level.

5. Rule-Out of Alternative Diagnoses or Explanations

The evaluator must investigate and discuss the possibility of dual or multiple diagnoses, where indicated, and alternative or co-existing conditions which may confound the specific diagnosis. This process should include exploration of possible alternative diagnoses as well as other factors impacting the individual, which may result in behaviors mimicking a specific disorder.

Because of the challenge of distinguishing normal behaviors and developmental patterns of adolescents and adults (e.g., procrastination, disorganization, distractibility, restlessness, boredom, academic underachievement or failure, low self-esteem, chronic tardiness, inattendance) from clinically significant impairment, a multifaceted evaluation should address the intensity and frequency of the symptoms and whether these behaviors are considered to constitute a substantial limitation to a major life activity.

6. Integrated Summary

A well-written summary based on a comprehensive evaluation process is a necessary component of the report. Assessment instruments and the data they provide do not diagnose; rather, they provide important elements that must be interpreted and integrated by the evaluator with background information, observations of the student during the testing situation, and the current context. It is essential, therefore, that professional judgment be used in the development of a summary. The summary should include:

- Demonstration of the evaluator's having ruled out alternative explanations for the presenting problems;
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- Indication of the substantial limitation to learning or other major life activity presented by the specific disorder and the degree to which it impacts the individual in the educational context for which accommodations are being requested;
- Indication of whether or not the student was evaluated while on medication and the nature of the response to the prescribed treatment; and
- Indication as to why specific accommodations are needed, how the effects of the specific disorder can be accommodated, and any record of prior accommodation or auxiliary aids.

Rationale for Recommended Accommodations

Accommodation needs can change over time and are not always identified through the initial diagnostic process. The evaluator(s) should describe the impact, if any, of the diagnosed impairment on a specific major life activity. The diagnostic report should include specific recommendations for accommodations that are reasonable, with the understanding that the postsecondary institution is vested with the sole authority for determining what is reasonable. When possible, a detailed explanation should be provided as to why each accommodation is recommended and should be correlated with specific functional limitations determined through interview, observation, and/or testing. Although prior documentation may have been useful in determining appropriate services in the past, to further facilitate the process of requesting accommodations at the postsecondary level, current documentation should validate the need for services based on the individual's present level of functioning in the educational setting.

The documentation should include any record of prior accommodations or auxiliary aids, including information about specific conditions under which the accommodations were used (e.g., standardized testing, final exams, licensing or certification examinations) and whether or not they improved access to the targeted activity. A school plan such as an IEP, SOP or a Section 504 Plan is insufficient documentation, in and of itself, but can be included as part of a more comprehensive evaluative report. Regardless of a prior history of accommodations, a current need must be demonstrated to warrant the provision of a similar accommodation. If no prior accommodations were provided, the qualified professional and/or the individual should include a detailed explanation as to why accommodations are necessary at the present time although none had been required in the past.

Reasonable accommodation(s) may help to ameliorate the disability. The determination for reasonable accommodation(s) rests with the Disability Support Services staff member working in collaboration with the individual with the disability. Because accommodations may vary based on course content and/or academic programs, faculty may be included in the determination process as well. If accommodations are not clearly identified in the documentation, DSS may seek clarification and, if necessary, additional information.

It is the responsibility of a student who wishes to receive academic adjustments at the College to provide comprehensive and current documentation that meets the guidelines noted above.

Confidentiality of Disability Verification Documents

The Family Educational Rights and Privacy Act (FERPA) governs the use and dispersal of educational records containing personally identifiable information pertaining to students, including students with disabilities. The U.S. Department of Education has ruled that evaluative information pertaining to a student, including medical and psychological reports authored by third parties, constitute “educational records” governed by FERPA. *University of North Alabama*, 104 LRP 58746 (FPCO 2004). In general, information contained in such records may not be released absent consent of the student. However, there are a number of important exceptions that permit disclosure without such consent, including when a health and safety emergency exists or when disclosure to a “school official” is justified for educational reasons. *See* 34 C.F.R. §§99.31(a)(1) and (10).

Disability Support Services staff members are committed to ensuring that disability-related information is carefully safeguarded. Even when information contained in an educational record may be released, providers limit disclosure to information that is essential to meet the inquiry. For example, Disability Support Services staff members do not share actual copies of evaluations with faculty unless they may be serving on some committee where such documentation is necessary in carrying out the committee’s function (e.g., readmission committee).

Additionally, Disability Support Services will not release any written or verbal information about a registered student without expressed written consent of the student. This consent will come in the form of the Student Information Release Authorization form (*Appendix D*), which must be completed and returned to the Admissions Office on the Wallace Campus or Student Services Office on the Sparks Campus.

Disability Support Services Policies

The following policies apply to Disability Support Services operations. Registered students should be familiar with those policies that apply to their particular requests. Disability Support Services may periodically change, alter, or modify policy.

Audio Recording Policy

Students who are eligible to audio record class lectures must agree to the following terms for Disability Support Services to implement this accommodation:

- Students will not copy or share recordings from any of their classes with other students.
- Students will not copy or share these recordings with non-students.
- Students will not divulge the contents of recordings from any of their classes with agencies, representatives of organizations, the media, or any entity other than themselves.

Failure to abide by the audio recording of lectures policy may result in a charge of academic misconduct.

Following the term, students will erase recordings from all of their classes and return recorders to the Disability Support Services. Failure to return these devices within the allotted time frame will result in a hold being put on the student's account.

Class Absences of Students with Disabilities

Regarding a student whose disability is likely to result in absences from class or absences from examinations:

At the time that the Office of Disability Support Services sends the instructor an accommodation letter, the student should initiate with the instructor a discussion of attendance and make-up policies and procedures. The instructor should make his or her attendance policies clear so that the student can make informed choices about whether he or she will be able to meet the requirements of the course.

An instructor should announce attendance/makeup policies on the first day of class and include this same information on the course syllabus. If an instructor intends to disallow or restrict absences, the instructor might choose to use wording similar to this: “Your presence is fundamental to meeting the objectives of this course. Consequently, you will be allowed (0, 1, 2....) excused absences and will be allowed to make up (0, 1, 2...) missed quizzes/exams.”

Should absences occur, the student has an obligation to maintain open lines of communication with his or her faculty, discussing the student’s situation, the student’s current level of success in meeting course requirements, and how the student can meet those requirements (if possible) during the remainder of the semester.

While the student and the instructor will likely be able to resolve any issues through their own discussions, the Disability Support Services staff members will be available to both the student and the instructor for addressing any questions or concerns.

Please note that the DSS Attendance Policy does not exempt the student from completing all requirements of the course within the specified timeframe; rather, it serves to make the faculty aware of potential absences that may be incurred by the student

Sign Language Interpreter Policy

The Goal of Disability Support Services in Interpreting Services

The goal of Disability Support Services in the area of interpreting services is to facilitate the process of providing high quality interpreting services to deaf, hard-of-hearing, and hearing clients. Disability Support Services will serve in a mediator capacity to ensure that appropriate accommodations are provided to deaf and hard-of-hearing (D/HH) students as mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA).

Role of the Interpreter

An interpreter is a professional communication facilitator between D/HH individuals and hearing individuals. The purpose of an interpreter is to provide a meaningful communication exchange equal to that of a hearing individual. The interpreter uses a specific sign language to communicate the spoken word to D/HH clients. Interpreters will use their voice to communicate sign language to hearing clients. Some D/HH individuals, however, prefer to voice for themselves. The interpreter is ultimately responsible for ensuring that the environment is appropriate and conducive for interpreting.

The interpreter is not a tutor, instructor, note-taker, or counselor and should not engage in these roles.

Requesting an Interpreter

It is critical that D/HH students notify Disability Support Services of their communication needs and preferences as early as possible to ensure appropriate accommodations. As such, requests for interpreter services must be submitted 6 weeks prior to the beginning of the term.

Students should inform Disability Support Services when any changes are made in the class schedule (e.g., adding or dropping a class, room change, day/time change). This will allow Disability Support Services the opportunity to coordinate interpreters appropriately.

Students who experience problems with interpreting services should attempt to address their concerns with the Interpreter and/or instructor. If no resolution can be reached, the student should contact the Disability Support Services Office as soon as possible.

Priority Registration Policy

Priority registration is available to all students who are receiving services through the Disability Support Services office. Priority registration dates are published each term in the class schedule. Disability Support Services cannot approve priority registration outside of the assigned priority registration period.

Steps are as follows:

1. Consult with your academic advisor for course scheduling.
2. Visit the Disability Support Services office to receive priority registration on the first day of the Pre-registration period.

Notetaker Announcement

Notetakers are provided to students who have a visible need for notetaker services or have documentation that substantiates a need for notetaker services. Course instructors will identify notetakers for eligible students.

Instructors will announce the need for a notetaker and try to identify someone who is suitable. The instructor will introduce the notetaker and student after the class is over in his or her office. **The student with a disability should not be identified in the class, as confidentiality is essential.** The eligible student is responsible for obtaining NCR notebooks from Disability Support Services and providing them to the notetaker.

Reader Services Policy

Readers are offered to students who are eligible for reader services. Four weeks' prior notice is required for reader services. Typically, readers are secured for texts that are unavailable through Recording for the Blind & Dyslexic (RFB&D) or are too difficult to scan. Reader services for exams are seldom used because students are able to access exam materials via assistive technology. Disability Support Services is not responsible for compensating unapproved readers.

Role of a Reader

The purpose of a reader is to provide access to print materials. Readers are not available to offer interpretations or explanations for documents read. Students should consult their instructor for clarifications.

Exam Proctoring Policy

Role of Exam Proctoring at Disability Support Services

- The purpose of Disability Support Services is to ensure reasonable academic accommodations as requested for registered students with disabilities.
- Disability Support Services proctors exams for students who need to use assistive technology to access and respond to test content. Disability Support Services will proctor exams for instructors who do not have the time or resources to conduct proctoring.
- Students who do not need assistive technology are required to attempt working out exam accommodation requests with their instructor. If an agreement is not achieved, Disability Support Services will then proctor the exam.

Rules of Exam Proctoring for Students

- Disability Support Services is NOT responsible for ensuring that student exams are delivered to the office. It is the student's responsibility to ensure delivery of exams to Disability Support Services.
 - Disability Support Services cannot grant extensions for exam completion beyond requested accommodations. Students should consult with their instructor regarding extensions.
 - Instructors have a right to establish exam parameters, such as the day and time students are to take exams. Disability Support Services will only ask for adjustments when a scheduled exam interferes with Disability Support Services operations.
 - Students will not be allowed to leave the testing area for any reason once an exam has begun, unless such student is eligible for an accommodation that allows for movement or restroom breaks.
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- Students are not allowed to take books, book bags, notes, or any class-related material into a testing area unless the student has expressed written permission from the instructor as indicated on the Test Proctoring Form.
- Students are not allowed to consult with tutors or office personnel about exam questions. To do so constitutes academic misconduct, unless a student has expressed written permission from the instructor as indicated on the Test Proctoring Form.
- Students will be served on a first-come-first-served basis, unless prior scheduling has been arranged.
- Students who are eligible for a reduced-distraction test environment will be given an opportunity to test by themselves if space is available. In some situations more than one student will be taking exams during test time. Please remember that a reduced-distraction test environment is not defined as “private test room.” Reduced distraction means fewer disruptions. No environment is 100% free of distractions.
- Specific Testing Center policies are outlined within *Appendix E* of this handbook. These policies must be read, signed, and returned to the Testing Center staff before testing accommodations will be implemented.

Animals on Campus

Service Animals

In accordance with the Americans with Disabilities Act (ADA), service animals are permitted on the College campuses and in its facilities. A service animal means any guide dog, signal dog, or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing, providing minimal rescue or protection work, pulling a wheelchair, or fetching dropped items. To be permitted on campus, a service animal must be specifically trained to perform a service function. Furthermore, the animal should wear a harness, cape, identification tag, or other gear that readily identifies its working status.

A service animal may be banned from campus if the animal continues to poses a direct threat to the health or safety of others, is deemed out of control and the student fails to take appropriate action to remedy the situation, is not housebroken, or otherwise causes substantial property damage to the property of the institution or others. Additionally, students are financially responsible for any damages caused by their service animal.

Comfort /Emotional Support Animals

Comfort/emotional support animals are not covered under the Americans with Disabilities Act (ADA), and as such, are not permitted on the college campus and in its facilities.

Review of Personal Records Policy

1. According to federal law as outlined by the Family Education and Privacy Act (FERPA), students have a right to review academic records.
2. Students that desire to see their file should make a request to Disability Support Services.
3. A request to review a file will be honored within 45 days, the period specified by FERPA. Typically, the Disability Support Services staff will be able to schedule a review session within 10 business days.
4. An appropriate Disability Support Services staff member will be present when a student reviews his or her file. Any questions regarding disability documentation will be answered to the best of the staff member's ability. Students are encouraged to contact the author of their disability documentation to discuss questions, comments, or concerns.
5. Students are not allowed to photocopy the contents of their file, however, students are allowed to make notations.

Calculator Policy

The use of a calculator may be considered a reasonable accommodation when basic calculations (i.e., addition, subtraction, multiplication, and/or division) are not being tested. This is to include, but is not limited to, calculations involving integers and decimals. Furthermore, only a basic, 4-function calculator may be utilized as part of the accommodation process through the Disability Support Services office.

Release of Information Policy

Disability Support Services will not release any written or verbal information about a registered student without expressed written consent of the student. This consent will come in the form of the Student Information Release Authorization form (*Appendix D*), which must be completed and returned to the Admissions Office on the Wallace Campus or Student Services Office on the Sparks Campus.

Please note that students are not required to sign a release of information form to receive reasonable accommodations from the Disability Support Services office.

APPENDIX B

DIFFERENCES BETWEEN K-12 AND COLLEGE DISABILITY ACCOMMODATIONS		
	K-12	College
<i>What is the applicable legislation relating to students with disabilities?</i>	IDEA and Section 504 of the Rehabilitation Act	Section 504 of the Rehabilitation Act & Americans with Disabilities Act
<i>Who is responsible for initial identification of disability?</i>	School	Student (may choose not to self-disclose or seek accommodations)
<i>Who incurs cost of evaluation of and documentation for disability?</i>	School	Student
<i>Who makes the decision regarding which accommodations are issued and implemented?</i>	Collaboration between school and parents	Collaboration between Disability Support Services, student, and faculty
<i>Who is responsible for advocating for student?</i>	School/Parent	Student
<i>Are personal services (i.e., tutoring) available?</i>	Yes	No
<i>Are fundamental alterations of the program, course, or exam (i.e., study guide, limiting # of test questions, word bank, etc.) permitted?</i>	Yes	No
<i>Will I receive similar services as I received at another school/college?</i>	Yes	Not necessarily; implementation of specific accommodations varies from institution to institution

APPENDIX C
Additional Document Required for Specific Diagnoses

Acquired Brain Injury (ABI)

Students requesting accommodation on the basis of an Acquired Brain Injury (ABI; also sometimes called Traumatic Brain Injury (TBI), must provide documentation (in most cases within two years) from a professional who has undergone comprehensive training and has relevant experience in the assessment of ABI in adolescents and/or adults (e.g. neuropsychologists, clinical or educational psychologists).

In addition to the requirements specified in section 4, documentation for students requesting accommodations on the basis of an ABI must include but not be limited to:

1. A neuropsychological evaluation containing assessments of intellectual, conceptual and cognitive competence; academic skills; personality status; motor facility of all extremities; sensory, perceptual and processing efficiency; visual, auditory, and tactile facility; speech, language, and communication ability; and evaluation of memory and attention.
 2. Utilization of particular evaluation techniques must be at the discretion of the evaluator. Measures, such as the following, will be expected to appear in the selected battery: Bender-Gestalt, Halstead Reitan Battery (or selected parts); Detroit Tests of Learning Aptitude - 4 (DTLA-4) or Detroit Tests of Learning Aptitude - Adult (DTLA-A); Luria Nebraska Battery (or selected parts); Peabody Individual Achievement Test-R/NU (or other adult individual achievement tests); Woodcock Reading Mastery Tests-Revised/NU; Woodcock-Johnson III; and the Spache Written Language Assessment.
 3. An interview including a description of the presenting problem(s); developmental, medical, psychosocial, and employment histories; family history (including primary language of the home and the student's current level of English fluency); and a discussion of dual diagnosis where indicated.
 4. An integrated summary that:
 - Indicates executive functioning deficits expected to impact postsecondary education performance and appropriate accommodations;
 - Describes the impact of the limitations specifically on learning (e.g., reading, math, and written expression);
 - Identifies concerns with negotiation of the college environment (e.g., residential life and social expectations) and suggests strategies; and
 - States how the effects of the brain injury are mediated by the recommended accommodations.
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Attention Deficit/Hyperactivity Disorders (ADD/ADHD)

Students requesting accommodations on the basis of Attention Deficit Hyperactivity Disorder (ADHD) must provide documentation by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of psychiatric disorders (e.g., psychologists, psychiatrists, neuropsychologists and other relevantly trained medical doctors).

In addition to the requirements specified in section 4, documentation for students requesting accommodations on the basis of ADHD must include but not be limited to:

1. Evidence of early impairment. The condition must have been exhibited in childhood in more than one setting.
 2. Evidence of current impairment. A history of the individual's presenting attentional symptoms and evidence of current impulsive/hyperactive or inattentive behaviors that significantly impair functioning in two or more settings must be provided. History of full assessment with current symptoms for past six months.
 3. An interview. The interview must contain self-report and third-party information pertaining to: any significant developmental history; family history of ADHD or other educational, learning, physical, or psychological difficulties; relevant medical and medication history; a thorough academic history; and a review of prior psychoeducational test reports to determine whether a pattern of strengths or weaknesses is supportive of attention or learning problems.
 4. Descriptions of current functional limitations pertaining to an educational setting that are presumably a direct result of problems with attention.
 5. Evidence of alternative diagnoses or explanations that have been ruled out. The documentation must investigate and discuss the possibility of alternative or co-morbid mood, behavioral, neurological, learning, and/or personality disorders that may confound the ADHD diagnosis. For a diagnosis of ADHD, the symptoms may not occur exclusively during the course of a Pervasive Developmental Disorder, Schizophrenia, or other Psychotic Disorder, and are not better accounted for by another mental disorder (e.g., Mood Disorder, Anxiety Disorder, Dissociative Disorder, or a Personality Disorder).
 6. A discussion of the neuropsychological or psychoeducational assessments administered to determine the current impact of the disorder on the individual's ability to function in an academic setting. Such data should include standard scores, standard deviations, and percentiles reported in table format for those subtests administered.
 7. A specific psychiatric diagnosis as per the Diagnostic and Statistical Manual-5 (DSM-5) of the American Psychiatric Association (2000). Symptoms of hyperactivity/impulsivity which were present in childhood and the current symptoms which have been present for at least the past six months and which impair functioning in two or more settings (e.g., school, work, and home) must also be identified.
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8. An indication of whether or not the student was evaluated while on medication, and whether or not the prescribed treatment produced a positive response.
9. Prescribed medications, dosages, and schedules that may influence the types of accommodations provided, including any possible side effects.
10. An integrated summary that:
 - Indicates the substantial limitations to major life activities posed by the disability;
 - Describes the extent to which these limitations would impact the academic context for which accommodations are being requested;
 - Suggests how the specific effects of the disability may be accommodated; and
 - States how the effects of ADHD are mediated by the recommended accommodations.

Autism Spectrum Disorder/Asperger Syndrome

Students requesting accommodation on the basis of Autism Spectrum Disorder (ASD) must provide documentation from an appropriately credentialed professional who has undergone comprehensive training and has at least 5 years of experience diagnosing ASDs in children, adolescents, or young adults (depending on age of student). The preferred form of documentation is in the form of a comprehensive neuropsychological evaluation accompanied by a clinical statement reviewing history and current symptoms.

Comprehensive diagnostic evaluations should include, but not be limited to, the following:

- Thorough medical, family, and developmental history gathered by appropriate professional (e.g., developmental pediatrician, neurologist, psychiatrist, psychologist, neuropsychologists).
 - Comprehensive psychological or neuropsychological examination, within the past three years, including a detailed discussion of the individual's current cognitive functioning as it impacts the educational environment.
 - Academic testing – standardized achievement tests, including standard scores; and a review of the academic record.
 - Current level of social/emotional functioning by separate evaluator, if not contained in neuropsychological evaluation.
 - Integrated narrative summary, including impact of symptoms on learning and/or communicating, ability to function in a residential college community, and executive functioning deficits as relevant to postsecondary education.
 - Clear identification of symptoms as they pertain to Diagnostic and Statistical Manual 5 (DSM-5) criteria for all relevant diagnoses.
 - A clinical interview including a description of the presenting problem(s) including any significant developmental, medical, psychosocial, and employment histories; family history; and a discussion of co-morbid diagnoses (if relevant). A comprehensive interview with parents or knowledgeable informants and a self-report is needed to obtain a view of the individual's present function and ability.
 - Prescribed medications, dosages, and schedules which may influence the learning environment, including any possible side effects.
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- Supplemental documentation may include evaluations by allied health professionals such as speech/language assessments, occupational therapy records, statements from therapist, or other treating professionals.

Blindness or Low Vision

In addition to the requirements specified in section 4, documentation for students requesting accommodations on the basis of low vision or blindness must include but not be limited to:

1. An ocular assessment or evaluation from an ophthalmologist.
2. A low-vision evaluation of residual visual function, when appropriate.
3. Suggestions as to how the functionally limiting manifestations of the disabling condition(s) may be accommodated.

Deaf/Hard of Hearing

In addition to the requirements specified in section 4, documentation for students requesting accommodations on the basis of being Deaf or hard of hearing must include but not be limited to:

1. An audiological evaluation and/or audiogram administered by an otorhinolaryngologist, otologist, or licensed audiologist.
2. An interpretation of the functional implications of the diagnostic data and hearing aid evaluation, when appropriate.
3. Suggestions on how the functionally limiting manifestations of the disabling condition(s) may be accommodated. If the audiological report does not include recommendations for accommodations, an audiologist should be consulted – an educational audiologist is preferable.
4. The age of acceptable documentation is dependent upon whether the disabling condition is static or changing.

Intellectual Disabilities

Students requesting accommodation on the basis of an intellectual disability must provide documentation from a professional who has comprehensive training and relevant experience in the assessment of intellectual disability in adolescents and/or adults (e.g., clinical or educational psychologists, school psychologists, neuropsychologists, special education teachers). At the secondary level, eligibility for services under the category of ID may be determined by a multidisciplinary team and therefore include reports completed by special and general education teachers. It should be noted that students with intellectual disability who may have received modifications to essential course requirements in their secondary program may not be eligible for similar modifications in the postsecondary setting. Postsecondary institutions are not required to modify the essential course requirements and expectations as a reasonable accommodation for students with disabilities.

In addition to the requirements specified in section 4, documentation for students requesting accommodations on the basis of intellectual disability must include, but not limited to:

1. An interview including a description of the presenting problem(s); any significant developmental, medical, psychosocial, and employment histories; family history (including primary language of the home and the student's current level of English fluency); and a discussion of dual diagnosis where indicated.
 2. A complete assessment of intellectual functioning/aptitude as measured by the Wechsler Adult Intelligence Scale-III (WAIS-III) with standard and scaled scores, including subtest scores. The Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Cognitive Ability or the Stanford-Binet Intelligence Scale: Fourth Edition are also acceptable. Tests such as the Leiter International Performance Scale and the Kaufman Assessment Battery for Children may also be utilized. The Kaufman Brief Intelligence Test (KBIT) and the Slosson Intelligence Test - Revised are NOT comprehensive measures and therefore are not suitable for use in the initial diagnosis of a learning disability.
 3. A comprehensive academic achievement battery that measures current levels of functioning in reading (decoding and comprehension), mathematics, and oral and written language (e.g., Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Achievement, Wechsler Individual Achievement Test (WIAT), Stanford Test of Academic Skills (TASK), Scholastic Abilities Test for Adults (SATA), or specific achievement tests - Test of Written Language-3 (TOWL-3), Woodcock Reading Mastery Tests-Revised, Stanford Diagnostic Mathematics Test). All standard scores, standard deviations, and percentiles must be reported for those subtests administered. The Wide Range Achievement Test-3 (WRAT-3) is NOT a comprehensive measure of achievement and is therefore not suitable.
 4. Measures of functional performance across all domains, (e.g. English Language Arts, Mathematics, Behavioral/Social/Emotional, Communication, Vocational/Transition, Health and Development including Vision and Hearing, Fine and Gross Motor, and Activities of Daily Living) may be helpful in presenting a holistic view of the student.
 5. A specific diagnosis of intellectual disability.
 6. Terms such as individual "learning styles," "learning differences," "academic problems," and "slow learner" and "test difficulty or anxiety," in and of themselves, do not constitute an adequate diagnosis of intellectual disability. It is important for the evaluator to demonstrate that alternative explanations for academic problems as a result of poor education, poor motivation and/or study skills, emotional problems, attention problems, and cultural/language issues that may be interfering with learning, but that do not constitute intellectual disability, have been ruled out.
 7. An indication of how patterns in the student's cognitive ability, achievement, and information processing reflect the presence of intellectual disability.
 8. An integrated summary which:
 - Indicates the substantial limitations to major life activities posed by the intellectual disability;
 - Describes the extent to which these limitations impact the academic context for which accommodations are being requested;
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- Suggests how the specific effects of the intellectual disability may be accommodated, and states how the effects of the intellectual disability are mediated by the recommended accommodations.

Learning Disabilities

Students requesting accommodation on the basis of a specific learning disability must provide documentation from a professional who has undergone comprehensive training and has relevant experience with conducting psycho-educational assessments with adolescents or adults (e.g., clinical or educational psychologists, school psychologists, neuropsychologists, learning disabilities specialists).

In addition to the requirements specified in section 4, documentation for students requesting accommodations on the basis of a learning disability must include, but not limited to:

1. Pertinent background information, including a description of the presenting problem(s); any significant developmental, medical, psychosocial, and employment histories; family history (including primary language of the home and the student's current level of English fluency); and a discussion of co-morbidity where indicated.
 2. A complete assessment of intellectual functioning/aptitude, preferably, but not limited to the Wechsler Adult Intelligence Scale-III (WAIS-III) with standard and scaled scores, including subtest scores. The Woodcock-Johnson III: Tests of Cognitive Ability or the Stanford-Binet Intelligence Scale: Fifth Edition is also acceptable. The Kaufman Brief Intelligence Test (KBIT2), the Wechsler Abbreviated Scale of Intelligence (WASI), and the Slosson Intelligence Test - Revised are NOT comprehensive measures and therefore are not suitable for use in the initial diagnosis of a learning disability.
 3. A comprehensive academic achievement battery that measures current levels of functioning in reading (decoding and comprehension), mathematics and oral and written language (e.g., Woodcock-Johnson III: Tests of Achievement, Wechsler Individual Achievement Test II (WIAT II), Stanford Test of Academic Skills (TASK), Scholastic Abilities Test for Adults (SATA), or specific achievement tests - Test of Written Language-3 (TOWL-3), Woodcock Reading Mastery Tests-Revised/NU, Stanford Diagnostic Mathematics Test, Nelson-Denny). All standard scores, standard deviations, and percentiles must be reported for those subtests administered. The Wide Range Achievement Test-3 (WRAT-3) and the Wide Range Achievement Test-4 are NOT comprehensive measures of achievement and are therefore not suitable unless combined with other measures as appropriate. Test selection must be guided by the age of the student and the test norms. Tests used should also be technically sound (e.g., statistically reliable, valid) and standardized for use with an adolescent/adult population.
 4. An assessment of specific areas of information processing (e.g., short- and long-term memory, sequential memory, sequential and simultaneous processing, auditory and visual perception/processing, processing speed, working memory, motor ability). Information from subtests on the WAIS-III, the WJIII Tests of Cognitive Ability, or the Detroit Tests
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of Learning Aptitude - Adult (DTLA-A), as well as other instruments relevant to the presenting learning problem(s), may be used to address these areas.

5. Other assessment measures such as non-standard measures and informal assessment procedures or observations may be helpful in determining performance across a variety of domains. Formal assessment instruments may be integrated with these types of measures to help determine a learning disability and differentiate it from co-existing neurological and/or psychiatric disorders (i.e., to establish a differential diagnosis). In addition to standardized tests, it is also very useful to include informal observations of the student during the test administration.
6. A diagnosis of a specific learning disability. Individual "learning styles," "learning differences," "academic problems," and "test difficulty or anxiety," in and of themselves, do not constitute a learning disability. It is important for the evaluator to demonstrate that alternative explanations for academic problems as a result of poor education, poor motivation and/or study skills, emotional problems, attentional problems, and cultural/language issues that may be interfering with learning but do not constitute a learning disability have been ruled out.
7. An indication of how patterns in the student's cognitive ability, achievement, and information processing indicate the presence of a learning disability.
8. An integrated summary that:
 - Indicates the substantial limitations to major life activities (e.g., learning, reading, thinking) posed by the specified learning disability;
 - Describes the extent to which these limitations impact the academic context for which accommodations are being requested;
 - Suggests how the specific effects of the learning disability may be accommodated; and
 - States how the effects of the learning disability are mediated by the recommended accommodations.

Mobility, Sensory, and Systemic Disorders

The Americans with Disabilities Act Amendments of 2008 expands the definition of major life activities to include the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Pertinent here are new additional major life activities such as thinking, eating, sleeping and concentrating which may be substantially limited by these conditions.

In addition to the requirements specified in section 4, documentation for students requesting accommodations on the basis of physical mobility, dexterity, or chronic health-related disabilities must include:

1. An identification of the disabling condition(s).
 2. An assessment of the functionally limiting manifestations of the condition(s) for which accommodations are being requested.
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3. Degree and range of functioning for a chronic or progressive condition.
4. Prescribed medications, dosages, and schedules that may influence the types of accommodations provided, including any possible side effects.
5. Suggestions as to how the functionally limiting manifestations of the disabling condition(s) may be accommodated.

Psychiatric/Psychological Disorders

Students requesting accommodations on the basis of a psychiatric/psychological disorder must provide documentation from a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of psychiatric/psychological disorders (e.g., licensed clinical psychologists, psychiatrists, Psychiatric Advanced Practice Registered Nurse (APRN) licensed clinical social workers, and other relevantly trained medical doctors).

In addition to the requirements specified in section 4, documentation for students requesting accommodations on the basis of a psychiatric/psychological disability must include:

1. A recent evaluation or updated assessment, preferably within the past six months – due to the changing nature of psychiatric disorders.
 2. An interview including a description of the presenting problem(s) including any significant developmental, medical, psychosocial, and employment histories; family history; and a discussion of dual diagnosis where indicated.
 3. A specific, current psychiatric diagnosis as per the Manual-TR (DSM-5) of the American Psychiatric Association (2000), which indicates the nature, frequency and severity of the symptoms upon which the diagnosis was predicated. A diagnosis without an explicit listing of current symptoms is not sufficient. Emotional Disturbance (ED) is an educational label and does not alone constitute a disability at the postsecondary level.
 4. Primary and secondary Axis I and Axis II diagnoses. A measure of functioning using the Global Assessment of Functioning (GAF) Scale in the DSM-5 is highly recommended.
 5. Prescribed medications, dosages and schedules that may influence the learning environment and types of accommodations, including any possible side effects.
 6. An indication of whether or not the student was evaluated while on medication, and whether or not the prescribed treatment produced a positive response.
 7. An integrated summary that:
 - Indicates the substantial limitations to major life activities posed by the psychiatric/physiological disability,
 - Describes the extent to which these limitations would impact the academic context for which accommodations are being requested,
 - Suggests how the specific effects of the psychiatric/physiological disorder may be accommodated, and
 - States how the effects of the psychiatric/physiological disorder are mediated by the recommended accommodations.
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APPENDIX E
Testing Center Policies

- 1) The Testing Center is not to be used for studying.
 - a) The Career Lab inside the Counseling Center has computers and tables that may be utilized for this purpose.
- 2) The Testing Center printer is not available for printing classroom materials.
 - a) The Career Lab inside the Counseling Center has computers and a printer that may be utilized for this purpose.
- 3) If a student is unable to take his/her exam, the student must immediately depart the Testing Center and log into a computer in the Career Lab, then email the instructor to arrange for a make-up exam date/time.
- 4) Once a student receives his/her test, they may not leave the Testing Center without submitting the test to the authorized proctor on site.
 - a) If a student goes to the restroom during his/her test, he/she must return the test to the authorized proctor on site.
 - b) Students are not allowed to take their cell phone or any personal items out of the Testing Center until they have completed their test.
- 5) All exam sessions are monitored and may be recorded.
- 6) Testing Center staff is authorized to dismiss a student from an exam session for violation of any Testing Center policies, for misconduct, or for any perceived forms of academic dishonesty/cheating.

By signing this form, I agree to comply with the Testing Center Policies, as expressed above.

Name

Student ID number

Date
