

Welcome to the Office of Disability Support Services

103A North Foundation Hall – Oakland University
Rochester, MI 48309-4401

Introduction

The purpose of this handbook is to provide students who are disabled as well as faculty and staff at the University a reference for the procedures and policies of Disability Support Services (DSS). The information included should be read by students using the services of DSS. The contents of this handbook are for informational purposes only and may be changed from time to time.

Office Hours

Monday through Friday from 8:00 a.m. until 5:00 p.m.

Office Phone Numbers

Voice: 248-370-3266

TTY: 248-370-3268

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DSS Staff

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THE LAW

State and federal law, including the Rehabilitation Act of 1973 and the Americans with Disabilities Act and University policy protect “qualified persons with disabilities” from discrimination in education and employment.

OVERVIEW

THE OFFICE OF DISABILITY SUPPORT SERVICES

The Office of Disability Support Services **will**:

- Require current documentation that supports the need for reasonable accommodations and/or auxiliary aids and services.
- Identify and establish, with the assistance of the student and upon proper documentation, reasonable accommodations for courses, programs, services, activities and facilities.
- Promote awareness of disability issues for university staff and be a liaison between students and employee.
- Provide assistance and information regarding university, government and community agencies that offer services.
- Make referrals to appropriate departments and organizations on campus.

The Office of Disability Support Services **will not**:

- Provide formal diagnostic evaluations. The student is responsible for providing current written documentation at their own cost.
- Alter course requirements and/or lower program standards for students with disabilities.
- Provide equipment, technology, or services of a personal/private nature e.g., personal attendants, wheel chairs, tutors, etc.

QUALIFIED STUDENTS WITH DISABILITIES:

Qualified Students with disabilities at Oakland University **will:**

- Have access to courses, programs, services, activities, and facilities offered through the university.
- Have disability related record maintained separately from academic records and all such information will not be disclosed except as required or permitted by law.
- Meet qualifications and maintain the essential university standards for courses, programs, services, and activities.
- Self-identify as an individual with a disability and seek information, counsel, and assistance when necessary.
- Document (from an appropriate licensed professional) the disability and how it limits participation in courses, programs, services, or activities.
- Follow procedures for obtaining reasonable accommodations or auxiliary aids.

The faculty and staff **will:**

- Receive faculty notification letter from DSS delivered by the student regarding requested reasonable accommodation(s).
- Contact the DSS Office to discuss appropriateness of the accommodations requested and strategies that assist the learning process.
- Establish course/program standards and essential requirements.
- Refuse unreasonable accommodations, academic adjustments or auxiliary aids that impose a fundamental alteration to a program.
- Maintain the same standards for students with disabilities as are applied to all other students.
- Evaluate students on the basis of their abilities and not their disabilities.

General Guidelines for Documentation

The following data should be included in documentation:

1. The student's name, the date of the examination or testing, the examiner's name and signature. An examiner may be a physician, psychologist, rehabilitation counselor, social worker or other examiner qualified or certified to diagnose the disability. The examiner cannot be related to the student.
2. Name the disability, a diagnosis, a description of the functional limitations that may affect academic performance, a rating of the severity and what accommodation is requested.
3. A list of tests administered, including the names and the versions used.

A detailed list of documentation requirements for reasonable accommodations involving certain disabilities is available upon request to the DSS office. DSS reserves the right to change the documentation asked for and from time to time may request additional or different documentation.

PROCEDURES FOR RECEIVING REASONABLE ACCOMMODATIONS

1. Make an appointment with the Office of Disability Support Services as soon as possible.
2. Provide the DSS Office with written documentation detailing the disability underlying the request, including the specific accommodation requested.
3. After all documentation is provided, the DSS office will prepare Faculty Notification Letters (FNL). The letter indicates reasonable accommodations needed to access the course. Students must request accommodations prior to the beginning of **every semester** that accommodations will be needed. Request forms are available in the DSS office or on-line at the DSS web site.
4. Students can pickup Faculty Notification Letters the first week of classes to deliver to the faculty. **Students should schedule an appointment with their professors and discuss specific arrangements for reasonable accommodations.** Revealing your diagnosis to faculty is not required but sharing information about how the disability impacts your learning can give the professor insight in to teaching methods helpful to you.

CONFIDENTIALITY AND RELEASE OF INFORMATION

Medical information is treated as confidential and not disclosed unless required or permitted by law. Information from a student's file, including information regarding disability may be released to a third party in the event of a serious health or safety threat to self or others or as otherwise provided by law.

FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA), affords an OU student certain privacy rights with respect to their educational records. This right is afforded to students. With limited exception, DSS will share student information with parents and other third parties only with a written release from the student. Information about FERPA is available online at OU's Dean of Students, 144 Oakland Center, 370-3352.

Web site: <http://www.oakland.edu/ferpa>

GRIEVANCE PROCEDURE

It is unlawful discrimination and against University policy to discriminate on the basis of a disability. Students who believe they have been the victims of unlawful discrimination, involving for example, the denial of reasonable accommodations auxiliary aids or the denial of classroom materials in accessible format, should follow the process outlined below.

Resolving Conflict with the University, Faculty and/or Staff, Department, Program or Organization:

1. Discuss the issue with the Director of DSS. The Director may call the faculty/program head in an effort to resolve the issue. Sometimes a meeting is held to discuss the issue with all parties involved. In most instances, a resolution can be established at this stage.
2. The Dean of Students may be contacted to explore possible resolution of the complaint where the complaint involves another student (student-student complaint).
3. The student may at any time file a complaint with the Director of University Diversity & Compliance (UDC) located in 203 Wilson Hall, at phone number 248-370-3496. UDC investigates complaints involving students and faculty/staff members.

GENERAL SERVICES OF DSS

Access Map

DSS has copies available of the Campus Accessibility Map that provides information to students with mobility limitations. The level of accessibility for pathways, buildings, and doors is color-coded. All buildings and facilities on campus are not fully accessible. However, the majority of the campus terrain is easily navigated. The map is also available from the DSS web page.

Accessible Housing Services

The Office of University Housing makes accessible units available upon request. To request a Housing Accommodation please fill out the Housing and/or Dietary Request Form found on the DSS Webpage.

Accessible Parking

Accessible parking is identified by blue lines and handicapped signs in parking lots. The Access Map also locates accessible parking in the various campus lots. State authorized disability parking permits are required and must be visibly displayed in designated window or on license plates. The University does not require any additional permits.

Advocacy

DSS acts as an advocate for students with disabilities. In addition to helping students understand university policies and practices, we assist students in addressing personal and academic concerns. We supply referrals to other university offices when appropriate.

Alternate Formats

DSS will convert printed information to CD format in order to make it accessible to students. Also, handouts and overheads can be enlarged or reproduced in Braille. DSS suggests students use resources such as the National Library for the Blind and Physically Handicapped also.

Alternative Furniture

Alternative furniture may be provided to students for whom the standard desks and chairs in the classroom are inaccessible due to physical disability. Examples of alternative furniture include padded seating, armless chairs, stand-alone accessible tables etc.

Alternative Testing

Students may be approved for **1 ½ Extended Testing Time Only** or **Individualized Testing** arrangements. The appropriate method is based upon the findings in the documentation and a discussion about the particular functional limitations of the student's disability.

When the impact of the disability requires additional support i.e. double time, test readers or scribes, assistive technology, word processor, the DSS office will recommend the **Individualized Testing** method. The DSS Office is prepared to provide this level of support in test administration.

When the functional limitation of the disability requires **1 ½ Extended Testing Time**, will be the recommended method. The Professor will provide the student with the accommodation.

1. Procedures for 1 ½ Extended Testing Time: (Professor Provides)

Complete and submit the Request for Accommodation form. Faculty Notification Letters will be prepared by DSS. Students can pick up letters and deliver to professors to discuss specific testing arrangements.

2. Procedures for Individualized Testing (DSS Provides):

Complete and submit the Request for Accommodation form. Faculty Notification Letters will be prepared by DSS. Students can pick up letters and deliver to professors to discuss testing arrangements. Student is responsible for notifying DSS to schedule test date and time and in accordance with the professor's instructions.

Signing up for an exam: Contact the DSS Office a minimum of **3 days** prior to the testing date. The DSS Office has to make arrangements to find a room, hire a proctor, and get a copy of the exam from the professor. If sign up occurs with only 1-2 days' notice, the DSS Office will do the best they can to administer the test at the time requested with no guarantee.

No Show/Late Exam Policy:

DSS administers exams according to prearranged instructions from the professor. The instructor, the student and DSS have agreed to a specific date and time for each exam. For DSS to effectively administer and schedule exams these practices are followed:

No Shows – Your professor will be notified that you did not take the exam. It is then the student's responsibility to meet with his/her instructor to make other arrangements.

Late – Students arriving late will be given only the remaining time to complete the exam.

Illness – The student is responsible for contacting the instructor when illness occurs to make other arrangements. If the instructor agrees to a make-up exam, the student should call the DSS office to reschedule.

Exam Proctoring Policy

DSS has the responsibility to administer the exam according to faculty instructions. Please refer to your Oakland University catalog regarding the “Academic Conduct Policy”.

- Faculty instructions will be reviewed with the student before he/she begins the exam.
- The student is responsible for following these instructions at all times.
- The student may take in the testing room only necessary items when testing. All other items are not allowed, e.g., cell phones, bags, purses, hats, jackets, food, drinks, etc. DO NOT BRING VALUABLES WITH YOU.
- Breaks during testing are not customary. Please tend to hygiene needs before beginning your exam.

Proctors will be present during extended time testing and individualized testing. Any suspected evidence of cheating will be documented and reported immediately to the appropriate faculty member. As a result, the student may be charged with academic misconduct.

Readers:

- Can be asked to repeat information.
- Will only read what is on the printed page. They cannot be asked to explain, substitute words, define or interpret the meaning of statements or words.
- Need information from you to be effective. Let your reader know the reading speed/rate, tone etc. that works best for you.

Scribes:

- Will write down verbatim what you have dictated. At any time, you will have the opportunity to review what the scribe has written either by reading or having it read to you. Direct the scribe to make corrections, ie. spelling, punctuation etc.
- Are not responsible for organizing or paraphrasing your thoughts into final form.

Assistive Technology

Assistive technology is available in various locations on campus and can enhance self-reliance. Training is coordinated through DSS. A brief description of each follows.

- *CCTV* (closed circuit TV) is an electronic magnification system that provides a clear, high-contrast image of printed material on a monitor; it enables individuals to read or write in a manner that best accommodates their individual visual needs.
- *DNS* (Dragon Naturally Speaking) is a large vocabulary, speech recognition system; you can enter commands and dictate text by speaking into a microphone; you can use it with a keyboard or a mouse, or you can use it completely hands free.
- *JAWS* (Job Access with Speech) manages speech output to application programs; it will voice characters, words, lines, and screen text in nine distinct voices.
- *Inspiration* is visual mapping software that assists in the writing process with brainstorming, planning, organizing, conceptualizing etc.
- *Joliet Braille Printer* with *Duxbury* software provides embossed printed materials.
- *Kurzweil 1000* is an advanced scanning and reading solution for the blind or visually impaired.
- *Kurzweil 3000* is a scanning, reading and writing solution for students with learning disabilities or reading difficulties.
- *FM System* is an assistive listening device that uses transmitters and microphones (worn by the presenter); a student uses the receiver, and headset or neck loop, with hearing aids; volume can be controlled.
- *Zoomtext* is screen magnification software program for students with low vision.

Auxiliary Aids

Disability Support Services has a variety of auxiliary aids available to students who are registered with our office. They include:

- Short-term loan of a wheelchair: which must be returned the same day it is borrowed.
- Telecommunication Device for the Deaf: Communication via phone with a person who is deaf. (TTY)
- Sorenson Ntouch Video Phone for the Deaf. Communication via video relay on a PC using a specific phone number.
- Ear Plugs/Noise Cancelling Headphones: For minimizing auditory distraction during exams.
- Orbit/Mouse: Less hand, wrist and arm movement with comfort and control.

Books on CD

The DSS office will scan books to CD. The procedure is as follows:

1. Books must be purchased for each class.
2. Bring books to the DSS Office. Check for availability.
3. If books are unavailable electronically, books are to be taken to the OU Print Shop at 16 PSS to have the binding cut from the book.
4. The unbound book is submitted by the student to the DSS office to be scanned to a CD. Scanning completed on a first come first served basis..
5. Once scanned, the student will pick up CD and book from the DSS office.
6. Student is to take the book back to the Print Shop at 16 PSS and the book will be rebound. Rebound books can be sold back to the books store as any other book purchased.

Classroom Changes for Physical Access

DSS and the registrar coordinate classroom changes each semester to accommodate students registered for courses located in classrooms that are inaccessible. Notify DSS early with requests for changes.

Door Openers

Door openers are available for most university buildings. "Clickers" can be loaned to students and returned when no longer needed.

Identification of Sign Interpreters

1. Students who qualify for sign interpreters should contact DSS as soon as possible before classes begin so arrangements can be made and to discuss specific interpreting needs.
2. Provide DSS with a course schedule as soon as possible. The longer the delay, the greater the possibility that interpreters will not be available. Changes in course schedule should be reported as soon as possible so that interpreters can be notified.
3. When interpreter services are not needed (ie. a student will not be in class), the student must notify the DSS office so that the interpreter can be cancelled. If you fail to notify DSS when services are not needed on 2 instances, services will be suspended until a meeting with the director is held.
4. Students are responsible for informing DSS when arriving late for a class. In the event that DSS is not notified, the interpreter(s) will wait twenty (20) minutes before leaving. If you are sufficiently late to warrant the interpreter's leaving for two classes, services will be suspended until you meet with the director.

Library Services

Kresge librarians provide private consultations designed for students with disabilities by appointment. The reference or circulation staff is available to retrieve materials and books. Basic reference questions can be addressed over the phone (248-370-4426) or email (ref@oakland.edu). To use a computer with assistive technology, sign out a key at the circulation desk.

Note Takers

Note taker services will be provided to students with disabilities based on verification of disability and documented need.

1. Upon approval for note taking services by the DSS Office, a request for a note taker will be made to the professor by the student. This request should take place as soon as the Faculty Notification Letters are given to the professor. .
2. If the professor does not make a request for a note taker, it is the student's responsibility to advocate to the professor for this accommodation. If a note taker cannot be recruited, it is the student's responsibility to inform DSS.
3. DSS will make every attempt to recruit a note taker but cannot guarantee one will be found. Other alternatives may be necessary if a note taker cannot be recruited.

4. The student must attend class to receive note taking services. The note taker is not required to provide notes for any classes the student misses (including notes taken during lateness to the class). The purpose of this service is to provide access to the class lecture not as a substitute for attendance.
5. The student should consult with the professor and the note taker regarding the manner notes will be disseminated. You can pick up NCR paper (carbonless paper that creates a copy) in the DSS office to give to your notetaker. The copy machine in the DSS office is also available for making copies.

Priority Registration

Priority registration allows students with disabilities the option of enrolling early for university courses. One day before regular registration begins each semester is designated as priority registration for DSS students. The exact dates of priority registration are posted in the DSS office and a broadcast email notifies DSS students. Priority registration is considered ended when regular registration begins for all students.

Psychoeducational Testing

One option for obtaining psychoeducational testing is through The Graham Counseling Center, 248-370-3465. They can provide testing and assessments that document the existence of a disability. If the student chooses this option, it will be necessary for the student to make arrangements with the center for an appointment and payment schedule for services. Students can also contact their primary care physicians for other options.

Real-Time Captioning

1. Student must meet with the DSS Office to discuss RTC needs. Students approved for this service should contact DSS as soon as possible before classes begin so arrangements can be made.
2. Student must provide DSS with a course schedule as soon as possible. The longer the delay, the greater the possibility that a captioner/reporter will not be available. Changes in course schedule should be reported to DSS as soon as possible so that the captioner/reporter can be notified.
3. When RTC services are not needed (ie. Student will not be attending class), the student must notify the DSS office so that the captioner/reporter can be cancelled. If you fail to notify DSS when services are not needed on 2 instances, services will be suspended until a meeting with the director is held.
4. Students are responsible for informing DSS when arriving late for a class. In the event that DSS is not notified, the captioner/reporter will wait twenty (20)

minutes before leaving. If you are sufficiently late to warrant the captioner/reporter's leaving for two classes, services will be suspended until you meet with the director.

Recreation Center

The Campus Recreation Center has a variety of exercise equipment specifically designed for people with disabilities who are interested in fitness.

- Dual Cable Crossover is located inside the Fitness Center and has excellent upper body strength training exercises. SciFit Bike - This equipment allows for a cardiovascular workout. It can be used as a recumbent bike or by removing the seat, it can be used as an upper body ergometer.
- Sci-Fit Upper Body Ergometer – cardio for upper body. Wheelchair accessible.
- Hand Held Dumbbells - To be used for upper body strength training.
- Hydraulic Lift - Powered by water; people with physical challenges can get in and out of the pool by using this seated lift. Also available in the pool are double handrails and steps for the alcove pool and hot tub.
- Accessible shower stalls in the locker rooms - Men's and women's locker rooms have showers with seats and hand held shower heads. Also available are lockers for individuals in wheelchairs.
- Elevator - An elevator is available for access to the lower level of the Student Rec Center.

Snow Priority Route

The Campus Accessibility Map displays the pathway that will be cleared as a priority during snow fall. Students using wheel chairs can submit individual routes at the semester start to have pathways cleared during snowy weather.

Report problem areas to the DSS office or on Report a Barrier form on-line.
Download a map from the DSS web site to view the "Snow Priority Route".

Other University Services

Financial Aid

Students can access information about grants and scholarships by visiting the Oakland University Financial Services Office in 120 North Foundation Hall. Their phone number is 248-370-2550. This information can also be viewed on their webpage at www.oakland.edu/financialservices .

Tutoring

The Tutoring Center, 103 North Foundation Hall, phone number: 248-370-4215, offers a variety of services and programs for students to achieve their best academically. The center's goal is to help students become independent learners and experience academic success. The center offers group tutoring for most 0000-2000 level courses, supplemental instruction, study skills resources, and instructional videos online. Tutoring is available on a walk in basis. Appointments are available only for specific subjects and during the summer semester. All Tutoring Center services and programs are free. The tutoring schedule is available online at www.oakland.edu/tutoring.

Oakland University Writing Center

The Oakland University Writing Center is open to OU students, faculty, and staff in all disciplines at any stage of the writing process. The center provides writers with an interested and supportive audience of well-trained consultants who help both novice and expert writers explore ideas, revise drafts, and develop the skills to craft polished works. The Writing Center is located in room 212 of the Kresge Library. You can make an appointment by registering on line at www.oakland.edu/ouwc . For more information, call 248-370-3120.

APPENDIX A

DOCUMENTATION GUIDELINES

This document contains a detailed list of documentation requirements for certain disabilities. DSS reserves the right to change the documentation requested and from time to time may request additional or different documentation.

Documentation Guidelines for Attention Deficit/Hyperactive Disorder

Attention Deficit/Hyperactive Disorder (AD/HD) is considered a medical or clinical diagnosis. Individuals qualified to render a diagnosis for this disorder are practitioners who have been trained in the assessment of AD/HD and are experienced in assessing the needs of adult learners. Recommended practitioners include developmental pediatricians, neurologists, psychiatrists, licensed clinical or educational psychologists, family physicians, or a combination of such professionals. The diagnostician must be impartial and not a family member.

The following guidelines assist the university in collaborating with each student to determine appropriate accommodations. Documentation includes:

1. A clear statement of ADD or AD/HD with the DSM-IV diagnosis and a description of supporting past and present symptoms.
2. Documentation must be current, preferably within the last three years.
3. A summary of assessment procedures and evaluation instruments used to make the diagnosis.
4. A narrative summary, including scores, which supports the diagnosis.
5. A statement of the functional impact or limitations of the disorder or disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.
6. Medical information relating to the student needs to include the impact of medication on the student's ability to meet the demands of the postsecondary environment.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Disability Support Services Office collaboratively determine reasonable accommodations.

Documentation Guidelines For Specific Learning Disability

Professionals conducting assessment and rendering diagnoses of specific learning disabilities (SLD) must be qualified. A qualified professional needs to hold a degree in a field related to the diagnosis of SLD and have at least one year of diagnostic experience with adults and late adolescents. Recommended practitioners include: certified and/or licensed psychologists, learning disabilities specialists, educational therapists, diagnosticians in public schools or colleges and rehabilitation services and private practitioners with the above characteristics are typically considered qualified. The diagnostician must be an impartial individual who is not a family member of the student.

The following guidelines assist the university in collaborating with each student to determine appropriate accommodations. Documentation includes:

1. Testing that is comprehensive, including a measure of both aptitude and achievement in the areas of reading, mathematics, and written language.
2. The current impact the learning disability has on the student's functioning. The age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's specific request for accommodations.
3. A clear statement that a learning disability is present along with the rationale for this diagnosis. (Note: individual "learning deficits", "learning styles", and "learning differences" **do not**, in or of themselves, constitute a learning disability.
4. A narrative summary, including all scores, which supports the diagnosis.
5. A statement of strengths and needs that will impact the student's ability to meet the demands of the postsecondary environment.
6. A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing AD/HD or other disabling conditions are indicated. The student and the Disability Support Services Office collaboratively determine reasonable accommodations.

Documentation Guidelines For Head Injury/Traumatic Brain Injury

Head Injury or Traumatic Brain Injury is considered a medical or clinical diagnosis. Individuals qualified to render a diagnosis for these disorders are practitioners who have been trained in the assessment of Head Injury or Traumatic Brain Injury. Recommended practitioners include physicians; neurologists; licensed clinical, rehabilitation and school psychologists; neuropsychologists, and psychiatrists. The diagnostician must be an impartial individual who is not a family member of the student.

The following guidelines assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation includes:

1. A clear statement of the head injury or traumatic brain injury and the probable site of lesion.
2. The current impact the head injury has on the student's functioning; the age of acceptable documentation is dependent upon the disabling condition but generally best if within 3 years from occurrence, the current status of the student and the student's specific request for accommodations.
3. A summary of cognitive and achievement measures used and evaluation results including standardized scores or percentiles used to make the diagnosis.
4. A summary of present residual symptoms which meet the criteria for diagnosis.
5. Medical information relating to student's need to include the impact of medication on the student's ability to meet the demands of the postsecondary environment.
6. A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impact the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Disability Support Services Office collaboratively determine reasonable accommodations.

Documentation Guidelines For Physical Disabilities and Systemic Illnesses

Examples of physical disabilities and systematic illnesses include but are not limited to mobility impairments, multiple sclerosis, cerebral palsy, muscular dystrophy, spina bifida, spinal cord injuries, chemical sensitivities, cancer, and AIDS.

Any physical disability and systemic illness are considered to be in the medical domain and require the expertise of a physician, including a neurologist, psychiatrist or other medical specialist with experience and expertise in the area for which reasonable accommodations are being requested. The diagnostician must be an impartial individual who is not a family member of the student.

The following guidelines are provided to assist the university in collaborating with each student to determine reasonable accommodations. Documentation includes:

1. A clear statement of the medical diagnosis of the physical disability or systemic illness.
2. The current impact the physical disability or systemic illness has on the student's functioning. The age of acceptable documentation is dependent upon the disabling condition, the student's request for accommodations, and the current status of the student. Therefore, disabilities that are sporadic or degenerative may require more frequent evaluation.
3. A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable.
4. A description of present symptoms which meet the criteria for diagnosis.
5. Medical information relating to the student's need include the impact of medication on the student's ability to meet the demands of the postsecondary environment.
6. A statement of the functional impact of limitation of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Disability Support Services Office collaboratively determine reasonable accommodations.

Documentation Guidelines For Psychiatric/Psychological Disabilities

Examples of psychiatric/psychological disabilities includes but are not limited to depressive disorders, post-traumatic stress disorder, bipolar disorders, and disassociative disorders.

A diagnosis by a licensed mental health professional including licensed clinical social workers (LCSW), licensed professional counselor (LPC), psychologists, psychiatrists, or neurologists is required and must include the license number. The diagnostician must be an impartial individual who is not a family member of the student.

The following guidelines assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation includes:

1. A clear statement of the disability, including the DSM-IV diagnosis and a summary of present symptoms;
2. The current impact the psychiatric/psychological disability has on the student's functioning. The age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodation.
3. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results, including standardized or percentile scores;
4. Medical information relating to the student's needs to include the impact of medication on the student's ability to meet the demands of the postsecondary environment.
5. A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Disability Support Services Office collaboratively determine reasonable accommodations.

Documentation Guidelines For Deaf/Hard of Hearing

Physicians, including otorhinolaryngologists and otologists are qualified to provide diagnosis and treatment of hearing disorders. Audiologists may also provide current audiograms. The diagnostician must be an impartial individual who is not a family member of the student.

The following guidelines assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student's request for appropriate accommodations. Documentation includes:

1. A clear statement of deafness or hearing loss, with an audiogram that reflects the current impact the deafness or hearing loss has on the student's functioning, (the age of acceptable documentation is dependent upon the condition, the current status of the student and the student's request for accommodations).
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a narrative summary of evaluation results if appropriate.
3. Medical information relating to the student's needs, and the status of the individual's hearing (static or changing), and impact on the demands of the academic program.
4. A statement regarding the use of hearing aids (if appropriate).
5. A statement of the functional impacts or limitation of the hearing loss on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Disability Support Services Office collaboratively determine reasonable accommodations.

Documentation Guidelines For Blind/Low Vision

Ophthalmologists are the primary professionals involved in diagnosis and medical treatment of individuals who are blind or experience low vision. Optometrists provide information regarding the measurement of visual acuity as well as tracking and fusion difficulties. The diagnostician must be an impartial individual who is not a family member of the student.

The following guidelines assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation includes:

1. A clear statement of vision-related disability with supporting numerical description that reflects the current impact the blindness or vision loss has on the student's functioning. The age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodations.
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results including standardized scores.
3. Present symptoms that meet the criteria for diagnosis.

4. Medical information relating to the student's needs and the status of the individual's vision (static or changing) and its impact on the demands of the academic program.
5. Narrative or descriptive text providing both quantitative and qualitative information about the student's abilities which might be helpful in understanding the student's profile including the use of corrective lenses and ongoing visual therapy (if appropriate).
6. A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which reasonable accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing disabling conditions are indicated. The student and the Disability Support Services Office collaboratively determine reasonable accommodations.