



Harris
Family
cdhp
Center for Disability
and Health Policy



AARC

Accommodations and Resource Center



Student Handbook




**Western
University**
OF HEALTH SCIENCES
Harris Family Center
for Disability and
Health Policy



Western
University
OF HEALTH SCIENCES

The discipline of learning. The art of caring.

Philip Pumerantz, PhD
President

Dear Students:

Welcome to Western University of Health Sciences! All of our faculty, staff and administration are delighted to know you are now a part of our community.

I want you to know that we are committed to providing you with the environment and resources necessary to succeed in becoming an outstanding health care professional.

Western University of Health Sciences established the Harris Family Center for Disability and Health Policy (CDHP) to enhance health professions education and improve access to health, health education, and health care services for people with disabilities. Our goal is to develop disability awareness curricula at pre- and post-graduate levels; to increase the number of qualified health professionals with disabilities; and to empower people with disabilities to become active participants in their health care. Furthermore, the CDHP provides services and accommodations for Western University students with disabilities through its Accommodations and Resource Center (AARC). AARC works directly with faculty and staff to ensure accommodations for students.

You have a role to play, as well. As you know, the disabled community is emerging as one of the fastest growing, yet least understood, minority groups within our society. Nowhere is this impact felt more greatly than within the health care arena. The number of persons with long-term disabilities will increase dramatically in the coming years, and we will have to accommodate the needs of aging Baby Boomers. Together we can play a vital role in improving the quality of care for these and other patients.

Thanks to advances in medicine and technology, the potential for treatment and rehabilitation of people with disabilities has never been more promising. Moreover, we have overcome many of the physical barriers – primarily attitudes and misperceptions – carried by many within the health care professions.

You will find that we are receptive and flexible in meeting your educational needs. As the motto of Western University of Health Sciences states, we are here to teach, to heal, together. We are eager to work with you as we create the best health professions education possible. Please contact me if you have any comments or concerns.

Philip Pumerantz

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Message from the Founding Director of CDHP

Dear Students:

Every person brings to each endeavor their own strengths, abilities and limitations.

The gift that each student brings to this university is their dedication to the promotion of health and wellness and the uniqueness of their perspective in achieving that goal. Your ability to share your perspective, your struggles and triumphs: in essence your humanity will help those you serve as a health professional, deal with their own struggles and maximize their unique potential. Diversity makes Western University strong and encourages us to be flexible and adaptive while ensuring that those who complete their education at Western University are caring and competent healthcare providers.

The Harris Family Center for Disability and Health Policy (CDHP) and the Accommodations and Resource Center (AARC) are here to support you and to show you what you can do, in ways others may not have considered.

Sincerely,

A handwritten signature in cursive script that reads 'Brenda Premo'.

Brenda Premo, MBA, Founding Director
Harris Family Center for Disability and Health Policy

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Western University of Health Sciences
Harris Family Center for Disability and Health Policy (CDHP)

Accommodations And Resource Center (AARC)

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Contact Information –AARC/Staff Location

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Mission and Goals

University Mission

To produce, in a humanistic tradition, health care professionals and biomedical knowledge that will enhance and extend the quality of life in our communities.

Harris Family Center for Disability and Health Policy (CDHP) Mission

To enhance health professions education, and to improve access for people with disabilities to health, health education and health care services.

Eligibility

To be eligible for disability-related services, individuals must have a documented disability as defined by Section 504 of the Rehabilitation Act and/or the Americans With Disabilities Act of 1990 (ADA). Eligible disabilities are any physical or mental impairments that may include, but are not limited to: vision, hearing, mobility, learning, systemic illness, psychiatric condition, and brain injury that substantially limit one or more major life activities. AARC requires documentation from an appropriate professional to certify that individuals have a disability.

Disabilities Covered Under Section 504¹

The Education Department Section 504 regulation defines an "individual with handicaps" as any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment. The regulation further defines a physical or mental impairment as (A) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or (B) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The definition does not set forth a list of specific diseases and conditions that constitute physical or mental impairments because of the difficulty of ensuring the comprehensiveness of any such list.

¹ This Section is from the United States Department of Education, Office of Civil Rights

The key factor in determining whether a person is considered an “individual with handicaps” covered by Section 504 is whether the physical or mental impairment results in a substantial limitation of one or more major life activities. Major life activities, as defined in the regulation, include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

The impairment must have a material effect on one's ability to perform a major life activity. For example, an individual who has a physical or mental impairment would not be considered a person with handicaps if the condition does not in any way limit the individual, or only results in some minor limitation. However, in some cases Section 504 also protects individuals who do not have a handicapping condition but are treated as though they do because they have a history of, or have been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities. For example, if you have a history of a handicapping condition, but no longer have the condition, or have been incorrectly classified as having such a condition, you too are protected from discrimination under Section 504. Frequently occurring examples of the first group are persons with histories of mental or emotional illness, heart disease, or cancer; of the second group, persons who have been misclassified as mentally retarded. Persons who are not disabled may be covered by Section 504 also if they are treated as if they are handicapped. For example, if they are infected with the human immunodeficiency virus.

Determination and Provision of Accommodations

As per Section 504 of the Rehabilitation Act and the ADA, academic adjustments, auxiliary aids and program modifications will be provided to qualified students with a disability to enable students to have an equal opportunity to participate in any program, course, activity, or service offered by the University. An equal opportunity means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to similarly-situated individuals without an AARC-recognized disability.

The University is obligated to provide reasonable academic adjustments, auxiliary aids, and/or program modifications (accommodations) only to the known limitations of an otherwise qualified individual (student) with a disability. In general, it is the responsibility of the student with a disability to inform the University that an accommodation is needed, and to provide

appropriate documentation to substantiate the student's disability and that any requested accommodation is reasonably needed. When a qualified student with a disability requests accommodation, the University will make a reasonable effort to provide an accommodation, adjustment, and/or auxiliary aids that are effective for the student. Once appropriate documentation is provided and a student is determined eligible for services and recommended accommodations, the Assistant Director of AARC will complete a memorandum to the College Dean and the designated College Accommodations Liaison (CAL). Admissions interviews, evaluation of performance, course examinations and other measures of achievement will be conducted with appropriate accommodations or modifications to ensure that the decision and evaluation and subsequent academic decision reflect the students merit and achievement rather than reflecting the impact of a disability.

College Accommodations Liaisons (CAL)

The CAL works in collaboration with AARC to implement recommended accommodations for students with disabilities. AARC provides CAL with information and guidelines for working with students with disabilities. CAL acts as an "in-house" resource for faculty and students with disabilities and for faculty concerning access issues.

Requesting Accommodations: Policy and Procedure

A student with a documented disability may request accommodations by scheduling an intake appointment and submitting a request to the Assistant Director of AARC. The request shall be accompanied by supporting documentation, which must include: (see page 10, Disability Documentation Requirements).

AARC will evaluate the request as follows:

- a. Assemble and review the request and supporting documentation
- b. Determine the student's eligibility for accommodation
- c. Consult with the student (and the affected department chairs, designated representatives, and faculty member(s) if necessary)
- d. Attempt to reach consensus on the appropriate accommodation for satisfactory documented disability

If no consensus is reached by the above means, AARC will advise the student of the informal resolution procedure.

Students will need to provide personal attendants (aides) for any of the following needs. AARC personnel **will not** provide these services:

- a. Feeding
- b. Administering and storing of medications
- c. Assisting with personal hygiene (i.e. catheter bags, etc.)
- d. Typing, writing and proofing papers
- e. Tutoring (will be referred to the appropriate department on campus)
- f. Psychological counseling (will be referred to PacifiCare)
- g. Storage of medical supplies (i.e. oxygen tanks, etc.)

Services requested by students that are determined to be personal in nature (as determined by the Assistant Director) will not be provided.

Status of Approved Academic Accommodations

Based on student documentation and diagnosed disability, a status of “temporary,” “provisional” or “through completion of studies” will be granted.

A. Temporary

Some disabilities are temporary, but may require accommodations for a limited time. Students who are recovering from surgery, injury or severe illness may be unaware of accommodations that may be reasonable for a limited time period. Students with a temporary disability are encouraged to contact AARC and to talk with faculty and staff to determine if temporary accommodations are available. The student, faculty/staff member, and AARC staff may work together to establish reasonable accommodations.

B. Provisional

There are some disabilities that will be granted accommodations, provisional for one year starting the date of follow-up appointment. Updated documentation will be required on an annual basis to confirm the functional 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. If prescribed medication, annual updated documentation must include: any change of medication and side effects.

C. Through Completion of Studies

There are some disabilities that will be granted a status of “through completion of studies,” based on the history of diagnosed disability and functional limitations.

Disability Documentation Requirements

In order to provide reasonable and appropriate academic accommodations to those students at the University who have disabilities, AARC requires documentation which states the current disability and its impact on academic functioning. Therefore, the documentation the student provides to AARC must include the following information:

- Documentation must be current. The determination of what is current documentation depends on the nature of the disability. However, in most cases documentation should be within the last three years. AARC reserves the right to make appropriate modifications to this time frame.
- The name, title, and professional credentials of the evaluator including information about license or certification, as well as area of specialization, employment, and state in which the individual practices. Professionals conducting the evaluation/assessment must be qualified to do so, and it is essential that they have experience working with adolescent/adult populations.
- Reports must be on letterhead, typed, dated, and have the original signature of the evaluator. Reports must be written in English or translated into English by a qualified translator.
- Reports need to include the names of any standardized tests administered, the scores derived from these tests, and a discussion of the data that clearly indicates the presence of a disability. AARC reserves the right to determine which tests are acceptable for diagnosing the disability. Standardized tests must be based on adult norms.
- The report must clearly state the specific diagnosis of the disability. Terms such as “suggest” or “is indicative of” are not acceptable.
- The evaluator must describe the impact of the diagnosed disability on a specific major life function/activity (especially as it relates to academic performance).
- The diagnostic report should include specific recommendations for reasonable academic accommodations and a detailed explanation of

the rationale for each recommended accommodation as related to the specific functional limitations.

- If medications are prescribed, these should be listed, as well as their potential side effects.
- If symptoms involve cognitive recall (memory), appropriate testing needs to be conducted. Testing for specific learning disabilities may be appropriate.
- A doctor's prescription pad note or a school plan such as an Individualized Educational Plan (IEP) or 504 Plan is not sufficient documentation in and of itself, but can be included as part of a more comprehensive evaluation report. It must be understood that evaluation reports themselves do not automatically qualify a student for registration or services with AARC. All of the items listed above must clearly show the presence of a disabling condition and clearly justify the need for reasonable accommodations. The Assistant Director of AARC will make the final decision as to whether reasonable and appropriate accommodations are needed and can be provided to the student.

Please send disability documentation to:

**Western University of Health Sciences
Harris Family Center for Disability and Health Policy
Accommodations and Resource Center
ATTN: Sandra Rainwater-Lawler, Assistant Director AARC
309 E. Second Street
Pomona, CA 91766
Telephone: 909.469.5297
Email:slawler@westernu.edu**

Authority and Responsibility of AARC

Authority

- To evaluate and/or identify functional limitations stemming from the student's disability in order to determine appropriate academic adjustments and accommodations needed for courses, programs, services, and college activities
- To request and receive from the student current documentation that supports requests for reasonable accommodations, academic adjustments, and/or auxiliary services

- To deny a request for reasonable accommodation, academic adjustments, and/or auxiliary services if the documentation demonstrates that they are not warranted, or if the individual fails to provide appropriate documentation
- To select among effective reasonable accommodations, academic adjustments, and/or auxiliary services
- To deny a request for an unreasonable accommodation, adjustment, and/or auxiliary service or one that imposes an undue hardship or fundamental alteration on a program or activity of the College

Responsibilities

- To ensure that qualified students receive academic adjustments and accommodations for courses, programs, activities, and services in necessary settings
- To provide information to students with disabilities in accessible formats upon request
- To evaluate students on both their abilities and disabilities
- To maintain appropriate confidentiality of records and communication, except where permitted/required by law

Responsibility of Student to Request Accommodations Sufficiently in Advance and of AARC to Notify Student of Deficiencies

It is the responsibility of the student to request accommodations sufficiently in advance of the time the accommodation is required, to provide AARC with a reasonable period of time to act on the request. The student should keep in mind that accommodations may only be provided after AARC verifies (a) that the student has a disability, and (b) that the requested accommodation is a reasonable accommodation for the disability.

AARC has the responsibility to inform the student within five (5) working days if, in the judgment of AARC, the documentation submitted by the student is insufficient to support the accommodation requested by the student. AARC will either notify the student in writing or will meet with the student to explain what additional information or documentation is required to be submitted.

Rights and Responsibilities of Students with Disabilities

The Americans with Disabilities Act and Section 504 of the Rehabilitation Act provide certain benefits and rights to the student who has a qualifying

disability, but the student must assume certain responsibilities to qualify for and receive the maximum benefits of the law.

Students with Disabilities have the right to:

- An equal opportunity to participate in and benefit from courses, programs, services, or activities offered through the University
- An equal opportunity to work and to learn, and to receive reasonable accommodation, academic adjustments, and/or auxiliary aids and services
- Appropriate confidentiality of all information regarding the disability and to choose who the information about their disability will be disclosed to, except for disclosures that are required/permitted by law

Students with Disabilities have the responsibility to:

- Provide documentation from a qualified professional that verifies the nature of the disability, functional limitations, and the need for specific accommodations
- Contact the Assistant Director of AARC if reasonable accommodations are not implemented in an effective and timely manner
- Meet qualifications and maintain essential institutional standards for courses, programs, services, or activities
- Self-identify as an individual with a disability when an accommodation is requested and to seek information, counsel, and assistance as necessary
- Demonstrate and/or document (from a licensed professional) how the disability limits participation in the course, programs, services, or activities
- Follow published procedures for obtaining information, services, and reasonable accommodations

It is the obligation of AARC to comply with the spirit and the provisions of the ADA Law, but it is not the obligation of AARC to seek out the students needing its services. The student must cooperate with the University and AARC in obtaining reasonable accommodations.

University Obligation

The University has an obligation to confirm that students receiving accommodations have verified disabilities according to state and federal

law. We request disability documentation and develop accommodation and service recommendations based on this information. Accommodations and services may not be provided if the student does not provide documentation of a disability, does not have a diagnosed disability, or does not follow AARC and University policies and procedures. Disability documentation is maintained in a confidential student file and does not become a part of the student's academic record.

Confidentiality Statement

AARC is committed to ensuring that all information regarding a student's disability is kept in accordance with state and federal laws. Students requesting accommodations from AARC, or any college, will be requested to sign a Registration Agreement acknowledging that they understand that provision of disability services and accommodations may involve sharing/disclosure of disability information provided by the student with appropriate University personnel participating in the accommodation process. It is important for students to understand what their signature means. The following is an explanation of our procedure and practice pertaining to confidentiality and disclosure.

Confidentiality and Privacy

Students have a right to confidentiality. The University recognizes that student records, for the purpose of disability documentation, disability determination, and accommodation determination are confidential, as per state and federal laws, and are treated as such. However, the student's right to privacy must still be balanced against the University's need to know the information in order to provide requested and recommended services and accommodations.

When students request accommodations, particularly instructional accommodations, the issue arises as to what and how much information the faculty needs and/or has the right to know. By signing the Registration Agreement form, students acknowledge and understand that, in order for the Assistant Director of AARC to coordinate, advise, or administer requested accommodations, disclosure of disability information to faculty or appropriate administrators/staff may be necessary and/or required.

Disclosure

- First, it is important to understand that no one except AARC staff has automatic access to the student files housed in its office. AARC staff

works very closely with the designated CAL of each college. CAL(s) works closely with AARC to effectively implement accommodations for the students in their college.

- What do we mean by “disclosure”? Disclosure exists on a continuum, ranging from minimum to full disclosure of disability documentation. An example of minimum disclosure would be the case of a faculty member requesting only confirmation that a Western University (WU) student has a disability and that the accommodations were indeed recommended based on the documentation in the AARC student file. Thus, we have disclosed the presence of a disability and the recommended accommodations. It is important for a student to understand that whenever we acknowledge that he/she has a disability, we have essentially “disclosed” confidential information. Because we talk with faculty and staff in order to implement accommodations, we routinely confirm that the student has a verified disability. All colleges provide clinical rotations, which are conducted at other host institutions. AARC may work with a designated representative of the host institution, and minimal disclosure or more information may be required as indicated in the paragraph below. Additionally, the host institution and AARC may need to assist with implementation of accommodations, making some disclosure of information necessary. If necessary, a student may be requested to sign a release to permit AARC to share information with the host institution.
- Moving along the continuum, discussing with this same professor the specific nature of the disability (i.e. learning disability, low vision, epilepsy, etc.) and the rationale for the accommodation requested constitutes more comprehensive disclosure. In this case, the specific disability and its impact on a specific student are disclosed with the intent of assisting the faculty member in understanding the relationship between the disability and the accommodation. Often, the additional information assists faculty in designing an appropriate accommodation
- Finally, full disclosure would be sharing, either verbally or in writing, specific and detailed information regarding a student’s disability. For example, providing a copy of a psycho-educational report, or hospital or other medical records, would constitute full disclosure of disability documentation. **AARC does not provide full disclosure of disability documentation to faculty.** Providing copies of file

information requires a student to sign a separate release of information form.

Signing the Registration Agreement Form

- The purpose of signing the Registration Agreement form is to maintain a record that the student understands our procedures and protocols on disclosure of disability.
- What if a student does not sign the Registration Agreement form? Signing the Registration Agreement form acknowledges that the student understands our disclosure procedure; it is not a request for permission. Students requesting that AARC not disclose disability at any level must submit their request in writing, specifically describing what level, if any, of disclosure they are authorizing. Students are not required to sign the Registration Agreement form. If a student asks that we do not discuss his or her situation with faculty or staff, the request will be honored. However, students need to understand that if they are requesting AARC to provide accommodations, and if they prohibit the individuals responsible for implementing accommodations from discussing critical components of the situation (such as the relationship of the disability to the course and the requested accommodations), it may not be possible to implement an accommodation.

Types of Accommodations

AARC will provide accommodations as mandated under the ADA and Section 504 of the Rehabilitation Act. Since each disability and the particular circumstances surrounding each request for accommodations are unique, it is impossible to predict which accommodations will be provided to any given student. The following is a list of potential accommodations, which may be granted based on the student's disability and how it impacts him or her in a post-graduate environment. Modifications and accommodations for qualified students with disabilities may include, but may not be limited to:

- Extended time for taking exams
- Distraction reduced test taking environment
- Scribe for taking exams
- Reader for taking exams
- Computer for taking exams

- Large print/Braille exams
- Interpreter for classes
- Note taker for classes
- Alternative text (e-text and/or CD)
- Transcription of lectures
- Alternative course materials
- Adaptive equipment
- Removal of architectural barriers
- Special furniture
- Modifications or substitutions of courses in major fields of study or degree requirements on a case-by-case basis (such accommodation need not be made if the institution can demonstrate that the changes requested would substantially alter essential elements of the course or program, or reduce its academic standards).

Note: This is not an exhaustive list of potential accommodations.

Accommodations: It's Not Working Process

Clear communication between students, their service providers, and AARC staff is vital to utilizing the AARC program effectively. Occasionally, there are problems and when these occur, we want to engage in problem solving with the student to resolve the problem. Students who are having difficulties with their service providers, i.e. faculty, or who want to address issues regarding access and/or accommodations should contact the Assistant Director of AARC.

Students with disabilities at the university are responsible for notifying the Assistant Director of AARC of any problems. To the extent possible, problems will be acted upon within 48 hours. Resolution of a problem is dependent on the nature of the problem.

Students:

Students with disabilities are required to set up an appointment with the Assistant Director of AARC to discuss the problem. This appointment should be made as soon as possible after the problem has been identified.

Possible Performance Issues:

- Note taker is continually late with notes
- Note taker takes incomplete and sloppy notes

- Alternative test arrangements are not ready at the appropriate time

Students who are experiencing difficulties in class or with their instructors must notify the Assistant Director of AARC or the appropriate CAL. **Do not wait until the end of the term or after receiving a final grade to make contact.**

Appeals Process

Any appeal regarding an academic matter, such as grading, must be conducted in accordance with the appeals process described in the University's Catalog.

1. Should a student choose to appeal a decision made by AARC regarding reasonable accommodations, the following steps must be taken:
 - A. A student who disagrees with AARC's determination on any accommodation request, including any decision on a request for a modification of an academic requirement, may appeal in writing to the Vice President of Student Affairs within five (5) business days of the accommodation decision. The written appeal shall include copies of both the original written request and the decision made by AARC, and shall state the student's reasons for disagreeing with the decision.
 - B. The Vice President of Student Affairs, or his/her designee, will convene a Student Accommodation Appeals Committee consisting of the Vice President of Student Affairs or his/her designee (chair), a faculty member, and a member selected by the Director of CDHP. The chair of the Student Accommodation Appeals Committee will schedule a meeting to consider the appeal. The student filing the appeal will be notified of the meeting and will be entitled to attend.
 - C. The student filing the appeal may request permission to have a mentor present at his or her appeal. Requests must be made in writing and are approved at the discretion of the Chair of the Student Accommodation Appeals Committee.
 - D. The Student Accommodation Appeals Committee will review the appeal and inform the student of its determination within five (5) business days following the conclusion of the hearing on the appeal.

2. The Student Accommodation Appeals Committee will only consider issues raised in written appeals, and its decision is typically limited to the following considerations:
 - A. Were the proper facts and criteria brought to bear on the decision or, conversely, were improper or extraneous facts or criteria brought to bear on the decision that substantially affected the decision to the detriment of the student?
 - B. Were there any procedural irregularities that substantially affected the outcome of the matter to the detriment of the student?
 - C. Given the proper facts, criteria, and procedure, was the decision a reasonable one?
3. If the student is dissatisfied with the outcome of the appeals process, he or she may submit a written appeal to the Provost within five (5) days of receipt of the Committee's decision. This request must be accompanied by copies of relevant documents including committee decisions.
4. The Provost will render a decision within seven (7) working days of receipt of the student's appeal. If good cause exists, the Provost may extend the deadline for rendering the decision. The Provost's decision is final.
5. For the duration of the appeals process, an interim accommodation will be provided pending the final outcome of the appeal.

Resources/Websites/Links

American Council of the Blind (www.acb.org)

American Diabetes Association (www.diabetes.org)

Americans with Disabilities Act (ADA) (www.usdoj.gov/crt/ada)

Anxiety Disorders Association (www.adaa.org)

Association of Higher Education and Disability (www.ahead.org)

Brain Injury Association (www.biausa.org)

Cerebral Palsy Association (www.ucp.org)

International Dyslexia Association (www.interdys.org)

Job Accommodation Network (www.jan.wvu.edu)

Learning Disabilities Association (www.ldanatl.org)

National Association of the Deaf (www.nad.org)

National Mental Health Association (www.nmha.org)

National MS Society (www.nmss.org)

National Stroke Association (www.stroke.org)

Recordings for the Blind & Dyslexic (www.rfbd.org)

Appendices

Documentation Guidelines

Students with disabilities who are requesting support services in the form of academic accommodations, academic adjustments, or auxiliary aids from AARC are required to submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). Eligibility for services and determination of the individual needs of each student are based on the information of the submitted documentation. Students also need to meet with the Assistant Director of AARC for an intake appointment to review their documentation and share additional relevant information.

The guidelines are designed to assist the service provider in collaborating with each student to ensure that the documentation is complete and to determine appropriate accommodations. They are intended to give the service provider as much detailed information as necessary to provide individualized accommodations. The documentation guidelines have been provided to assist students in obtaining appropriate documentation from qualified professionals. Appropriate documentation of a disability is only one part of determining necessary accommodations. The provision of appropriate documentation to an institution helps students educate appropriate staff and faculty about the impact of their disabilities, needs, and potential accommodations. Institutions may request documentation for the following reasons:

- To verify the existence of a disability
- To assist in the collaborative determination of individual needs and eligibility for auxiliary aids and services to minimize the impact of the disability
- To personalize students' rights to equal access to their institutions

The Assistant Director of AARC reserves the right to determine the appropriateness of submitted documentation on a case-by-case basis utilizing the professional judgment of AARC staff. Additional information may be requested to determine eligibility for services. All information regarding a student's disability is confidential and will not be shared with anyone without the consent of the student. All documentation and files relating to a student's disability are housed in the AARC office and are not part of the student's college record.

The diagnostician must be an impartial individual who is not a family member of the student.

Documentation Guidelines for Attention Deficit Hyperactivity Disorder (AD/HD)

Introduction

The Accommodations and Resource Center (AARC) at Western University of Health Sciences is committed to providing accommodations and services to qualified students and employees with disabilities in order to eliminate any disadvantages that may occur as a result of an individual's disability. In determining reasonable accommodations, AARC is guided by the federal definition of disability, which describes an individual with a disability as someone who has:

A physical or mental impairment that **substantially** limits one or more major life activities of such individual, a record of such impairment or is regarded as having such an impairment.

Any student or employee may request accommodations from AARC. In order to establish disability status and eligibility for specific accommodations, academic adjustments, ergonomic furniture/equipment and or auxiliary aids/services, AARC requires **current** and **comprehensive** documentation of the student's or employee's impairment(s). Disability documentation is reviewed by the Assistant Director AARC, and the determination of accommodations is made on a case-by-case basis based on the functional limitations of the disability. It is the student's and employee's responsibility to obtain and provide this information. If a student or employee cannot present current and comprehensive documentation, the Assistant Director may refer him/her to a qualified professional for assessment.

Disability documentation is credible evidence from a qualified practitioner that attests to the existence of a disability, the impact of the alleged disability on academic and job performance and related competencies and recommendations for accommodations.

Guidelines for Disability Documentation

Attention Deficit/Hyperactivity Disorder (AD/HD) is considered a medical or clinical diagnosis. Individuals qualified to render a diagnosis of 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 may include: developmental pediatricians, neurologists, psychiatrists, licensed clinical or educational psychologists, or a combination of such professionals. The diagnostician should be an impartial individual who is not a family member of the student or employee.

The following guidelines are provided to assist the service providers in collaborating with each student or employee to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student's or employee's request for appropriate accommodations; therefore, the following should be included:

1. Documentation submitted must reflect evaluation conducted within the past 3 (three) years.
2. Evaluators, physicians, medical professionals, etc., are encouraged to submit any prior assessments and/or evaluative reports together with the current documentation.
3. Documentation must be printed on official letterhead and signed by the credentialed professional.
4. A Summary of Performance (SOP), Individualized Education Program (IEP) and/or 504 Plan are not considered adequate documentation.
5. Reasonable accommodations and resulting impairment(s) due to the disability.
6. While the law requires that priority consideration be given to the specific methods requested by a student or employee, it does not imply that a particular accommodation must be granted if it is deemed not reasonable or other suitable techniques are available.
7. Prior receipt of accommodations does not guarantee receipt of the same accommodations at Western University of Health Sciences.
8. Missing disability documentation information may result in a delay in reviewing a student's or employee's request for accommodations.
9. A statement of the functional impact or limitations of the disability on learning, working or other major life activity and the degree to which it impacts the individual in the learning or working 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 or employee and the Assistant Director AARC collaborate regarding accommodations.

Documentation Guidelines for Deaf or Hard of Hearing Disabilities

Introduction

The Accommodations and Resource Center (AARC) at Western University of Health Sciences is committed to providing accommodations and services to qualified students and employees with disabilities in order to eliminate any disadvantages that may occur as a result of an individual's disability. In determining reasonable accommodations, AARC is guided by the federal definition of disability, which describes an individual with a disability as someone who has:

A physical or mental impairment that **substantially** limits one or more major life activities of such individual, a record of such impairment or is regarded as having such an impairment.

Any student or employee may request accommodations from AARC. In order to establish disability status and eligibility for specific accommodations, academic adjustments, ergonomic furniture/equipment and or auxiliary aids/services, AARC requires **current** and **comprehensive** documentation of the student's or employee's impairment(s). Disability documentation is reviewed by the Assistant Director AARC, and the determination of accommodations is made on a case-by-case basis based on the functional limitations of the disability. It is the student's and employee's responsibility to obtain and provide this information. If a student or employee cannot present current and comprehensive documentation, the Assistant Director may refer him/her to a qualified professional for assessment.

Disability documentation is credible evidence from a qualified practitioner that attests to the existence of a disability, the impact of the alleged disability on academic and job performance, and related competencies and recommendations for accommodations.

Guidelines for Disability Documentation

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

The following guidelines are provided to assist the service providers in collaborating with each student or employee to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student's or employee's request for appropriate accommodations; therefore the following should be included:

1. A clear statement of deafness or hearing loss, with current audiogram that reflects the current impact of deafness or hearing loss on the student's or employee's functioning; (the age of acceptable documentation is dependent upon the condition, the current status of the student or employee, and the student's or employee'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 or employee needs and the status of the individual's hearing (static or changing) and its impact on the demands of the academic program or job performance.
4. A statement regarding the use of hearing aids (if appropriate).
5. Prior receipt of accommodations does not guarantee receipt of the same accommodations at Western University of Health Sciences.
6. Missing disability documentation information may result in a delay in reviewing a student's or employee's request for accommodations.
7. A statement of the functional impact or limitations of the disability on learning, working or other major life activity and the degree to which it impacts the individual in the learning or working context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if coexisting learning disabilities or other disabling conditions are indicated. The student or employee and the Assistant Director, AARC collaborate regarding accommodations.

Documentation Guidelines for Specific Learning Disability

Introduction

The Accommodations and Resource Center (AARC) at Western University of Health Sciences is committed to providing accommodations and services to qualified students and employees with disabilities in order to eliminate any disadvantages that may occur as a result of an individual's disability. In determining reasonable accommodations, AARC is guided by the federal definition of disability, which describes an individual with a disability as someone who has:

A physical or mental impairment that **substantially** limits one or more major life activities of such individual, a record of such impairment or is regarded as having such an impairment.

Any student or employee may request accommodations from AARC. In order to establish disability status and eligibility for specific accommodations, academic adjustments, ergonomic furniture/equipment and or auxiliary aids/services, AARC requires **current** and **comprehensive** documentation of the student's or employee's impairment(s). Disability documentation is reviewed by the Assistant Director AARC, and the determination of accommodations is made on a case-by-case basis based on the functional limitations of the disability. It is the student's and employee's responsibility to obtain and provide this information. If a student or employee cannot present current and comprehensive documentation, the Assistant Director may refer him/her to a qualified professional for assessment.

Disability documentation is credible evidence from a qualified practitioner that attests to the existence of a disability, the impact of the alleged disability on academic and job performance and related competencies and recommendations for accommodations.

Documentation Guidelines for Specific Learning Disability

Professionals conducting assessment and rendering diagnosis of specific learning disabilities (SLD) must be qualified. A qualified professional needs to hold a degree in a field related to diagnosis of SLD and have at least one year of diagnostic experience with adults and late adolescents.

Recommended practitioners may include: certified and/or licensed psychologists, learning disabilities specialists, educational therapists, diagnosticians in public schools or colleges and rehabilitations services, and private practitioners with the above characteristics. The diagnostician should be an impartial individual who is not a family member of the student or employee.

The following guidelines are provided to assist the service provider in collaborating with each student or employee to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's or employee's request for appropriate accommodations; therefore the following should be included:

1. Testing that is comprehensive, including a measure of both Aptitude and Achievement in the areas of reading, mathematics and written language.
2. Documentation for eligibility should be current; preferably within the last three years; (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student or employee, and the student's or employee'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 or employee's ability to meet the demands of the postsecondary environment.

6. Prior receipt of accommodations does not guarantee receipt of the same accommodations at Western University of Health Sciences.
7. Missing disability documentation information may result in a delay in reviewing a student's or employee's request for accommodations.
8. A statement of the functional impact or limitations of the disability on learning, working or other major life activity and the degree to which it impacts the individual in the learning or working context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if coexisting AD/HD or other disabling conditions are indicated. If a diagnosis is provided by an unlicensed individual, documentation from a licensed professional may be required. The student or employee and the Assistant Director AARC collaborate regarding accommodations.

Documentation Guidelines for Blind/Low Vision Disabilities

Introduction

The Accommodations and Resource Center (AARC) at Western University of Health Sciences is committed to providing accommodations and services to qualified students and employees with disabilities in order to eliminate any disadvantages that may occur as a result of an individual's disability. In determining reasonable accommodations, AARC is guided by the federal definition of disability, which describes an individual with a disability as someone who has:

A physical or mental impairment that **substantially** limits one or more major life activities of such individual, a record of such impairment or is regarded as having such an impairment.

Any student or employee may request accommodations from AARC. In order to establish disability status and eligibility for specific accommodations, academic adjustments, ergonomic furniture/equipment and or auxiliary aids/services, AARC requires **current** and **comprehensive** documentation of the student's or employee's impairment(s). Disability documentation is reviewed by the Assistant Director AARC, and the determination of accommodations is made on a case-by-case basis based

on the functional limitations of the disability. It is the student's and employee's responsibility to obtain and provide this information. If a student or employee cannot present current and comprehensive documentation, the Assistant Director may refer him/her to a qualified professional for assessment.

Disability documentation is credible evidence from a qualified practitioner that attests to the existence of a disability, the impact of the alleged disability on academic and job performance, and related competencies and recommendations for accommodations.

Guidelines for Disability Documentation

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 or employee.

The following guidelines are provided to assist the service provider in collaborating with each student or employee to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student's or employee's request for appropriate accommodations; therefore the following should be included:

1. A clear statement of vision-related disability supporting numerical description that reflects the current impact blindness or vision loss has on the student's or employee's functioning; (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student or employee, and the student's or employee'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 which meet the criteria for diagnosis.
4. Medical information relating to the student or employee needs and the status of the individual's vision (static or changing) and its impact on the demands of the academic program or job performance.

5. Narrative or descriptive text providing both quantitative and qualitative information about the student's or employee's profile including the use of corrective lenses and ongoing visual therapy (if appropriate).
6. Prior receipt of accommodations does not guarantee receipt of the same accommodations at Western University of Health Sciences.
7. Missing disability documentation information may result in a delay in reviewing a student's or employee's request for accommodations.
8. A statement of the functional impact of limitations of the disability on learning, working or other major life activity and the degree to which it impacts the individual in the learning or working context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if coexisting disabling conditions are indicated. The student or employee and the Assistant Director/AARC collaborate regarding accommodations.

Documentation Guidelines for Physical/Chronic Illness

Introduction

The Accommodations and Resource Center (AARC) at Western University of Health Sciences is committed to providing accommodations and services to qualified students and employees with disabilities in order to eliminate any disadvantages that may occur as a result of an individual's disability. In determining reasonable accommodations, AARC is guided by the federal definition of disability, which describes an individual with a disability as someone who has:

A physical or mental impairment that **substantially** limits one or more major life activities of such individual, a record of such impairment or is regarded as having such an impairment.

Any student or employee may request accommodations from AARC. In order to establish disability status and eligibility for specific accommodations, academic adjustments, ergonomic furniture/equipment and or auxiliary aids/services, AARC requires **current** and **comprehensive** documentation of the student's or employee's impairment(s). Disability documentation is reviewed by the Assistant Director AARC, and the determination of accommodations is made on a case-by-case basis based on the functional limitations of the disability. It is the student's and

employee's responsibility to obtain and provide this information. If a student or employee cannot present current and comprehensive documentation, the Assistant Director may refer him/her to a qualified professional for assessment.

Disability documentation is credible evidence from a qualified practitioner that attests to the existence of a disability, the impact of the alleged disability on academic and job performance, and related competencies and recommendations for accommodations.

Guidelines for Disability Documentation

A physical disability includes but is not limited to: Mobility Impairments, Multiple Sclerosis (MS), Cerebral Palsy, Chemical Sensitivities, Spinal Cord Injuries, Cancer, AIDS, Muscular Dystrophy, Spina Bifida. Any physical disability and chronic 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 accommodations are being requested. The diagnostician should be an impartial individual who is not a family member of the student or employee

The following guidelines are provided to assist the service providers in collaborating with each student or employee to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student's or employee's request for appropriate accommodations; therefore the following should be included:

1. A clear statement of the medical diagnosis of the physical disability or chronic illness.
2. Documentation for eligibility must reflect the current impact the physical disability or chronic illness has on the student's or employee's functioning. 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 or employee needs to include the impact of medication on the student's or employee's ability to meet the demands of the postsecondary environment.
6. Prior receipt of accommodations does not guarantee receipt of the same accommodations at Western University of Health Sciences.
7. Missing disability documentation information may result in a delay in reviewing a student's or employee's request for accommodations.
8. A statement of the functional impact or limitations of the disability on learning, working or other major life activity and the degree to which it impacts the individual in learning or working 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 or employee and the Assistant Director AARC collaborate regarding accommodations.

Documentation Guidelines for Psychological/Psychiatric Disabilities

Introduction

The Accommodations and Resource Center (AARC) at Western University of Health Sciences is committed to providing accommodations and services to qualified students and employees with disabilities in order to eliminate any disadvantages that may occur as a result of an individual's disability. In determining reasonable accommodations, AARC is guided by the federal definition of disability, which describes an individual with a disability as someone who has:

A physical or mental impairment that **substantially** limits one or more major life activities of such individual, a record of such impairment or is regarded as having such an impairment.

Any student or employee may request accommodations from AARC. In order to establish disability status and eligibility for specific accommodations, academic adjustments, ergonomic furniture/equipment and or auxiliary aids/services, AARC requires **current** and **comprehensive** documentation of the student's or employee's impairment(s). Disability documentation is reviewed by the Assistant Director AARC, and the determination of accommodations is made on a case-by-case basis based

on the functional limitations of the disability. It is the student's and employee's responsibility to obtain and provide this information. If a student or employee cannot present current and comprehensive documentation, the Assistant Director may refer him/her to a qualified professional for assessment.

Disability documentation is credible evidence from a qualified practitioner that attests to the existence of a disability, the impact of the alleged disability on academic and job performance, and related competencies and recommendations for accommodations.

Guidelines for Disability Documentation

Psychiatric or Psychological Disabilities include but are not limited to: Depressive Disorders, Post Traumatic Stress Disorder, Bipolar Disorders, Anxiety Disorders and Dissociative Disorders. A diagnosis by a licensed mental health professional (licensed clinical social workers, licensed professional counselors, psychologists, psychiatrists, neurologists) is required and must include a license number. The diagnostician must be an impartial individual who is not a family member of the student or employee.

The following guidelines are provided to assist the service providers in collaborating with each student or employee to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student's or employee's request for appropriate accommodations; therefore the following should be included:

1. A clear statement of the disability, including the DSM-IV diagnosis and a summary of present symptoms.
2. Documentation must be printed on official letterhead and signed by the credentialed professional (with license number).
3. Documentation for eligibility must reflect the current impact the psychiatric/psychological disability has on the student's or employee's functioning.
4. A summary of assessment procedures and evaluation instruments used to make the diagnosis and summary of evaluation results, including standardized or percentile scores.
5. Medical information relating to the student or employee needs to include the impact of medication on the student's or employee's ability to meet the demands of the postsecondary environment.

6. Prior receipt of accommodations does not guarantee receipt of the same accommodations at Western University of Health Sciences.
7. Missing disability documentation information may result in a delay in reviewing a student's or employee's request for accommodations.
8. 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 or employee and the Assistant Director AARC collaborate regarding accommodations.

Documentation Guidelines for Head Injury or Traumatic Brain Injury

Introduction

The Accommodations and Resource Center (AARC) at Western University of Health Sciences is committed to providing accommodations and services to qualified students and employees with disabilities in order to eliminate any disadvantages that may occur as a result of an individual's disability. In determining reasonable accommodations, AARC is guided by the federal definition of disability, which describes an individual with a disability as someone who has:

A physical or mental impairment that **substantially** limits one or more major life activities of such individual, a record of such impairment or is regarded as having such an impairment.

Any student or employee may request accommodations from AARC. In order to establish disability status and eligibility for specific accommodations, academic adjustments, ergonomic furniture/equipment and or auxiliary aids/services, AARC requires **current** and **comprehensive** documentation of the student's or employee's impairment(s). Disability documentation is reviewed by the Assistant Director AARC, and the determination of accommodations is made on a case-by-case basis based on the functional limitations of the disability. It is the student's and employee's responsibility to obtain and provide this information. If a student or employee cannot present current and comprehensive documentation,

the Assistant Director may refer him/her to a qualified professional for assessment.

Disability documentation is credible evidence from a qualified practitioner that attests to the existence of a disability, the impact of the alleged disability on academic and job performance, and related competencies and recommendations for accommodations.

Guidelines for Disability Documentation

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 assessment of Head Injury or Traumatic Brain Injury. Recommended practitioners may include: physicians; neurologists; licensed clinical, rehabilitation and school psychologists; neuropsychologists and psychiatrists. The diagnostician should be an impartial individual who is not a family member of the student or employee.

The following guidelines are provided to assist the service provider in collaborating with each student or employee to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's or employee's request for appropriate accommodations; therefore the following should be included:

1. A clear statement of the head injury or traumatic brain injury.
2. Documentation for eligibility must reflect the current impact the head injury has on the student's or employee's functioning; (the age of the 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 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 the student or employee needs to include the impact of medication on the student's or employee's ability to meet the demands of the postsecondary environment.
6. Prior receipt of accommodations does not guarantee receipt of the same accommodations at Western University of Health Sciences.
7. Missing disability documentation information may result in a delay in reviewing a student's or employee's request for accommodations.
8. A statement of the functional impact or limitations of the disability on learning, working or other major life activity and the degree to which it impacts the individual in the learning or working context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if coexisting learning disabilities or other disabling conditions are indicated. The student or employee and the Assistant Director AARC collaborate regarding accommodations.

Documentation Guidelines for Rehabilitated Drug Addiction or Alcoholism

Introduction

The Accommodations and Resource Center (AARC) at Western University of Health Sciences is committed to providing accommodations and services to qualified students and employees with disabilities in order to eliminate any disadvantages that may occur as a result of an individual's disability. In determining reasonable accommodations, AARC is guided by the federal definition of disability, which describes an individual with a disability as someone who has:

A physical or mental impairment that **substantially** limits one or more major life activities of such individual, a record of such impairment or is regarded as having such an impairment.

Any student or employee may request accommodations from AARC. In order to establish disability status and eligibility for specific accommodations, academic adjustments, ergonomic furniture/equipment

and or auxiliary aids/services, AARC requires **current** and **comprehensive** documentation of the student's or employee's impairment(s). Disability documentation is reviewed by the Assistant Director AARC, and the determination of accommodations is made on a case-by-case basis based on the functional limitations of the disability. It is the student's and employee's responsibility to obtain and provide this information. If a student or employee cannot present current and comprehensive documentation, the Assistant Director may refer him/her to a qualified professional for assessment.

Disability documentation is credible evidence from a qualified practitioner that attests to the existence of a disability, the impact of the alleged disability on academic and job performance, and related competencies and recommendations for accommodations.

Guidelines for Disability Documentation

Professionals who are qualified to diagnose, treat and provide documentation for individuals with alcoholism/rehabilitation drug addiction include: physicians with a specialty in addiction, clinical psychologists, psychiatrists, licensed mental health professionals, and State Health Department certified addiction counselors who are supervised by psychologists or psychiatrists. The diagnostician must be an impartial individual who is not a family member of the student or employee.

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

Recommended documentation includes:

1. A clear statement of the disability, including the DSM-IV diagnosis and a summary of present symptoms.
2. Documentation for eligibility must reflect the current impact the alcoholism has on the student's or employee's functioning; (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student or employee and the student's or employee's request for accommodations).

3. A summary of assessment procedures and evaluation instruments used to make the diagnosis.
4. A summary of qualitative and quantitative information which supports the diagnosis.
5. Medical information related to the student or employee needs to include the impact of medication on the student's or employee's ability to meet the demands of the postsecondary environment.
6. Prior receipt of accommodations does not guarantee receipt of the same accommodations at Western University of Health Sciences.
7. Missing disability documentation information may result in a delay in reviewing a student's or employee's request for accommodations.
8. A statement of functional limitations of the disability on learning, working or other major life activity and the degree to which it impacts the individual in the learning or working context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if coexisting learning disabilities or other disabling conditions are indicated. The student or employee and the Assistant Director AARC collaborate regarding accommodations.

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