

# Policies and Procedures

Embry-Riddle Aeronautical University recognizes its responsibility under the mandates of Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990, to provide equal access to its programs and services for students with disabilities. To assure nondiscrimination, the University is prepared to make reasonable accommodations to promote students' effective participation in their academic and co-curricular objectives.

The Director of Disability Support Services for undergraduate, graduate studies and certificate program students of the Prescott Campus is the Disability Services Advocate. However, the entire University community strives to assist its students with disabilities to realize their academic potential and benefit from the personal development that may be derived from campus life.

**\*\*Exceptions to the policies and procedures listed will be handled on a case by case basis. Please contact Disability Support Services at (928) 777-6750.\*\***

## Legislation

Section 504 of the Rehabilitation Act of 1973 states that:

"No otherwise qualified handicapped individual in the United States...shall solely by reason of...handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Per this legislation, a "handicapped" individual is any person having (a) a physical or mental impairment that substantially limits one or more of the person's major life activities, (b) has a record of the impairment or (c) is regarded by others as having this impairment.

The modifier "otherwise qualified" specifies that the handicapped person meet the necessary academic and technical standards for admission to or participation in the University's programs and activities.

Section 504 prohibits colleges and universities receiving federal funding from discrimination in the recruitment, admission or treatment of students with disabilities. It states that students may request reasonable accommodations that enable them to participate in and benefit from an institution's educational programs and activities.

The Americans with Disabilities Act of 1990 guarantees the civil rights of persons with disabilities. The ADA strengthens and extends the provisions of Section 504 to include employment practices, communications and all policies, procedures and practices that affect the treatment of students with disabilities.

Title I of the ADA covers employment issues for all institutions. For all other programs and activities, Title II pertains to public institutions while private institutions are mandated under Title III.

## **Mission Statement**

### **Disability Support Services, Prescott Campus**

The mission of Disability Support Services is to guide and support institutional compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act in order to ensure equal access for students with disabilities at the Prescott Campus. For all students, transition from high school or the work force to college life involves a series of adjustments. DSS facilitates transition and promotes students' effective participation, academic persistence and personal development, while supporting academic integrity. The individual student and the DSS staff form a partnership in order to examine career and personal goals, identify and reduce barriers and collaborate with faculty and staff to adapt the living/learning environment so that students' opportunities for achievement may be equalized.

### **Definition of Disability**

A person with a disability is anyone with a physical or mental impairment that substantially limits one or more major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. In addition to those persons with visible disabilities, the definition includes persons with a range of invisible or hidden disabilities. These include psychological disabilities, learning disabilities and some chronic health conditions such as epilepsy, arthritis, diabetes, cancer, cardiac problems and HIV/AIDS. Also included are persons who are former users or are in recovery for drug and/or alcohol addiction. A person is considered to be a person with a disability if he/she has a disability, has a record of a disability or is regarded as having a disability.

### **Determination of Disability-Related Support Services**

The Office of Disability Support Services at the Prescott campus shall retain the documentation and make appropriate determination of support services and reasonable accommodations for students of the Prescott campus. The authority to make such decisions on behalf of the institution has been assigned by the President of the University.

Because the support of students with disabilities is a shared endeavor, the DSS provider, when indicated, will collaborate with faculty and staff of other departments to identify resources, examine and clarify academic issues and strategize approaches that deliver optimum student

service. In such cases, the DSS provider will obtain a release from the student so that communication may occur on a limited/need-to-know basis. Examples of issues that may require collaborative efforts include:

- Accommodative housing
- Environmental modifications
- Interpreter services
- Academic content/integrity concerns
- Assistive/Adaptive technology requirements

Students who request reconsideration of an accommodation decision should discuss their concern in a timely manner with their DSS service provider. For some accommodations, additional documentation may be required in order to update the student's file. As above, collaborative efforts may be required in order to make a fair determination. DSS will continue to coordinate services, accommodations and advocacy pending resolution of the accommodation under reconsideration (**see Appeals/Grievances**).

Faculty or staff who wish to challenge an accommodation decision should direct their inquiry in a timely manner to the DSS staff, **not the student**.

### **Disclosure and Documentation of Disability**

The University may not make inquiry regarding a prospective student's disability status prior to admission to the institution. However, students may choose, at any time during their association with the University, to disclose a documented disability. Students should be aware that certain disabilities and/or their mitigating therapies might delay or preclude their participation in some of the University's programs of study due to regulatory limitations of the Federal Aviation Administration. Students are encouraged to discuss these concerns with an Aviation Medical Examiner or directly with the FAA in Oklahoma City, OK by calling (405) 954-4821.

Students with disabilities are entitled to equal access. However, disability status does not, in and of itself, entitle students to accommodation. It is the individual student's responsibility to initiate consideration for accommodation, services and/or support.

Students must provide documentation of their disability in order to receive protection from discrimination under the law. In order to receive accommodation, students with disabilities must provide documentation that, without accommodation, they would not have equal access and, therefore, be subject to discrimination.

Students who require consideration for protection under the law and/or accommodation on the basis of disability must provide comprehensive, written documentation of the disability, on professional letterhead, to the office of Disability Support Services. Housing and learning accommodations are based on the definition, by DSS, of those accommodations as appropriate and relevant to the individual student's needs and capabilities. Therefore, **documentation must be current or recent enough to determine the impact of the disability on the student's functioning in the higher education environment.** A high school Individual Educational Plan (IEP) or 504 Plan alone does not constitute appropriate documentation.

*Students are encouraged to document their disabilities upon matriculation, whether or not they have an immediate need for protection or services.*

### **Guidelines for Documentation of Disability**

Documentation must include the following:

- **Diagnostic Statement** - for a clear statement of diagnosis, the disability must be identified using the diagnostic classifications of such entities as the Department of Education, State Department of Rehabilitation Services, the World Health Organization's International Statistical Classification of Diseases and Related Health Problems (ICD) and the Diagnostic and Statistical Manual (DSM IV) of the American Psychiatric Association. The date of initial diagnosis and the date of the current evaluation must be included. The diagnostic evaluation must establish the student as a member of the protected class and confirm that there is a substantial limitation to one or more major life activities.
- **Diagnostic Criteria** - specific results and/or scores should be included for all diagnostic procedures and tests, as appropriate, along with a summary of the diagnostic interview, testing and findings. For students with Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder, scores for standardized tests of inattention, impulsivity and hyperactivity, as outlined by DSM-IV, should be included. For students with specific learning disabilities and traumatic brain injury the evaluation should include standardized testing that measures aptitude, achievement, and information processing (a list of recommended instruments is attached in the **Appendix**).
- The **current functional impact of the disability** should be identified. This part of the evaluation should address the usual progression of the disability, its effects on the student's development along the lifespan, the impact, if any, of significant events on functioning since the original diagnosis, and the applicability of the information to the student's request for accommodation within the context of postsecondary education (i.e. how equal access is affected). Any information regarding the effects of the disability on the student's academic performance, academic environment and his/her overall University program will be taken into consideration.
- **Medications, procedures/treatments, assistive devices, and services currently used by the student** - the evaluator should include a description of the intended/estimated effects on the impact of the disability. Side effects that may challenge the student physically, behaviorally, perceptually or cognitively should be included.

- Expected progression of the disability or its stability - this statement should address the functional impact of the disability across time and indicate potential need for reevaluation.
- Credentials of the diagnostician(s) - certification, licensure and professional training/experience must be provided.

Suggestions from diagnosticians or professionals with a history of working with the student for accommodations, adaptive technology and support services will be considered when congruent with the programs and services offered by the University. Suggestions may also prove helpful for potential referrals to community service providers and agencies.

For students with disabilities who have received services via the public schools system, appropriate documentation will often be contained in the psycho-educational evaluation performed for the most recent triennial review. Certain information may also be included in the most recent IEP, a 504 plan, or a transition plan. The student must request this information separately from the high school transcript.

Students who are transferring to Embry-Riddle from another college or university must also make separate arrangements to have disability support documentation forwarded as these records will not be forwarded with the academic transcript. If a student has been receiving services from a state rehabilitation agency, he/she may forward copies of their most recent eligibility evaluation or vocational rehabilitation plan.

Finally, DSS cannot make an accurate consideration of necessary accommodations until the student's documentation is complete. The University reserves the right to request additional or updated evaluation of students who provide documentation that is determined to be out of date or incomplete. Students are responsible for all costs associated with documentation of their disability.

### **Obtaining Accommodations and Support Services**

The individual student with a disability is responsible for initiating consideration for protection from discrimination, accommodations and/or support services by contacting the Office of

Disability Support Services. Because some accommodations and services require extensive research and preparation of resources, requests for accommodation should be made in a timely manner. The University cannot guarantee the availability of appropriate accommodations without ample time to make necessary preparations. It is often helpful for the student to contact the DSS office following formal admission to the University and prior to enrollment. Notification should be presented in writing and by making an appointment to consult, in person or by phone, with a member of the DSS professional staff. Written notification may initially be made via email but should be followed with a hard copy.

Determination of disability support is based on the documentation provided and consultation between the student, DSS staff and, when indicated, pertinent institutional personnel. Individual needs, strengths and limitations, past experiences and the academic program are considered in determining the type and level of services or accommodation. Students are encouraged to be self-directed and are responsible for maintaining communication with the DSS staff and individual faculty.

Once disability status has been established, students are required to consult with their DSS provider **each semester that services are anticipated/needed** to review progress, discuss accommodations, authorize faculty notification/liaison and formulate an objective support plan.

### **Faculty Notification: Accommodation Letters**

#### **Procedure:**

When students wish faculty to be notified of their need for accommodation, they must obtain their Accommodation Letter (AL) that identifies those faculty, courses and sections. Students are encouraged to notify their instructors during the first week of a semester.

- DSS will create a new AL each semester that lists the students' approved accommodations and the classes they are enrolled in. If a student wishes to receive accommodations in some but not all classes, they must provide this information to DSS so that only those classes will be listed in the AL.
- The student must either obtain their Accommodation Letter in person or must request in writing that the Accommodation Letter be emailed directly to their instructors by DSS.
- Students are required to meet with each instructor outside of class, preferably during their office hours, to discuss their needs. Students should discuss each item on the AL in a private, confidential setting.
- Students should contact the DSS staff if faculty (a) require clarification of or assistance with providing the annotated accommodations or (b) deny accommodations that have been duly documented.
- Students may, in addition, authorize DSS to prepare a notation regarding their disability-related needs to take to the advising session.

### **Disability Parking**

Persons with chronic conditions or permanent disabilities must apply for and display an official state (Arizona or state of permanent residence) disability parking decal and register with Campus Safety in order to park in designated Disability Parking spaces.

Disability Parking is reserved for ***only those vehicles with the aforementioned decal.***

Persons with temporarily disabling conditions (i.e. post-surgical, orthopedic) may apply to Health Services for verification of need for time-limited access to *non-disability parking* that may reduce demands on levels of pain, strength, exertion or endurance. For such cases, written medical documentation must be presented on physician letterhead and state the diagnosis or reason for special parking consideration. Health Services will prepare a memo for the individual to present to Campus Safety to endorse the request and indicate the length or term of special parking, usually no longer than eight weeks. Campus Safety will issue a pass to be displayed on the vehicle dash for the term of special parking. *This pass permits parking in any campus lot regardless of the person's status (student, faculty or staff) **except for spaces designated for disability parking, university vehicles, visitors, loading zones, fire lanes or overtime parking at metered or time-limited spaces.***

**For further information on parking policies and services, persons at the Prescott campus are encouraged to consult directly with Campus Safety.**

### **Service Animals**

**\*\*Exceptions to this policy will be handled on a case by case basis. Please contact Disability Support Services at (928) 777-6750.\*\***

There are two categories of animal that may be found on campus: service animals and emotional support animals. Since these are distinct accommodations, the policies and procedures regarding each will be described separately.

The Americans with Disabilities Act guarantees the right of persons with disabilities to be accompanied by their service animals in all places of public accommodation under the following conditions:\*

- The disabling condition is substantially limiting to one or more major life activities such as seeing, hearing, breathing, working, thinking or self-care.
- The service animal is individually and specifically trained to perform duties that mitigate the disabling condition.
- The service animal is under control by the person with a disability.

**\*Exceptions, considered on a case by case basis, could include areas that necessitate protective clothing, mechanical/facility equipment rooms, and areas that present a health or safety risk to the service animal.**

A service animal is any animal that has completed a training program to prepare it to work and perform tasks for an individual with a disability. These animals assist by guiding persons with visual impairment or blindness, alerting those with hearing loss or deafness, pulling a wheelchair and fetching objects for individuals with impaired mobility, and providing protection and rescue services for person with seizure disorders and certain medical conditions. The animal and the person with a disability form a team and work together to accomplish the activities of daily

living. Service animals are sometimes called assistance animals - they are not therapy animals, nor are they pets. Service animals are usually dogs but may be miniature horses.

### **Requirements for Students, Faculty and Staff:**

Service animals may often be identified by the presence of a special harness, cape or backpack. However, in some cases the person/animal team will not be identifiable as one related to disability support. As with any unknown animal, one should never attempt to touch or interact prior to asking permission of the accompanying individual.

- Do not pet a service animal. Petting distracts the animal from its work and could create a hazard for the person with a disability.
- Do not feed a service animal. The animal may be on a prescribed diet. Feeding it could cause the animal to become ill.
- Do not tease or deliberately attempt to startle or frighten the animal.
- Do not separate the person with a disability from his/her service animal for any reason.
- It is acceptable to ask a person with a service animal the following two questions: 1) is the dog a service animal required because of a disability, and 2) what work or task has the dog been trained to perform. It is not permissible to ask about the person's disability, require medical documentation, require a special identification card or training documentation for the dog, or ask that the dog demonstrate its ability to perform the work or task.

### **Responsibilities of the Service Animal Partner (person with a disability):**

- Student partners must ensure that the service animal receives all regularly administered vaccinations against all diseases common to its species. The service animal must be in good health.
- The service animal must be licensed in the state in which the student partner is attending classes. The service animal must wear license and vaccination tags at all times.
- The service animal must be leashed or otherwise under control (if a leash would impede the animal's ability to perform the tasks it is trained to do) at all times when outside of the student partner's personal residence (room/off campus dwelling). The service animal must, at all times, be under the control of the student partner.
- Service partners must clean up their service animal's waste. The student service partner must carry sufficient equipment to remove, contain, and dispose of the animal's feces. Removal of animal feces must be immediate. Proper disposal of animal waste is to be by flushing or burial. Individuals with disabilities who are unable to clean up after their service animal's waste should notify DSS so that alternate arrangements may be scheduled.
- Service partners are responsible for the payment of any damages to University property caused by the service animal.

### **It is unacceptable for a service animal to exhibit:**

- Poor health, lack of cleanliness, and/or aggressive behavior

- Disruptive behavior - properly trained service animals should be housebroken and completely socialized. A socialized animal has a good disposition, does not exhibit fear, is calm in the presence of another animal, does not make disruptive noises and is not aggressive.
- Inability to be controlled/managed by the student partner

### **Emotional Support Animals**

Emotional support animals provide emotional support to alleviate one or more identified symptoms or effects of a person's disability within their residence. They are not limited to dogs and are not required to be individually trained as service animals are.

In order to qualify for an emotional support animal accommodation, the student must be registered with Disability Support Services and provide a statement from a qualified professional to the Director of DSS that the animal alleviates a symptom or effect of the student's disability and allows for equal access to the use and enjoyment of the residence hall. Emotional support animals may not be brought into any buildings on campus other than the residence hall in which the owner of the animal lives. A student may be denied more than one emotional support animal due to space constraints.

As with service animals, the student is responsible for all of the animal's care, vaccination, grooming, and waste removal, as well as for the payment of any damages caused. People with disabilities who live with emotional support animals must comply with all University rules regarding noise, safety, and disruption.

**Questions regarding issues related to service animals or emotional support animals may be directed to Disability Support Services at the Prescott campus. Phone: (928) 777-6750**

### **Reduced Course Loads/Full Time Status**

Section 504 of the Rehabilitation Act of 1973 defines extended time to complete a degree program or course of study as an appropriate, disability-related, academic adjustment.

Typically, extended time for degree completion results from the legitimate need for reduced course loads. For some students, reducing the number of credit hours attempted in a given semester is an accommodation that gives them the "equal access" guaranteed by the law. Following are some reasons why students with disabilities may need to request a reduced course load.

- Students with physical/medical disabilities may have to devote an unusual amount of time or effort toward the activities of daily living and may request a reduced course load to have adequate time for studying, projects, term papers, etc.
- Students with chronic medical disabilities may request a lower credit hour load in order to conserve energy for their studies.
- Students with sensory impairments may rely on alternate media for processing their assignments and thus will require additional time to complete course requirements.
- Students who have learning disabilities, traumatic brain injury or Attention Deficit/Hyperactivity Disorder may need to enroll in fewer courses so they can focus their energies and attention and work with tutors on course work that directly impacts their particular disability.

Not all students with disabilities need reduced credit hour loads, nor do they necessarily require these reductions every semester. There is no reason to grant an academic load below the usual number of credit hours to qualify for full-time status if a student's disability does not impact his/her academic courses.

An important consideration with regard to course load reductions is that of eligibility for benefits. Full-time students are eligible, by virtue of the number of credit hours in which they enroll, for all of the University's programs, privileges and extracurricular activities. Their status does not make them more qualified as students, just eligible for these benefits. Therefore, students with disabilities who are granted full-time status while carrying less than the usual course load must be eligible to have access to and participate in the full complement of the University's programs and activities.

### **Procedure:**

Requests for reduced course loads/full-time status should be submitted to Disability Support Services (DSS) and are handled on a case-by-case basis.

### **Disability-Related Class Attendance/Absence**

Attendance, and with it, class and group project participation, is essential toward students' mastery of the learning objectives for many courses. Certain academic programs at Embry-

Riddle have attendance requirements that are mandated by the FAA. Therefore, ERAU faculty set class attendance policies. Faculty also determines whether students may make-up missed assignments, quizzes or exams. Faculty is not required to reduce academic standards or alter essential course elements for purposes of accommodation.

Students may authorize Disability Support Services to verify the legitimacy of frequent or extended absences due to disability. Students who are aware that they may have disability-related absences should consult with their academic advisor each semester to plan a manageable course schedule. In such cases, DSS can provide liaison and guidance so that students can make

informed decisions regarding their academic program. For example, students with attendance issues may wish to consider a reduction in credit hours and limit or postpone interactive courses. Some students may benefit from investigating the potential of distance education for meeting degree requirements.

Toward the end of a semester, when frequent or extended absences delay completion of course objectives, individual students may consult with their instructor to request an incomplete (I) grade. Students requesting an incomplete grade should have the ability to complete course requirements within the period of time specified in the catalog.

### **Testing Accommodations**

Adjustments to the testing format, environment and time constraints are coordinated for students who without these adjustments would not have equal access and therefore not be able to demonstrate their level of course mastery.

Faculty must be notified of disability status and related accommodations prior to making arrangements for testing. At the time faculty notations are delivered, students are expected to meet with their instructors and have dialogue with them regarding their testing needs. The Testing Request Form (<https://ernie.erau.edu/Departments/testing-center-prescott/Pages/Default.aspx>) must be completed for each quiz or exam to be taken with accommodation. This form should be filled out as soon as the student is informed of test dates and specifications so that the testing environment and proctors may be scheduled. Students who need tests administered in alternative format (i.e. text enlargement/spacing, oral administration, dictated responses) must give faculty and DSS providers adequate notice to address these requirements.

All tests will be administered to the student with a disability on the same date and starting time as for the non-disabled students of that class, unless otherwise permitted by the instructor.

Except in cases of special arrangements by faculty (i.e. make-up exams), students will be tested with the identical instruments as their non-disabled peers and will be subject to the same grading criteria.

Tests may be administered in the academic area, but are typically administered in the Testing Center. Due to time constraints or specific needs of the individual student, some tests may be administered in the DSS office. *Students who test at DSS must adhere to the following:*

#### **Procedure:**

- Arrive on time for testing. If arrival will be delayed or if the student decides to test in the classroom or an academic office, he/she should notify the DSS office by phone, e-mail or personal visit.

- If a student needs to leave the testing room for any reason (i.e. illness, restroom), he/she must leave all testing materials in the room and notify the proctor immediately.
- Students must not ask the proctor questions regarding test content. If test materials are missing or unclear, the proctor will attempt to contact the instructor.
- Students may bring a drink or light snack to the testing room but are expected to clean the area prior to departure.
- If a student cheats or breaches test security, the proctor will stop the test, secure materials and notify the instructor.

### **Course Substitutions**

The premise behind reasonable accommodation is to allow students to pursue a typical course of study that terminates in a desired degree or certificate. Therefore, in determining if course substitution is a reasonable accommodation, the University has a responsibility to consider whether a course is essential to the student's curriculum **and** whether making a substitution would represent a substantial change to that curriculum. This applies to requests for course substitutions from entering and matriculated students.

Before the University considers a request for course substitution, DSS will collaborate with faculty and the Department of Records & Registration to determine if:

- The course in question is required for graduation
- The course in question is a general education requirement or a required course in the major
- The student has received appropriate course placement
- Accommodations have been offered that allow the student to participate in the usual/typical course of study that leads to academic program completion. If accommodation will not permit full and fair participation, the following steps will apply:

#### **Procedure:**

- Students must present requests for course substitutions in writing to DSS. Students should give a semester's notice for the University to examine related information and respond to course substitution requests.
- Decisions regarding course substitution requests will be made by a committee with representation by DSS, the pertinent program coordinator and the student's academic advisor. DSS is best prepared to determine if the request is justified by the student's disability. Faculty are best prepared to suggest whether the requested substitution would represent a substantial change in an essential element of the student's curriculum. If a course substitution is granted, the program coordinator will determine an alternative course that gives meaningful access to the student's degree or certificate program.
- The following is required/critical for the University's determination of a course substitution request:
  - disability documentation

- evidence of need for course substitution
  - determination of the request as reasonable
  - additional supporting documentation, if determined necessary
- Students will be notified in writing of the committee's decision prior to advisement/preregistration for the ensuing semester.
- If the request is denied, individual students may file an appeal of the decision in writing to the Chief Academic Officer's Office.

### **University Housing Requests**

The Department of Housing recommends that all students, especially incoming freshmen, appraise themselves of the goals and benefits of participation in the University's Residence Life Program. Residence Life exposes students to a community experience that involve sharing, consideration, teamwork and activities that complement a student's academic program.

As with other accommodations, housing requests are evaluated on an individual basis with regard to the documentation provided and the impact of disability upon the student within the residential campus environment. Also to be considered are potential limitations for meeting the housing needs of students with disabilities, i.e. available space, timeliness and order of requests, and commitments by contract with other students. Students who document a disability-related requirement for private housing accommodations will be charged at the semi-private rate for the residence hall to which they are assigned. Students are responsible for the scheduling and financial arrangements of their personal attendants including campus housing and meal plan costs.

Requests for private rooms, as an accommodation for disability, based solely on the desire for a quiet, distraction-free place to study are rarely granted. Since residence hall living involves a number of students participating in activities and sharing hallways, facilities, and other resources, a private room would not provide appreciable quiet beyond that achieved with a shared room assignment.

### **Confidentiality**

Students have a right to non-discrimination on the basis of disability. The rationale for privacy and protection of disability-related data is the possibility that breach of confidentiality will lead to discrimination.

The University acknowledges the highly confidential nature of students' disability-related information and records and ascribes to the federal guidelines (Section 503 of the Rehabilitation Act and Title I of the Americans with Disabilities Act) that mandate control of and restrict access to such information. Note: Unless specifically contraindicated by another title, the confidentiality requirements of Title I of the ADA apply to all titles.

The responsibility for collecting and retaining disability-related information and records is assigned to the DSS office. Information is maintained in a separate file that is not for inclusion with students' University records. When students choose to share their disability diagnosis and related information with faculty and/or staff, it must never be released to other faculty/staff without the student's written authorization. Access to students' disability-related information is limited and shared only on a "need to know" basis (in order to better serve the student).

Therefore, students who request consideration for accommodations, services or support must provide written authorization for DSS to notify or collaborate with institutional personnel regarding their needs. Legal requirements or issues or medical emergencies could present an exception to this policy.

Disability related information that exists in other University areas (i.e. Admissions, Housing, Records & Registration) would, likewise, not be shared with or scrutinized by unauthorized parties.

### **Advocacy**

The DSS staff assists students to advocate for their own goals, objectives, and needs by:

- Informing/teaching students about their right to equal access
- Helping students recognize their responsibilities
- Fostering self esteem
- Engaging students in dialogue and activities that help them become self-directed
- Coaching students in effective communications/interpersonal relations

### **Outreach**

The Office of Disability Support Services works toward promoting the awareness and sensitivity of the University community to the needs and situations affecting students with disabilities by:

- Individual and departmental consultation
- Group programming and sponsorship of special events
- Dissemination of literature and statistical data
- Liaison services for students and University personnel

### **Appeals/Grievances**

If a student wishes to appeal a decision, believes he/she has been denied accommodations or services, discriminated against or been treated unfairly, he/she may file an appeal or grievance.

The petition must be in writing and detail the following:

- Date(s) of occurrence and time(s), if pertinent
- Person(s) alleged to have been negligent or discriminatory - or decision for which appeal is sought
- Witness(es), if any and indicated or additional data felt to be germane to an appeal
- A specific, factual account of the alleged negligent or discriminatory act(s) and the manner in which the student was affected - or –
- A detailed account of the service/accommodation that was denied

Appeals/grievances related to academic matters should be addressed to the chairperson of the department directly related to/involved with the issue of concern.

Appeals/grievances related to non-academic matters, including complaints against Disability Support Services, should be addressed to the Dean of Students or his/her designee.

Usually an ad hoc committee, with representation from all areas relevant to the appeal/grievance, will be appointed to examine the data, request additional information if needed, and formulate a decision.

If the student disagrees with all or any part of an appeal/grievance decision regarding the University's compliance with legally mandated services or accommodations, he/she may make a final appeal of that decision with the Chief Academic Officer.

Under all circumstances, the DSS staff will continue to advocate on behalf of the student and attempt to coordinate appropriate services and accommodations pending a decision/resolution of the complaint/grievance.

## **Appendix**

### **Diagnostic Assessment of Learning Disability and Traumatic Brain Injury**

The following test batteries are recognized measures that are commonly employed in a diagnostic report. The list is offered as a resource and is not exhaustive. However, comprehensive diagnosis of the above disabilities must include measures for aptitude, achievement and information processing.

#### **Aptitude**

- Wechsler Adult Intelligence Scale-Revised (WAIS-R)
- Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Cognitive Ability
- Kaufman Adolescent and Adult Intelligence Test

- Stanford-Binet Intelligence Scale

### **Achievement**

- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Wechsler Individual Achievement Test (WIAT)
- Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Achievement

Subject-specific tests include:

- Nelson-Denny Reading Skills Test
- Stanford Diagnostic Mathematics Test
- Test of Written Language-3 (TOWL-3)
- Woodcock Reading Mastery Tests-Revised

### **Information Processing**

- Detroit Tests of Learning Aptitude-Adult (DTLA-A)
- WAIS-R subtests
- Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Cognitive Ability