

REQUESTING ACADEMIC ACCOMMODATIONS FROM THE STUDENT ACCESSIBILITY CENTER (SAC)

PROCEDURE

The Student Accessibility Center at Ashland University provides academic services and accommodations for students with diagnosed disabilities. The documentation provided regarding the diagnosis must demonstrate a disability covered under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) of 1990. The ADA defines a disability as a physical or mental impairment that substantially limits one or more major life activities. Examples of major life activities include walking, sitting, standing, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and other similar activities. If a condition substantially limits a student's access to educational opportunity, that condition is considered a disability.

DOCUMENTATION GUIDELINES

To verify disability and its severity, and to determine appropriate accommodations, the SAC reviews clinical documentation and the student's self-report. All documentation is reviewed on a case-by-case basis, and accommodations are determined through an interactive process. Submitting evidence of a diagnosis alone may not meet the standard of a disabling condition or be sufficient to warrant accommodations. All accommodation recommendations must be logically related to the student's functional limitations based on evidence from the clinical evaluation. The SAC reserves the right to request updated documentation and/or additional documentation to support specific accommodations.

Professionals Who Can Provide Clinical Documentation

- The provider must have comprehensive training and experience in the relevant specialty and hold appropriate licensure and/or certification
- The provider must be familiar with the history and functional limitations of the student's condition and provide detailed information about the substantial nature and level of the impairment and its impact on major life activities
- The documentation provided cannot be from a family member or someone with a personal relationship with the student or student's family

Recency of Documentation

- Documentation must reflect the status of the student's current functional limitations
- Typically, diagnoses with no anticipated fluctuation of functional limitations require a recent report written in the past two years
- Typically, diagnoses that may change or are considered episodic, require a recent report written in the past six months

Documentation Guidelines

Documentation must include:

- A specific medical diagnosis, including present symptoms, their duration, and severity
- A discussion of relevant developmental, historical, and familial information
- Objective measures used to determine diagnosis (attach results)
- Description of the student's presenting impairment and its substantial impact on major life functions in an educational environment
- Rationale for recommended accommodation(s) that is logically related to functional limitation(s),

based on evidence from the clinical evaluation

- Duration the student has been under the clinician's care and date of last contact
- Recommendations for accommodations in post-secondary academic environment can be helpful if they include a clear rationale. Each recommendation should be based on interview, observation, and/or testing and correlated with both the diagnosis and the student's functional limitations.

If the documentation which has been submitted does not contain sufficient information to determine appropriate accommodations, the student will be contacted by the SAC

Supporting Documentation

The qualified evaluator's report, while necessary, is by no means the only documentation we can use to better understand and accommodate the student. Other helpful documents include records of previous accommodation, high school 504 plans or IEP's, previous medical evaluations, report cards, transcripts, and parent, teacher, tutor, therapist or employer reports. SAC reserves the right to access student transcripts (e.g. classes taken and grades earned at AU) for evaluation purposes.

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Once the documentation is received and reviewed, an Intake meeting will be scheduled to determine accommodations. In-person, face-to-face Intakes typically take 1 hour. Phone or Zoom Intakes are available as well. Intakes include the following:

- Interview to collect demographic information as well as information regarding the challenges students encounter as a result of the symptoms of the disability, and the history of their use of accommodations in the past if any.
- Determination of appropriate accommodations that will enable the removal of barriers students face as a result of their disability, and completion of the Eligibility Record.
- Review and signing of the Exam Accommodations Agreement policies and procedures as necessary (only for students eligible for testing accommodations).
- Review of general procedures including the scheduling of tests in the testing areas, and/or requesting assistive technology or alternative versions of textbooks for students eligible for these accommodations, etc.

Students will receive accommodation letters at the end of the Intake meeting. Accommodation letters are distributed by students to their professors as evidence of eligibility for accommodations. Professors who do not receive letters from students are not obligated to provide accommodations. In these situations, professors are encouraged to contact SAC to verify eligibility and to receive a copy of the letter, or to refer an inquiring student.

Intake meetings are conducted one time after students initially request accommodations. Students will meet with SAC each semester to receive updated accommodation letters, review existing accommodations, and to review and sign a new Exam Accommodations Agreement if eligible.

Questions regarding accommodations should be directed to Julie Donatini, Director at: jdonatin@ashland.edu, or by phone at: 419-289-5904.