



UNIVERSITY OF
THE DISTRICT
OF COLUMBIA



**DISABILITY RESOURCE CENTER
STUDENT POLICY HANDBOOK**

TABLE OF CONTENTS

UNIVERSITY COMMITMENT3

RIGHTS AND RESPONSIBILITIES.....3

 RIGHTS AND RESPONSIBILITIES OF STUDENTS WITH DISABILITIES3

 RIGHTS AND RESPONSIBILITIES OF THE UNIVERSITY OF THE DISTRICT OF COLUMBIA.....3

CONFIDENTIALITY4

CONFLICT RESOLUTIONS/COMPLAINTS4

GENERAL POLICY5

 ELIGIBILITY FOR SERVICES6

GENERAL DOCUMENTATION GUIDELINES.....6

APPROPRIATE DOCUMENTATION BY DISABILITY TYPE8

ATTENTION-DEFICIT DISORDER/ATTENTION-DEFICIT HYPERACTIVITY DISORDER.....8

LEARNING DISORDERS10

PSYCHOLOGICAL/PSYCHIATRIC DISORDERS.....11

HEARING AND VISUAL IMPAIRMENTS, PHYSICAL DISABILITIES, and CHRONIC HEALTH
IMPAIRMENTS.....13

TEMPORARY DISABILITIES13

ACCOMODATION GUIDE.....14

REFERENCES18

**APPENDIX A: ACCEPTABLE TESTS FOR USE IN DOCUMENTATION OF AD/HD AND/OR
LEARNING DISABILITIES**

APPENDICES B – G: SAMPLE FORMS

University Commitment

The University of the District of Columbia (UDC) is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA).

In general, University policy calls for reasonable academic accommodations to be made for students with disabilities on an individualized and flexible basis. It is the responsibility of students, however, to seek available assistance at the University and to make their needs known. The University offices and committees that help to ensure equitable access for students with disabilities are the Office of Human Resources and the Disability Resource Center (DRC).

In 1973 the Rehabilitation Act was enacted, delineating the rights of individuals with disabilities to a fair and equal opportunity for education. It was Section 504 of this document which directly affected post-secondary educational institutions, in that it stated the following: “No otherwise qualified person with a disability, be denied access to, or the benefit of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance.”

In 1990, the Americans with Disabilities Act expanded on the rights of individuals with disabilities in all areas of public endeavor; Title III dealt with higher education, and offered more comprehensive, detailed information on precisely what kind of accommodations must be provided by a university, and under what circumstances. The policies and procedures outlined in this publication are intended to comply with both the letters and the spirit of these federal guidelines. The goal is to ensure that students with disabilities are given an opportunity to succeed at UDC equal to that granted to all other students at the University.

Rights and Responsibilities

Rights and Responsibilities of Students with Disabilities

- Every student has the right to compassionate services, free of judgment.
- Every student has the right to the best and most up-to-date information and services we can provide.
- Every student has the right to complete confidentiality regarding his/her disability and related information.
- Every student has the right to be seen in a timely manner.
- Every student has the right to be reasonably accommodated.
- Every student has the right to fully disclose information and feelings regarding his/her conditions.
- Every student has the right to provide feedback to DRC its operations.
- Every student has the responsibility to disclose any disability-related information to the appropriate DRC official if it may have a bearing on his/her academic progress.
- Every student has the responsibility to follow recommendations and established procedures for academic support.
- Every student has the responsibility to make appointments if the need arises and to inform DRC if there is a need to cancel.

Rights and Responsibilities of the University of the District of Columbia

- UDC has the right to request and receive through DRC, current documentation that supports requests for accommodations, academic adjustments, and/or auxiliary aids and services.

- UDC has the right to deny requests for accommodations, academic adjustments, and/or auxiliary aids and services if the documentation demonstrates that the request is not warranted, or if the individual fails to provide appropriate documentation.
- UDC has the right to select among equally effective accommodations, adjustments, and/or auxiliary aids and services.
- UDC has the right to refuse an unreasonable accommodation, adjustment, and/or auxiliary service that imposes a fundamental alteration on a program or activity of the University.
- UDC has the responsibility to provide information to faculty, staff, students, and guests with disabilities in accessible formats upon request.
- UDC has the responsibility to ensure that courses, programs, services, jobs, activities, and facilities are available and usable in the most integrated and appropriate settings.
- UDC has the responsibility to evaluate students and applicants on their abilities and not their disabilities.
- UDC has the responsibility to provide or arrange reasonable accommodations, academic adjustments, and/or auxiliary aids and services for faculty, staff, students and guests with disabilities in courses, programs, services, jobs, activities, and facilities.
- UDC has the responsibility to maintain appropriate confidentiality of records and communication except where permitted or required by law.

Confidentiality

The Disability Resource Center (DRC) is committed to ensuring that all information regarding a student is maintained as confidential as required or permitted by any law. Any information collected is used for the benefit of the student. This information may include test data, grades, biographical history, disability information, performance reviews, and case notes. **When DRC staff is needed to consult with professors regarding a student's accommodations, DRC staff only discusses the provision of accommodations. DRC staff does not discuss personal information about the student or the student's disability.**

Information about a student will not be released except in the following circumstances:

- The student states the intent to harm himself/herself or others.
- A student's file may be released pursuant to a court order or subpoena.
- A student may give written authorization for the release of information when s(he) wished to share it with others.

Conflict Resolutions/Complaints

If reasonable accommodations, as determined by DRC, are not implemented in an effective and timely manner, students with disabilities are responsible for contacting the appropriate Departmental Chairperson (of the relevant academic department in which the student believes he/she was not provided with the appropriate accommodations). The student should consult with the Departmental Chairperson for assistance in resolving the matter with the relevant professor. DRC will work with University personnel and the students to resolve disagreements regarding recommended accommodations.

If the dispute cannot be resolved at this level, existing appeals procedures in the respective colleges should be employed. Professors who question the legitimacy of an accommodation recommended by DRC shall continue to afford the accommodation to the student while the appeals procedures are implemented.

Complaints alleging that a qualified individual with a disability has been excluded from participation in, been denied the benefits of, or otherwise has been subjected to discrimination in University programs or activities may be filed under the following grievance procedures:

- Students must make complaints alleging a violation of Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act in writing to the University's Disability Resource Center (DRC) and the appropriate Departmental Chairperson or designee immediately upon the alleged violation or claim of failure to provide reasonable accommodation. The written complaint should specify the time, place, and nature of the act claimed to be in violation and may be supplemented by supporting documents and/or affidavits from persons having firsthand knowledge of the facts.
- Within seven (7) days of receipt of the claim, the Departmental Chairperson or designee will investigate the complaint, attempt resolution of a complaint through mutual agreement of the student and faculty member, and draft a settlement agreement for the student's review and signature. In the case where settlement is not reached, the Departmental Chairperson or designee will provide the Dean with written findings from the investigation, along with a recommendation for resolving the complaint. The Chairperson will forward the recommendation simultaneously to the student, the faculty member, and the Director of DRC.
- The Dean shall take final action on the recommendation within seven (7) days after receipt of the Chair's recommendation. Consultation will be provided by DRC as requested.
- Within seven (7) calendar days of receipt of the Dean's findings, the student may appeal to the Vice President for Student Affairs or designee by filing a request for a review of a complaint alleging discrimination on the basis of a disability or failure to provide reasonable accommodations.
- Within seven (7) calendar days of receipt of the student's appeal, the Vice President for Student Affairs or designee will render a final decision on the complaint and forward such decision simultaneously to the student, the faculty member and the Director of DRC.
- If the student is unsatisfied with the decision of the Vice President for Student Affairs or designee, the student may appeal the matter to **Ms. Renae Lee, the UDC Human Resources' EEO Specialist, located in Building 39, Third Floor, Room 301-5, (202) 274-5452.**

General Policy for the Disability Resource Center

The University of the District of Columbia's Disability Resource Center (DRC) is recognized as the authority on all aspects related to academic accommodations for students with disabilities. The faculty can use DRC as a resource to verify legitimacy of request for accommodation, review and interpret documentation, and explain the student's legal rights to accommodation.

The primary function of the office is the coordination of efforts by a variety of departments in providing accommodations. The DRC Office is located in the Division of Student Affairs, Building 38, Room A-11. When students opt to register for services with the DRC, they are required to abide by DRC's policies and procedures.

In order to receive services, students must register with the DRC office at the beginning of each semester that the student is enrolled in classes. Students are advised to submit their registration paperwork and relevant documentation prior to or at the beginning of the semester. Although in most cases, registration, accommodation requests, and appropriate documentation are required early in the semester in order to receive ongoing accommodations, the deadline for access to accommodations through DRC is 14 days

before midterm exams during the Fall and Spring academic semesters and 5 days before midterm exams during the Summer academic semesters.

In subsequent semesters, students may be asked to provide additional documentation to verify continuing need of services. If there is a disruption in services because of a disabling condition and/or withdrawal from the University, the student may be required to provide updated documentation upon re-entry to the University.

Eligibility for Services

Students seeking accommodations and/or services are encouraged to contact DRC prior to or upon admission; there is no automatic referral from Admissions or other UDC offices. DRC encourages prospective students to consult with DRC staff regarding the services we offer to enrolled students. However, DRC services, including access to accommodations, are provided only to current University of the District of Columbia students, following admission and enrollment at the relevant college of the University of the District of Columbia.

Furthermore, the University has no legal obligation to recognize any student as having a disability until that student has established eligibility with this office.

General Documentation Guidelines

To ensure that the DRC provides reasonable and appropriate services, students are responsible for providing the DRC with current documentation of his/her disability. In order to receive an accommodation(s), students must first submit a completed registration form, as well as documentation that meet the criteria set by this office, based upon Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) guidelines. DRC may request additional documentation from students if the determination of a disability is inconclusive, if the documentation does not support the accommodations requested, and/or if the documentation is otherwise deemed incomplete or unacceptable. In the case of incomplete or unacceptable documentation, DRC may decide to provide provisional accommodations, determined on an individualized or case-by-case basis, not to exceed one semester in length.

The records kept in our office are strictly confidential and are not part of a student's academic record.

Please note: DRC does **not** offer diagnostic testing services, but we can make referrals to campus and community resources. Documentation of any disability must include the following eight elements in order to be considered acceptable by the DRC:

1. The evaluation must be conducted by a qualified professional.

Acceptable documentation is provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is expected (e.g., an orthopedic limitation might be documented by a physician, but not a licensed psychologist). The name, title and professional credentials of the evaluator, including information about license or certification (e.g., licensed psychologist), the area of specialization, employment, and state/province in which the individual practices should be clearly stated in the documentation.

2. The documentation must be current.

Generally, documentation must be no more than 3 years old or conducted no more than 3 years prior to the student's admission to the university. There are some variations for different disabilities, but all documentation must reflect the student's current condition, limitations, and needs. **An Individualized**

Educational Program (IEP) or 504 Plan does not constitute sufficient documentation for any disability.

3. A diagnostic statement identifying the disability must be included.

Quality documentation includes a clear diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition. Diagnostic terminology from the Diagnostic Statistical Manual – Fourth Edition (DSM-IV TR) of the American Psychiatric Association or the International Classification of Functioning, Disability and Health (ICF) of the World Health Organization must be used in the report.

4. A description of the diagnostic methodology used must be included.

Quality documentation includes a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with the norming population identified) within the report is recommended.

Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended. Methods may include formal instruments, medical examinations, structured interview protocols, performance observations and unstructured interviews.

5. A description of the current functional limitations must be included.

Information on how the disabling condition(s) currently impacts the individual provides useful information for both establishing a disability and identifying possible accommodations. A combination of the results of formal evaluation procedures, clinical narrative, and the individual's self report is the most comprehensive approach to fully documenting impact. The best quality documentation is thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency, and pervasiveness of the condition(s).

6. A description of the expected progression or stability of the disability must be included.

Documentation should provide information on expected changes in the functional impact of the disability over time and context. Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts. If the condition is not stable, information on interventions (including the individual's own strategies) for exacerbations and recommended timelines for re-evaluation are helpful.

7. A description of current and past accommodations, services, and/or medications should be included.

Comprehensive documentation will include a description of both current and past medications, interventions, auxiliary aids, assistive devices, support services, and accommodations, including their effectiveness in ameliorating functional impacts of the disability. While accommodations provided in another setting are not binding on the current institution, they may provide insight in making current decisions.

8. Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services should be included.

The report should include specific recommendations for accommodations that are reasonable to meet the individual's needs. When possible, a detailed explanation of the clinical rationale for each accommodation is recommended. Further, the rationale should be associated with specific functional limitations determined through the testing, interview, and/or observation.

Documentation Guidelines for Specific Disabilities

To review specific documentation guidelines, please click on the appropriate link (web content only):

Attention-Deficit / Hyperactivity Disorders

Evaluator Qualifications

A current neuropsychological or psycho-educational assessment (within the last 3 years) completed by a qualified professional is required to validate your need for relevant accommodations/services. Professionals conducting assessments and rendering diagnoses of AD/HD must have training in differential diagnosis and pertinent psychiatric disorders. The following professionals would generally be considered qualified to evaluate and diagnose AD/HD provided they have direct experience with an adolescent and/or adult AD/HD population: psychologists, neuropsychologists, psychiatrists, and other relevantly trained medical doctors. Use of diagnostic terminology indicating an AD/HD by someone whose training and experience are not in these fields is not acceptable.

Documentation Requirements

The documentation report for a diagnosis of AD/HD must include the following:

I. Evidence of Early Impairment

Since AD/HD is, by definition in the DSM-IV TR, first exhibited in childhood (although it may not have been formally diagnosed) and manifests itself in more than one setting, relevant historical information is essential. The following should be included in a comprehensive assessment: clinical summary of objective historical information establishing symptomology indicative of AD/HD throughout childhood, adolescence, and adulthood as garnered from transcripts, report cards, teacher comments, tutoring evaluations, and/or past psychoeducational testing; as well as third party interviews when available.

II. Evidence of Current Impairment

In addition to providing evidence of a childhood history of impairment, the following areas must be investigated:

A. Statement of Presenting Problem

A history of the individual's presenting attentional symptoms should be provided, including evidence of ongoing impulsive/hyperactive or inattentive behaviors that significantly impair functioning in two or more settings.

B. Diagnostic Interview

The information collected for the summary of the diagnostic interview should consist of more than self-report, as information from third party sources is critical in the diagnosis of AD/HD. The diagnostic interview with information from a variety of sources should include, but not necessarily be limited to, the following: history of presenting attentional symptoms, including evidence of ongoing impulsive/hyperactive or inattentive behavior that has significantly impaired functioning over time; developmental, family, and psychosocial history; relevant medical history, including the absence of a medical basis for the symptoms being evaluated; thorough academic history including results of previous standardized testing; relevant employment history; and description of current functional limitations pertaining to an educational setting that are presumably a direct result of problems with attention.

III. Relevant Testing Information Must be Provided

The diagnosis of an attention-deficit/hyperactivity disorder should be based on a comprehensive assessment that does not rely on any one test or subtest. The assessment of the individual must

establish the diagnosis of AD/HD, but must also demonstrate the current impact of the AD/HD on the individual's ability to perform on standardized tests. Standard test scores and percentiles should be provided for all measures. The tests should be deemed reliable and valid for use with the adult population. Standard scores and percentiles should be provided, as well as subtest scores for each measure administered. **Please refer to Appendix A of this handbook for specific examples of appropriate tests.**

The following domains must be evaluated and addressed:

- A. Aptitude: a complete assessment of the student's intellectual ability or aptitude
- B. Academic Achievement: a comprehensive battery which assesses current levels of academic functioning and fluency in relevant areas such as reading (decoding and comprehension), mathematics (calculation and applications), and oral and written language
- C. Information Processing: areas to be assessed include short and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning and motor ability

IV. Alternative Diagnoses or Explanations Should be Ruled Out

The evaluator must investigate and discuss the possibility of dual diagnoses and alternative or coexisting mood, behavioral, neurological, and/or personality disorders that may confound the diagnosis of AD/HD. This process should include exploration of possible alternative diagnoses and medical and psychiatric disorders, as well as educational and cultural factors affecting the individual that may result in behaviors mimicking an Attention-Deficit /Hyperactivity Disorder.

V. Identification of DSM-IV TR Criteria & Specific Diagnosis

The report must include a specific diagnosis of AD/HD based on the DSM-IV TR diagnostic criteria. The diagnostician must use direct language in the diagnosis, for example DSM-IV TR terminology clarifying subtype such as AD/HD-inattentive type, when appropriate.

VI. Clinical Summary

A well-written diagnostic and interpretive summary is a necessary component of the documentation report. It must include:

- A. An interpretation of the test findings which indicates how the pattern of scores reflects the influence of an attention-deficit/hyperactivity disorder
- B. Discussion of the clinical rationale for ruling out alternative explanations for the academic problems reported
- C. A determination of the substantial limitation to learning presented by the disorder and the degree to which it impacts upon the individual's performance in an academic setting
- D. Recommendations for specific accommodations, which are linked to testing results and manifestations of the disorder, as well as clear justification for such accommodations.

Learning Disorders

Evaluator Qualifications

The following professionals would generally be considered qualified to evaluate specific learning disabilities provided they have additional training and experience in differential diagnosis and the assessment of learning problems in adolescents and/or adults: clinical or educational psychologists, school psychologists, neuropsychologists, and learning disabilities specialists. Use of diagnostic terminology

indicating a learning disability by someone whose training and experience are not in these fields is not acceptable.

Documentation Requirements

A current psycho-educational assessment (within the last 3 years for incoming students, 5 years for students previously assessed with adult norms) completed by a qualified professional is required to validate the student's need for accommodations/services.

The documentation report for the diagnosis of a Learning Disorder **must** include the following components:

I. Diagnostic Interview

Relevant information regarding the student's academic history and learning processes in elementary, secondary and post-secondary education should be investigated. The diagnostic interview should include: a description of the problem(s) being presented; developmental, family, and psychosocial history; thorough academic history including results of prior standardized testing; reports of classroom performance, relevant employment and psychosocial history; a discussion of dual diagnoses, alternative or co-existing mood, behavioral, neurological, and/or personality disorders, where indicated.

II. Assessment

The diagnosis of a learning disorder should be based on a comprehensive review that does not rely on any one test or subtest. Standard scores and percentiles should be provided, as well as subtest scores for each measure administered. The tests should be deemed reliable and valid for use with an adolescent/adult population. Please refer to **Appendix A of this handbook for specific examples of appropriate tests**. Evidence of a substantial limitation to learning must be apparent. The domains to be addressed must include:

- A. Aptitude: a complete assessment of the student's intellectual ability or aptitude
- B. Academic Achievement: a comprehensive battery which assesses current levels of academic functioning and fluency in relevant areas such as reading (decoding and comprehension), mathematics (calculation and applications), and oral and written language
- C. Information Processing: areas to be assessed include short and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning and motor ability

IV. Specific Diagnoses

The diagnostician must use direct language in the diagnosis of a learning disorder, using DSM-IV TR terminology where appropriate.

V. Clinical Summary

A well-written diagnostic and interpretive summary is a necessary component of the documentation report. It must include:

- A. An interpretation of the test findings to indicate how the pattern of scores reflect the presence of a learning disorder

- B. Discussion of the clinical rationale for ruling out alternative explanations for any academic problems noted
- C. an assessment of the substantial limitation to learning presented by the Learning disorder and the degree to which it impacts upon the individual's performance in an academic setting
- D. Recommendations for specific accommodations linked to those academic needs identified as associated with the disorder, as well as clear justification of the need for such accommodations.

Psychological /Psychiatric Disability

Evaluator Qualifications

The following professionals would generally be considered qualified to evaluate and diagnose psychiatric disabilities provided they have comprehensive training in differential diagnosis and direct experience with an adult population: licensed clinical psychologists, licensed clinical social workers, psychiatrists, and other relevantly trained medical doctors. Use of diagnostic terminology indicating a psychiatric disability by someone whose training and experience are not in these fields is not acceptable.

Documentation Requirements

Documentation for verification of a psychological or psychiatric disability must include:

- I. A description of symptoms, history of onset with severity and duration, a definitive diagnosis using DSM-IV TR terminology, and statement of prognosis
- II. An indication of the substantive impact of the disability on the student's functioning associated with academic performance, work completion, concentration, class attendance, self-care, social interactions, and any other relevant aspects of collegiate life
- III. Medication management plan (if relevant), including side effects, and/or other treatment issues which further compromise the student's functioning, such as sleep problems and impaired memory or judgment
- IV. Recommendations for accommodations or services which are linked to the assessment of functional limitations, as well as the clinical rationale for such accommodations

Brain Injury

Evaluator's Qualifications

Professionals conducting assessments and rendering diagnoses of Brain Injury (BI) must have post-doctoral training in identification and treatment of Brain Injury (i.e. Acquired Brain Injury, Traumatic Brain Injury). The following professionals would generally be considered qualified to evaluate and develop learning strategies for persons with BI: neuropsychologists, educational psychologists with post graduate concentration in cognitive strategy development and remediation, and relevantly trained clinical psychologists. Use of diagnostic terminology indicating a BI by someone whose training and experience are not in these fields is not acceptable.

Documentation Requirements

In addition to meeting the general criteria for appropriate documentation of a disability, documentation verifying the presence of BI must include:

- I. Assessment of current neuropsychological functioning: In most cases, documentation for ABI should not be older than two years
- II. A neuropsychological evaluation containing assessments of intellectual, conceptual, and cognitive competence; academic skills; personality status; motor facility of all extremities; sensory, perceptual and processing efficiency; visual, auditory and tactile facility; speech, language and communication ability; and evaluation of memory and attention

- III. Utilization of particular evaluation techniques will be at the clinical discretion of the evaluator. However, measures, such as the following, will be expected to appear in the selected battery: Bender-Gestalt, Halstead Reitan Battery (or selected parts), selected parts of the Illinois Test of Psycholinguistic Ability (ITPA) (or other psycholinguistic tests); Detroit Tests of Learning Aptitude - 4 (DTLA-4) or Detroit Tests of Learning Aptitude - Adult (DTLA-A); Luria Nebraska Battery (or selected parts); Peabody Individual Achievement Test (PIAT) (or other adult individual achievement tests); Woodcock Reading Mastery Tests- Revised; Woodcock-Johnson Psychoeducational Battery III; and the Spache Written Language Assessment
- IV. An interview including a description of the presenting problem(s); developmental, medical, psychosocial and employment histories; family history; and a discussion of dual diagnosis where indicated
- V. An integrated clinical summary which:
 - A. Indicates the substantial limitations to major life activities posed by the specified brain injury
 - B. Describes the extent to which these limitations impact the academic context for which accommodations are being requested
 - C. Suggests how the specific effects of the brain injury may be accommodated, and
 - D. States how the effects of the brain injury are mediated by the recommended accommodations

Hearing and Visual Impairments, Physical Disabilities, and Chronic Health Impairments

Evaluator Qualifications

Practitioners who provide documentation for students with hearing or visual impairments, physical disabilities, or chronic health impairments must be medical doctors (M.D.) or other qualified medical specialists (i.e. D.O. or P.A.) who are qualified in the diagnosis of such conditions and who have appropriate training and board certification in the relevant medical specialty.

Documentation Requirements

Documentation for verification of a hearing or visual disability must include:

- I. Description of symptoms, history of onset with severity and frequency, definitive diagnosis, and statement of prognosis
- II. An indication of the impact of the disability on the student's functioning in areas including academic performance, class attendance, work completion, self-care, social interactions, and other relevant aspects of collegiate life
- III. Medication management (if relevant), including side effects, and/or other treatment issues that might further compromise the student's functioning, such as sleep problems and impaired memory judgment
- IV. Recommendations which are linked to the assessment of functional limitations, as well as the clinical rationale for such accommodations

Temporary Disabilities

Students may present with a temporary disability, typically a physical injury (e.g. broken arm or recovery from surgery), which may impact their academic performance.

Note: Although temporary disabilities are not covered under Section 504 of the Rehabilitation Act of 1973 or the ADA Act of 1990, DRC may provide accommodations or services, determined on a case-by-case basis, to students with documented temporary disabilities.

Evaluator Qualifications

Practitioners who provide documentation for students with temporary disabilities must be medical doctors (M.D.) or other medical specialists who are qualified in the diagnosis of such conditions and who have appropriate training and board certification in the relevant medical specialty.

Documentation Requirements

Documentation to verify a temporary disability must include:

- I. A description of the problem
- II. An assessment of how the injury compromises the student's academic performance
- III. A prognosis or expected length of impact on the student
- IV. Recommendations for needed accommodations or services, such as notetaker support or scribe for exams

Accommodation Guide

Only students who have presented appropriate documentation are eligible for classroom accommodations (e.g., notetakers, extended time) through DRC. Faculty members are responsible for carrying out accommodations recommended by DRC as outlined in DRC Faculty Handbook. If there is a disagreement by the faculty member and/or student, a procedure has been established to resolve the conflict (see Conflict Resolution/Complaints).

DRC works with students to ensure access to every opportunity for learning and personal growth so that they may participate as fully as possible in campus life. At the same time, students with disabilities are responsible for making their needs known and meeting the academic standards set for all UDC students.

Reasonable and appropriate accommodations are determined by the DRC staff on an individualized basis. A reasonable accommodation reflects the current functional impairment of the student, and may vary from class to class and over time, depending upon course content and format. Reasonable accommodations do not change or fundamentally alter the purpose or content of a task, examination, or course.

Following DRC staff's review of the submitted documentation, a DRC staff member will contact the student and encourage the student to arrange a meeting with the DRC staff member to discuss the results of the documentation review and potential accommodations. During this meeting, the DRC staff member will provide the student with information about how to access the accommodations which have been deemed as reasonable and appropriate for the individual student. Students will be advised on how to obtain the accommodations and/or services for which the student is eligible.

A wide range of support is offered by our staff. In addition to customary academic accommodations (such as extended time on exams, interpreting services, reading services, etc.), we encourage students to develop an individual working relationship with our staff to address learning and disability management issues. These may include advice on registration and course selection, learning strategies, organization and time-management, self-advocacy, etc.

A list of potential accommodations is as follows:

For more detailed information on the services we offer, click on the relevant links (web content only).

- [Adaptive/Assistive Technology](#)

Assistive technology for the visually impaired is located in a computer lab within the Learning Resources Division (LRD), Building 41. Students are welcome to utilize the resources in the Learning Resources

Division independently or students may consult with DRC and/or LRD staff regarding the use of assistive technology in the Learning Resources Division.

In addition the assistive technology that is located in the Learning Resources Division, the DRC office houses the following assistive equipment and software:

- JAWS
- ZOOM-TEXT
- KURZWEIL 3000
- INSPIRATION 8
- MATH PLUS

Registered students eligible to use such resources should contact the DRC for further information. To arrange an appointment for training in the use of adaptive technology on campus (for students who need to have written materials enlarged, brailled, or voiced in order to access them, or who require computer assistance to write, proofread, or spell-check documents), discuss your need for such access with a DRC staff member at the time of your initial appointment.

- Classroom Access

In the event that a class is scheduled in an inaccessible location, the student can contact the DRC office to arrange for a classroom relocation.

In order to arrange to have tables and chairs in your classrooms (for students who cannot sit comfortably at desks for extended periods of time, submit a written request listing the classrooms you will be taking classes in and the days and times you will be there, at least 2 weeks before you will need the tables and chairs.

- Interpreting Services

DRC provides sign language and oral interpreting services for classes and special events by request. Real-time captioning services and assisted listening devices may also be made available.

Deaf students are asked to complete the Classroom Interpreter Request Form (future) immediately upon registration to help DRC secure interpreters.

- LD and/or AD/HD Consultation

DRC staff is available to conduct consultations and brief screenings with students to assess the possible presence of a learning disability and/or attention deficit hyperactivity disorder. To give each student uninterrupted and full attention, advance appointments are requested. Where indicated, students are referred to community resources for formal diagnostic evaluation, which would be at the student's expense.

- Learning Specialist Services

DRC has a learning specialist who is able to work with students on a range of academic skills and disability management issues. Our learning specialist provides one-on-one assistance in a variety of learning skills and strategies, including effective reading and writing, note-taking, and study skills. Our learning specialist also works with students on issues related to organization, time management, and self-advocacy. If you are registered with DRC, you are welcome to call or visit our office to schedule an appointment. We encourage our students to develop an ongoing working relationship with our Learning Specialist.

- Letters to Professors

At the student's request, DRC prepares individualized letters to professors which verify the student's disability and informs the professor of the need for accommodations. Students must make a new request for letters each semester and are responsible for delivering these letters to their professors, who are not obligated to meet a request for accommodations without prior notification of the student's needs. Students may obtain Letters to Professors from the DRC office, after submitting a completed Accommodation Letter Request Form to the DRC office. Letters to professors are completed within 48 hours of receipt of the Accommodation Request Form.

Notetaking Support

Notetaking support may be considered appropriate for students with physical disabilities or chronic health impairments that compromise graphomotor competence, as well as students presenting auditory or written language processing deficits related to learning disabilities, attention deficit hyperactivity disorders, or psychological disorders.

Students are responsible for obtaining a Notetaker Request Form from the DRC office and for meeting with the professor during the first week of class to request assistance with acquiring a notetaker. DRC requests that the professor assist the student in locating a notetaker from the class in which the student is enrolled. Once the professor, student or DRC has obtained the name of at least one potential notetaker, the student should return the Notetaker Request Form to DRC for processing. Notes must be submitted to the DRC by assigned notetaker. DRC will contact student upon receipt of notes.

Students registered with DRC are expected to participate fully in managing their notetaking services throughout the semester. **This service is not a substitute for class attendance.** Frequent non-disability related absences may result in a suspension of the service.

- Preliminary Registration Services

DRC offers preliminary registration assistance for certain students whose disabilities are complex in nature and require lead time to arrange for the services, instruction, and/or a course schedule that best meets their needs. DRC staff determines who is eligible for this accommodation and bases the decision on supporting disability documentation. Students are required to contact his/her academic advisor during the registration process.

- Reading Services

DRC provides in-person reading (through the accommodation of a reader) or reading onto tape (Books on tape, if applicable) for students who are blind or have print disabilities such as dyslexia. DRC staff can also provide referrals to other resources for assistance with reading. For adaptive equipment locations, please see the Adaptive/Assistive Technology section.

- Test Accommodations

Test accommodations are provided for in-class examinations only. DRC administers exams for students whose disabilities prevent regular classroom administration. For example, students whose documentation includes a diagnosed disorder of reading comprehension, reading speed, information processing or

expressive writing deficit may be eligible for test accommodations that can include extended time, readers, scribes, and/or use of adaptive equipment. Standard practice is time and a half for exams. Students with more severe or multiple disabilities may be granted additional time as determined by DRC.

Professors are encouraged to make every effort to accommodate most students' needs; however, access to special equipment or personnel needed for exams, as well as basic test proctoring, can be arranged through DRC. It is the student's responsibility to inform the instructor and DRC of the need for test accommodations by completing the Test Accommodation Request Form at least seven (7) days prior to the exam date. Students and professors should also note that last minute requests for test accommodations or changes to an exam schedule already processed may not be met.

Testing accommodations may include:

- Reduced-distraction testing environments (for students whose concentration is impaired)
- Extended-time testing (for students with impaired concentration, difficulty reading or writing, or a need for time-consuming technology use during testing)
- Test enlargement, on screen or in photocopy (for students with visual impairments and some students with impaired concentration)
- Test reformatting (for students whose disabilities make the results of particular kinds of testing unrepresentative of their abilities)
- Testing with access to adaptive technology (for students who have difficulties in the communication or interpretation of data)
- Orally-proctored tests (for students with certain visual or language processing deficits)

Students who require testing accommodations must submit a completed Test Accommodation Request Form for each test for which the student needs an accommodation. Students must complete a separate form for each test taken. Each form must be submitted no later than one week before the date of the associated test. The student is responsible for having his/her instructor complete a portion of the form, and the student returns the fully completed form to the DRC office, at least seven (7) days before the date of the test. As stated previously, in order for a student to obtain accommodations, including test accommodations, the student must be registered with DRC and have reviewed and approved documentation on file, prior to submitting a Test Accommodation Request Form.

Course Substitution

Students who have disabilities which may prevent them from being able to complete a required course in a foreign language or quantitative area may petition his/her academic department/college for a course substitution when the following criteria are met:

- I. Current, relevant, and comprehensive documentation has been furnished which specifically explains the disability's influence on learning the materials of the course for which the student is requesting a substitution
- II. A personal statement from the student indicating the reason(s) for the request
- III. A history of attempts to successfully complete the course (or similar materials) in the

past while using accommodations

Course substitution cannot be considered as an option when the course is deemed essential for a degree requirement (e.g., substitution in math for an engineering major).

Out-Of-Class Academic Assistance

Out-of-class academic assistance is offered through DRC or through DRC referrals to other appropriate services. Students may contact their DRC counselor for additional information. Although DRC does not provide tutorial services, the DRC staff is able to provide referrals to programs that offer tutoring for students.

Contact Information

The Disability Resource Center is located in Building 38, Room A-11.

Phone: (202) 274-6417

Mailing Address: Disability Resource Center
University of the District of Columbia
Building 38, Room A-11
Washington, D.C. 20008

Website: <http://www.udc.edu/drc/>

Email: DRC@ udc.edu

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Section 504 of the 1973 Rehabilitation Act, 29 U.S.C. § 794.

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Association on Higher Education and Disability.

George Mason University, Office of Disability Services, Fairfax, VA.

The George Washington University, Disability Support Services, Washington, DC.

University of New Orleans, Office of Disability Services.

Appendix A: Acceptable Tests for Use in Documentation of AD/HD and/or Learning Disabilities

Documentation for AD/HD and/or learning disabilities must include comprehensive assessment of 1) aptitude/cognitive ability, 2) achievement, and 3) information processing. The following list is provided as a helpful resource of acceptable tests, but is not intended to be exhaustive or definitive.

I. Aptitude/Cognitive Ability

- Wechsler Adult Intelligence Scale – Revised (WAIS-R)
- Woodcock-Johnson Psychoeducational Battery III: Tests of Cognitive Ability
- Kaufman Adolescent and Adult Intelligence Test (KAIT)
- Stanford Binet Intelligence Scale (4th edition)

(Examples of tests that are not appropriate for documentation purposes include, but are not limited to, the Kaufman Brief Intelligence Test (KBIT) or the Slosson Intelligence Test.)

II. Academic Achievement:

- Weschler Individual Achievement Test (WIAT)
- Woodcock-Johnson Psychodeducational Battery III: Tests of Achievement
- Stanford Test of Academic Skills (TASK)
- Scholastic Abilities Test for Adults (SATA)

The following specific achievement tests may be used in conjunction with the more comprehensive measures listed above. Specific achievement tests:

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

(The Wide Range Achievement Test (WRAT-3) is not an acceptable measure to be used for documentation purposes.)

III. Information Processing

- Results of subtests on Wechsler Adult Intelligence Scale – Revised or Woodcock-Johnson Psychoeducational Battery III: Tests of Cognitive Ability
- Detroit Tests of Learning Aptitude – Adult (DTLA-A)

Appendix B: Sample Registration Cover Sheet



DISABILITY RESOURCE CENTER

REGISTRATION PACKET

Dear Student,

The University of the District of Columbia is committed to providing reasonable accommodation and access to persons with documented disabilities in accordance with the American with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and this institution. Through the Disability Resource Center (DRC), the University assists eligible students with disabilities in meeting their academic goals and objectives.

In order to receive disability services, you must register with DRC. The completion of these forms serves as your statement of disclosure of your disability. However, the completion of these forms alone does not merit access to accommodations. You must submit document-station which substantiates the presence of a disability and assesses its impact on your academic performance. This documentation is necessary in assisting the staff of the DRC to work more effectively in the provision of support services. Please note that all records kept in our office are strictly confidential and are not a part of a student's academic record. **You are strongly advised to make an appointment with DRC to review your personal situation and go over any questions you may have. Please keep this cover page for your records before submitting the attached forms.**

We look forward to working with you and wish you success as you matriculate here at the University of the District of Columbia.

Sincerely,

Disability Resource Center
4200 Connecticut Avenue, NW. Washington, DC 20008. p: (202)274-6417 f: (202)274-5016 e: www.udc.edu

Appendix C: Sample Registration Form



DRC REGISTRATION FORM

Name: _____ Date: _____

Address: _____

City: _____ State: _____ Zip: _____ Ward: _____

Home Phone: _____ Work Phone: _____ Cell: _____

Email address: _____@udc.edu Age: _____ Male Female

Emergency Contact: _____ Phone: _____

UNIVERSITY STATUS

- Freshman
- Sophomore
- Junior
- Senior
- Graduate/Masters
- Special
- Prospective
- Transfer from: _____

SCHOOL INFORMATION

- GPA: _____
- Major: _____
- College of Arts & Sciences
 - School of Engineering & App. Sciences
 - School of Business & Public Admin.
 - David A. Clarke School of Law
 - other: (specify) _____

OTHER INFORMATION

- Marital Status:
- Single
 - Married
 - Widowed
 - Divorced
 - Separated

ETHNIC ORIGIN

- Asian
- Black / African American
- Caucasian
- Hispanic
- Native American
- other (specify) _____

Receive Financial Aid?

- Yes No

International Student

Country of Origin: _____

English – 2nd language (ESL) Yes No

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DISABILITY CLASSIFICATION:

drcpoliciesandprocedureshandbookfinalrevision2-revisions_3

- | | |
|---|--|
| <input type="checkbox"/> Attention Deficit/Hyperactivity Disorder | <input type="checkbox"/> Learning |
| <input type="checkbox"/> Chronic Health | <input type="checkbox"/> Physical |
| <input type="checkbox"/> Cognitive | <input type="checkbox"/> Psychological |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Temporary |
| <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Visual Impairment |

When was your disability first diagnosed? _____

Describe the academic implications of your Disability. _____

What accommodations are you requesting? _____

Are you a Vocational Rehabilitation client: Yes No. If yes, what state? _____

Please list any medications which you are taking and how they may affect your academic work: _____

Please describe any additional concerns you have. _____

I have received a copy of the DRC policy:

Signature: _____

Date: _____

Appendix D: Sample Test Accommodation Request Form



TEST ACCOMMODATION REQUEST

STUDENT/COURSE INFORMATION:

Name: _____

Email: _____@udc.edu

Phone: _____

Course Title: _____

_____ Course #: _____

Dept: _____ Section: _____

Accommodations Required:

- extended time reader
 scribe computer
 adaptive technology

Course Date/Time: _____

PROFESSOR/TEST INFORMATION (completed by student):

Name: _____

_____ Phone: _____

Email _____@udc.edu

By checking this box, I confirm that I have met with and provided this faculty member with written notification of my eligibility for services provided by the Disability Resource Center.

THIS FORM NEEDS TO BE SUBMITTED NO LATER THAN SEVEN (7) DAYS PRIOR TO TESTING. TO THE EXTENT POSSIBLE, TESTING WILL BE PROCTORED THE SAME DAY AS TEST IS GIVEN TO REST OF CLASS.

FOR OFFICE USE ONLY:

Test Date: _____

Accommodation: Extended Time

Day of Week

MM/DD/YYYY

Time and 1/2 Double Time

Start Time: _____

End Time: _____

Proctored By: _____

_____ Date: _____

Delivered to Professor by: _____

_____ Date: _____

Professor Signature: _____

Date: _____ Time: _____

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Appendix E: Sample Notetaker Request Form



NOTE TAKER REQUEST FORM

DATE REQUESTED _____

STUDENT/COURSE INFORMATION:

Name: _____

Email: _____@udc.edu Phone: _____

Course Title: _____ Course #: _____

Dept: _____ Section: _____

Circle day class is held: M T W R F S

Start Time: _____ End Time: _____

Student Signature: _____ Date: _____

FOR OFFICE USE ONLY:

NOTE TAKER INFORMATION

Name: _____

Address: _____

City: _____ State: _____ Postal Code: _____

Email: _____@udc.edu Phone: _____

Hourly Rate: _____

Start Date: _____ Completion Date: _____

Appendix F: Sample Notetaker Contract Form



NOTE TAKER CONTRACT FORM

DATE: _____

NOTE TAKER INFORMATION

Name: _____

Address: _____

City: _____ State: _____ Postal Code: _____

Email: _____@udc.edu Phone: _____

Acknowledgement Statement:

I, _____, agree to serve as a notetaker for the Disability Resource Center for Fall/Spring _____. I understand that I will be assigned a student whose contact information (name, telephone number) will be given to me for communication purposes. Upon official student assignment, I will be given notetaker guidelines which would be essential for me to follow and adhere to. I will also be given a stipend of \$8.00 per hour for **documented** time. Documented time will need to be submitted on a timesheet to the Disability Resource Center which is my responsibility.

Note taker Signature: _____ Date: _____

FOR OFFICE USE ONLY:

STUDENT/COURSE INFORMATION:

Name: _____

Email: _____@udc.edu Phone: _____

Course Title: _____ Course #: _____

Dept: _____ Section: _____

Circle day class is held: M T W R F S

Start Time: _____ End Time: _____

Student Signature: _____ Date: _____

Hourly Rate: _____

Start Date: _____ Completion Date: _____

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Appendix G: Sample Documentation Review Form (to be completed by DRC staff only)



**ADA
DOCUMENTATION REVIEW FORM**

Student Name _____ ID # _____

Date of Documentation Review: _____

Type of Documentation Provided: _____

- Adequate
- Adequate – Temporary Accommodations Granted for One Semester
- Inadequate or Out of Date – Provisional Accommodations Granted for One Semester
- Inadequate or Out of Date – No Accommodations Granted

Reviewers:

_____	Date: _____
_____	Date: _____
_____	Date: _____

(6 each semester)

- Other _____
- Other: _____

Approved Accommodation(s):

- Extended Time on Exams (time and a half)
- Extended Time on Exams (double time)
- Reduced Distraction Testing Environment
- Sign Language Interpreter
- Test Proctoring
- Right to Use Tape Recorder
- Other Adaptive Technology
- _____
- Other _____
- Other: _____

Referrals:

- Consultation with DRC Learning Disability Specialist
- UDC Student Support Services Individual Tutoring
- UDC Math Tutorial Labs
- UDC Writing Lab
- UDC Accounting Tutorial Lab
- UDC Physics Tutoring (through department)
- UDC Academic Reinforcement Workshop Series

Comment/s: _____

I understand that these accommodations are approved for me and will automatically be provided this semester only. I understand that I must request every semester that these approved accommodations be provided if I wish to receive them.

Student Signature: _____ Date: _____

Witness Signature: _____ Date: _____

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Appendix H: Sample Release of Information Form



AUTHORIZATION TO RELEASE / EXCHANGE CONFIDENTIAL INFORMATION

I _____, authorize the Disability Resource

Center to:

_____ release to:
_____ obtain from:
_____ exchange with:

The following information pertaining to myself:

_____ treatment summary
_____ history/intake
_____ diagnosis
_____ psychological test results
_____ psychiatric evaluation/medication history
_____ dates of treatment attendance
_____ other (specify) _____

for the purpose of:

_____ evaluation/assessment and/or coordinating treatment efforts
_____ providing academic accommodation
_____ other

This consent will automatically expire one (1) year after the date of my signature as it appears below,
or on the following earlier day, condition, or event _____

I understand I have the right to refuse to sign this form, and that I may revoke my consent at any time (except to the extent that the information has already been released).

Signature of Student
Date _____

_____ Student ID # _____

Signature of Witness
Date _____

This form cannot be used for the release of confidential documents provided to the Disability Resource Center by other individuals or agencies. Such requests should be referred to the original individual or agency.

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RECORD OF AUTHORIZATION EXTENSIONS

I hereby confirm that I have reviewed this form and agree to its extension for an additional:

Check one:

- 6 months Date of extension: _____
- other (specify) _____

Signature of Client
Date _____

Signature of Witness
Date _____

Check one:

- 6 months Date of extension: _____

other (specify) _____

Signature of Client

Date

Signature of Witness

Date

Check one:

6 months Date of extension: _____

other (specify) _____

Signature of Client

Date

Signature of Witness

Date

Check one:

6 months Date of extension: _____

other (specify) _____

Signature of Client

Date

Signature of Witness

Date