

ADA Accommodation Request Process

Requirements for Submitting an ADA Accommodation Request

- Documentation must include the date, name, title, and credentials of the licensed professional submitting the accommodation request
- Documentation must be signed and submitted on the professional's official letterhead
- The professional rendering the diagnosis must be qualified to do so
- Documentation must include the licensed professional's statement of the student's diagnosis that requires an accommodation(s)
- The documentation must include a statement of the licensed professional's recommended accommodation(s) for the diagnosis that requires the accommodation

A recommendation by an appropriate licensed professional for specific accommodations may include accommodations for the classroom setting, and if the program requirements include experiential education in a clinical setting, recommended accommodations for the clinical setting as well.

Students must submit ADA accommodation requests and accompanying documentation from a licensed professional either in-person to Roseman Student Affairs staff or to Dr. Linwood Whitten, Vice President for Student Affairs, or students can email Dr. Whitten at lwhitten@roseman.edu. Students must not submit information from a licensed professional to their College/Academic Program.

Review of Documentation

The Student Affairs Office determines eligibility and appropriate services based on the quality, recency, and completeness of the documentation submitted. The Student Affairs Office reserves the right to request additional documentation as ADA accommodation requests are evaluated on a case-by-case basis. The Student Affairs Office may require students to submit updated information and/or documentation.

Interactive ADA Accommodation Process

Once appropriate documentation has been received, the Student Affairs Office will initiate and facilitate an interactive process between the student and the student's College/Academic Program to determine the appropriate accommodations for the classroom and clinical settings (if applicable). The Student Affairs Office does not share a student's diagnosis with the student's College/Academic Program. The Student Affairs Office only shares the specific accommodations requested by a student's licensed professional with the student's College/Academic Program.

In providing an academic adjustment, the University does not have to eliminate or lower essential requirements, make modifications that would result in a fundamental alteration of programs or activities or impose an undue burden on the institution.

The following examples are for ADD/ADHD, or Learning Disability, or Psychological Disability. The following guidelines are provided in the interest of assuring that documentation will adequately verify eligibility and support requests for accommodations, academic adjustments, and/or auxiliary aids and services.

Students with questions about documentation guidelines for other medical conditions can contact the Student Services Office.

ADD/ADHD Disability Documentation

Documentation that may be helpful to substantiate ADD/ADHD includes the following:

- May include a medical or clinical diagnosis based on the most recent DSM criteria
- The evaluation must be performed by an appropriate professional, a medical doctor, or a clinical psychologist, who is knowledgeable regarding ADD/ADHD.
- Quantitative and qualitative information that supports the diagnosis;
- Summary and interpretation of assessment instruments (formal assessment instruments and/or clinical interview);
- Information regarding the specific academic functions affected by the disability and the severity of the limitations (e.g., ability to sustain attention, distraction index);
- Recommendations for academic accommodations based on specific features/symptoms of the disability

Learning Disability Documentation

Documentation that may be helpful to substantiate a Learning Disability (LD) includes the following:

- Diagnostic Interview, with relevant history performed by a licensed psychologist, learning specialist or clinical psychologist.
- Testing must be performed within the past year.
- Assessment
 - Cognitive ability/aptitude
 - Academic achievement (reading, oral and written language, math)
 - Information processing
 - The specific diagnosis must be included
- Actual test scores from standardized instruments may be provided
- Rationale for each recommended accommodation may be included.

- Interpretive summary should be provided and may include:

- Indicate that evaluator ruled out alternative explanations.
- Indicate how patterns in test results are used to determine the presence of a LD.
- Indicate how the LD limits learning and/or affects test performance.
- Offer rationale as to:

Why specific accommodations are needed

How the effects of the specific disability are mediated by the accommodations

Psychological Disability Documentation

Documentation that may be helpful to substantiate a Psychological Disability includes the following:

- Documentation may include a medical or clinical diagnosis of a psychological disability based on the most recent DSM criteria and a rationale for the diagnosis.
- The evaluation must be performed by an appropriate professional: a psychiatrist, or a clinical psychologist. The evaluator's name, title and professional credentials and affiliation should be provided.
- Documentation may reflect the current (within the past year) array of symptoms/features and level of functioning; if the documentation does not, students may be required to submit up- dated information and/or documentation.
- Information regarding the severity of the disability and the specific academic functions affected by the disability and/or medication (e.g., ability to concentrate, ability to attend class regularly, ability to interact in small/large groups).
- Recommendations for academic accommodations based upon specific features/symptoms of the disability (as stated above).