

Self-disclosure and Confidentiality

Self-disclosure

It is the student's responsibility to provide notice to the University of the nature of the student's disability and to assist the University in identifying appropriate and effective accommodations and auxiliary aids.

Confidentiality

To the extent reasonably possible and as required by law, DSS protects information submitted by students. Information contained in documentation or discussed during appointments should be treated with as much confidentiality as reasonably possible. This information may be shared with other University employees (to the extent permitted by FERPA) by the Coordinator for Disability Support Services ("Coordinator") on a need-to-know basis so that employees can fulfill their professional responsibilities to provide approved academic adjustments, auxiliary aids, and other accommodations. Disability-related information should not be shared with persons outside the University without the student's written permission (see Appendix) unless the student becomes a danger to self or others, by court order, or as otherwise allowed or required by law.

Providing Documentation

Purpose of Documentation

The University may require documentation of the student's disability and the need for the requested academic adjustment. Documentation should be provided by a professional qualified to assess the disability.

The following general guidelines are based on standard documentation guidelines used by many private colleges and universities throughout the state of Washington and available from the Washington Association on Postsecondary Education and Disability (as set forth in its position papers). These guidelines have been put in place to help verify the existence of a disability, to understand the specific needs of the student, and to help determine the appropriateness of requested academic adjustments.

Guidelines Regarding Documentation of a Physical/Medical Disability

The following guidelines are provided to help assure that documentation is appropriate for verifying eligibility. Documentation presented to Disability Support Services (DSS) should be filed in a private, confidential file in the DSS Office. The cost and responsibility for providing this information **shall be borne by the student**. The Coordinator for DSS is available to consult with physician(s) regarding these guidelines.

The documentation must be prepared by a *licensed professional* (e.g. physician, audiologist, ophthalmologist, etc). Additional information may be necessary from other physicians or from other allied health care providers, such as but not limited to physical therapists, occupational therapists, psychologists, speech pathologists, etc.

The documentation should demonstrate the individual has a disability in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. It should also provide sufficient data to support the particular academic adjustment(s) requested. Since the documentation provided constitutes the basis for determining accommodations, it is in a student's best interest to **provide recent and appropriate documentation** to serve as the basis for decision making about a student's need for accommodations in an academically competitive environment.

The following guidelines are provided in the interest of assuring that the evaluations and reports are appropriate for documenting eligibility and identifying and determining reasonable accommodations. The documentation should include:

- A clear statement of the medical diagnosis of the disability and information regarding how the disability limits a major life activity;
- A summary of assessment procedures and evaluation instruments used to make the medical diagnosis;
- A description of the diagnosis, including evaluation results and standardized scores if applicable;
- Type and severity of current symptoms;
- A summary of how the disability impacts the student in the postsecondary educational environment;
- A description of treatments, medications, assistive devices/services currently prescribed or in use;
- Information regarding existing side effects of medication on the student's ability to meet the demands of the postsecondary educational environment (e.g. physical, perceptual, behavioral, or cognitive);
- A description of the expected progression or stability of the disability over time.

Documentation should be on professional letterhead, signed by the professional and include the licensed professional's title, license number, address, and phone number.

Suggestions regarding academic adjustments, auxiliary aids and services may be included; however, the final determination rests with the Disability Support Services office.

Documentation of a Temporary Disability which interferes in a student's ability to participate in programs, services, and activities for an extended period of time, will be treated on an individual basis and the guidelines for disability documentation will apply. However, the documentation provided should be very current in order to support the need for accommodations.

Guidelines Regarding Documentation of a Psychological/Psychiatric Disability

The following guidelines are provided to help assure that the documentation is appropriate for verifying eligibility. Documentation presented to Disability Support Services should be filed in a private, confidential file in the DSS office. The cost and responsibility for providing this information **shall be borne by the student**. The Coordinator for DSS is available to consult with psychologist(s) or psychiatrist(s) regarding these guidelines.

The documentation must be prepared by a *licensed professional* (e.g. psychologist or psychiatrist). Additional information may be necessary from other health care providers, such as but not limited to therapists, neuropsychologist, physicians, etc.

The documentation should demonstrate the individual has a disability in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. It should also provide sufficient data to support the particular academic adjustment(s) requested. Since the documentation provided constitutes the basis for determining accommodations, it is in a student's best interest to **provide recent and appropriate documentation** to serve as the basis for decision making about a student's need for accommodations in an academically competitive environment.

The following guidelines are provided in the interest of assuring that the evaluations and reports are appropriate for documenting eligibility and identifying and determining reasonable accommodations. The documentation should include:

- A diagnosis that is consistent with the diagnostic criteria found in the *American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition* (DSM- IV) or successive editions;
- How long the diagnostician has treated the student and the date of last contact (due to the nature of some psychological and psychiatric disorders, updated reports may be requested);
- A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable;
- A description of the diagnosis, and the type and severity of current symptoms;
- A summary of how the disability impacts the student in the postsecondary educational environment;
- A description of treatments, medications, assistive devices/services currently prescribed or in use;
- Information regarding existing side effects of medication on the student's ability to meet the demands of the postsecondary educational environment (e.g. physical, perceptual, behavioral, or cognitive);
- A description of the expected progression or stability of the disability over time.

Documentation should be on professional letterhead, signed by the professional and include the licensed professional's title, license number, address, and phone number.

Suggestions regarding academic adjustments, auxiliary aids and services may be included; however, the final determination rests with the Disability Support Services office.

Guidelines Regarding Documentation of a Learning Disability

The following guidelines are provided to help assure that the evaluation and documentation are appropriate for verifying eligibility. Documentation presented to Disability Support Services (DSS) should be filed in a private, confidential file in the DSS office. The cost and responsibility for providing this information **shall be borne by the student**. The Coordinator for DSS is available to consult with diagnosticians regarding any of these guidelines.

The documentation must be prepared by a *licensed professional* (e.g. psychologist or learning specialist). Additional information may be necessary from other health care providers, such as but not limited to therapists, neuropsychologist, physicians, etc.

The documentation should demonstrate the individual has a disability in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. It should also provide sufficient data to support the particular academic adjustment(s) requested. Since the documentation provided constitutes the basis for determining accommodations, it is in a student's best interest to **provide appropriate documentation of adult level functioning** to serve as the basis for decision making about a student's need for accommodations in an academically competitive environment.

The following guidelines are provided in the interest of assuring that the evaluations and reports are appropriate for documenting eligibility and identifying and determining reasonable accommodations. The documentation should include:

- A diagnosis that is consistent with the diagnostic criteria found in the *American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition* (DSM- IV) or successive editions;
- Results of tests sufficient to diagnose the learning disability. Minimally, areas to be addressed should include, but not be limited to:
 - Aptitude: e.g. Wechsler Adult Intelligence Scale-Revised (WAIS-III) or successive editions with sub-test scores, Stanford-Binet, or other applicable tests.
 - Achievement: e.g. Woodcock-Johnson Psycho-educational Battery-Revised or successive editions or other applicable tests.
 - Information Processing: Specific areas of information processing (e.g. short or long-term memory, auditory and visual perception/processing, processing speed) should be assessed to verify presenting issues.
- A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable;
- A description of the type and severity of current symptoms; and
- A summary of how the disability impacts the student in the postsecondary educational environment.

Documentation should be on professional letterhead, signed by the professional and include the licensed professional's title, license number, address, and phone number.

Suggestions regarding academic adjustments, auxiliary aids and services may be included; however, the final determination rests with the Disability Support Services office.

Guidelines Regarding Documentation of Attention Deficit/Hyperactivity Disorder(AD/HD)

The following guidelines are provided to help assure that the evaluation and documentation are appropriate for verifying eligibility. Documentation presented to Disability Support Services (DSS) should be filed in a private, confidential file in the DSS office. The cost and responsibility for providing this information **shall be borne by the student**. The Coordinator of DSS is available to consult with diagnosticians regarding these guidelines.

The documentation must be prepared by a *licensed professional* (e.g. psychologists, neuropsychologists, or other relevantly trained medical doctors) who has direct experience working with adolescents and adults with ADHD. Additional information may be necessary from other health care providers, such as but not limited to therapists, psychiatrists, physicians, etc.

The documentation should demonstrate the individual has a disability in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. It should also provide sufficient data to support the particular academic adjustment(s) requested. Since the documentation provided constitutes the basis for determining accommodations, it is in a student's best interest to **provide appropriate documentation of adult level functioning** to serve as the basis for decision making about a student's need for accommodations in an academically competitive environment.

The following guidelines are provided in the interest of assuring that the evaluations and reports are appropriate for documenting eligibility and identifying and determining reasonable accommodations. The documentation should include:

- A diagnosis which is consistent with the diagnostic criteria found in the *American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition* (DSM- IV) or successive editions;
- A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable;
- A description of the type and severity of current symptoms;
- A summary of how the disability impacts the student in the postsecondary educational environment;
- A description of treatments, medications, assistive devices/services currently prescribed or in use;
- Information regarding existing side effects of medication on the student's ability to meet the demands of the postsecondary educational environment (e.g. physical, perceptual, behavioral, or cognitive);
- A description of the expected progression or stability of the disability over time.

Documentation should be on professional letterhead, signed by the professional and include the licensed professional's title, license number, address, and phone number.

Suggestions regarding academic adjustments, auxiliary aids and services may be included; however, the final determination rests with the Disability Support Services office.

Establishing Services

Students who wish to request accommodations based on a disability must meet with the Coordinator for DSS to provide documentation and do an intake. The purpose of the intake is:

- To meet the student
- To receive and review the documentation together to make sure all necessary information is provided, to identify any missing information, and to clarify any vague information or documentation
- To discuss previous accommodations the student received in other educational settings and discuss their effectiveness
- To allow the student to request accommodations
- To inform the student about University procedures for requesting and receiving approved accommodations

Students should fill out an intake form to be kept on file in the DSS office. They should be informed about issues of confidentiality. Once reasonable accommodations have been determined and approved, students should sign a form listing their accommodations. (See Appendix for forms.)

At the end of the intake interview (assuming proper and adequate documentation has been provided) the student should receive the following:

- A signed copy of their approved accommodations
- Procedure guidelines for each arranged accommodation with information on how to request and receive the accommodation

In some cases, additional documentation may be required before reasonable accommodations can be identified. Approved accommodations may change and may be adjusted based on the student's changing needs. For example, if accommodations are no longer required, the student shall not be entitled to those accommodations.

Letter of Verification to Faculty

Faculty should be notified about accommodations that will impact them. Before the beginning of every quarter letters should be sent out to the faculty regarding students in their courses who may need an accommodation. Students who change courses just before or after the quarter begins should check with the DSS office to make sure professors for the new courses have been sent the letter of verification. The letter identifies that the student has a documented disability and sets forth those classroom accommodations that have been approved for the student. Not every approved accommodation will be appropriate for a given course. For example, a lab course without lectures may not require tape recording. It is the student's responsibility to formally request accommodations for each course. There may also be situations where the course requires different accommodations than previously arranged. The student should request any special classroom accommodations as soon as possible by contacting the Coordinator for DSS. The Coordinator may work with the student and faculty to determine whether the request is appropriate. Documentation supporting the request may be required.

A sample of the Disability Verification Letter sent to faculty at the beginning of the quarter is included in the Appendix.