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Introduction

The Center for Disability Services: Project Key

In conjunction with Faulkner's community principles and overall mission, the Center for Disability Services: Project Key acknowledges disability as an integral part of the campus experience. We are committed to providing equal access and opportunity to all campus programs and services for individuals with disabilities. In order to establish equal access, documentation of disability by qualified professionals is necessary. If you are interested in obtaining accommodations, please contact the Director of the Center for Disability Services (334-386-7185) at your earliest convenience.

Rehabilitation Act of 1973 Section 504 Subpart E

§104.43 Treatment of students; general.

- (a) No qualified handicapped student shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular, or other postsecondary education aid, benefits, or services to which this subpart applies.

Definition of equal access

“At the postsecondary level, the recipient is required to provide students with appropriate academic adjustments and auxiliary aids and services that are necessary to afford an individual with a disability an equal opportunity to participate in a school's program. Recipients are not required to make adjustments or provide aids or services that would result in a fundamental alteration of a recipient's program or impose an undue burden” (Retrieved from <http://www2.ed.gov/about/offices/list/ocr/504faq.html>).

Definition of reasonable accommodations

Reasonable accommodations are:

- Academic adjustments that assist the individual with a disability to have equal access to the educational program
- Has a direct relationship between the barrier created by the student's disability and educational requirements of the course
- Does **not** alter a course's
 - Essential skill requirement
 - Essential knowledge requirement OR
 - An established objective

Our Department

Nichole Fussell, LMSW
Director of Disability Services

Kimberly Smith
Disability Services Coordinator

Student's Rights and Responsibilities

Student's Rights and Responsibilities

Rights

As an individual with a disability,

- One has the choice whether to self-identify as an individual with a disability or not. No one can choose for you.
- One has the right to request accommodations.
- Equal access: universities do not lower the academic, course, and/or program expectations. It is the priority of the Center for Disability Services (CDS) that individuals with disabilities be able to demonstrate learning rather than barriers created by the disability.
- Confidentiality
- To file a grievance if you feel that there is discrimination against you.

Responsibilities

- To provide appropriate documentation, CDS is not responsible for contacting health care providers for documentation.
- Communicate in a timely manner with appropriate personnel about your disability, accommodations, or what is or is not working.
- Follow procedures with CDS and faculty in order to receive appropriate accommodations.
- Provide personal living needs or other personal disability-related needs. For example, coordinating services of a personal care assistant.
- Serve as your own advocate. Work with counselors on developing skills necessary to advocate for specific needs and accommodations. CDS will intervene only when attempts to communicate have failed.

Quick Reference Guidelines for Disability Services

Quick Reference Guidelines for Disability Services

Documentation should meet all seven (7) criteria listed below:

1. **Licensed or credentialed evaluator:** this individual has specific training or expertise related to the condition being diagnosed, and who is not related to the individual.
2. **Clear diagnostic statement, including diagnostic sub-types where relevant:** this describes how the condition was diagnosed and provides information on the functional impact of the condition. A full clinical description will convey this information, as will diagnostic codes from the DSM-V.
3. **Description of the diagnostic methodology used:** to include diagnostic criteria, evaluation methods, tests and dates of administration, clinical narrative, observations, and results. Diagnostic methods must be congruent with the particular disability and with current professional practices in the field.
4. **Description of the current functional limitations:** the disabling condition helps establish the possible disability and identify possible accommodations. A combination of the individual's self-report, results of formal evaluation procedures and clinical narrative are recommended. Quality documentation will demonstrate how a major life activity is significantly, amply, or substantially limited by providing evidence of frequency and pervasiveness of the condition(s).
5. **Description of the progression or stability of the disability:** provide a) over time and b) in context.
6. **Description of current and past accommodations, services or medications:** please include items that have worked and items that have not worked. For example, a medication that has side effects thus interfering with a student accessing the educational environment may require a reasonable accommodation from our office.
7. **Recommendation:** in this section the professional provides recommendations for accommodations, assistive devices, assistive services, compensatory strategies, and/or collateral support services that correlate with the educational need of the student.

Guidelines

Guidelines for Disability Services Overview

What is the Process?

1. Download and fill out the Intake form. The form is accessible on the disability website or you can come to the Disability Office located in Rotunda, room 124.
2. Download and fill out the Release/Receipt form. The form is accessible on the disability website or you can come to the Disability Office located in Rotunda, room 124.
3. Identify the documentation requirements for your form of disability and collect the necessary information. Requirements are located in the Center for Disability Services handbook or you can contact the director of CDS.
4. Make an appointment for an interview with the Director of CDS: Project Key.
 - a. Phone number: 334-386-7185
 - b. Fax number: 334-386-7124
 - c. Students not attending the Montgomery Campus may also request a computer mediated interview or a telephone interview.
5. For the interview, bring the completed intake form, release/receipt form, and documentation. If you are not attending the Montgomery campus, please fax the information to the office or send via email to disabilityservices@faulkner.edu.

Qualifications of Evaluators

Professionals conducting assessments, rendering diagnoses of specific disabilities and making recommendations for appropriate accommodations must be qualified to do so. Comprehensive training with regard to the specific disability being addressed and direct experience with an adolescent and/or adult population are essential.

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. It is of utmost importance that evaluators are sensitive and respectful of cultural and linguistic differences during the assessment process. It is not considered appropriate for professionals to evaluate members of their own families.

Please note the specifics for your specific diagnosis which are noted in the CDS handbook.

Documentation Guidelines

Students who request to be considered for reasonable accommodations under Section 504 of the Rehabilitation Act and the appropriate titles of the Americans with Disabilities Act must submit a current written documented verification from a licensed physician, psychologist, or other qualified professional. A school plan, such as an IEP or a 504 Plan, is not sufficient documentation, but may help to establish a history of the disability.

It is the responsibility of the student to obtain such documentation and present a copy to the Center of Disability Services (CDS), a service for students with disabilities at Faulkner University. If documentation is not adequate, the student will be duly notified. It is the student's responsibility to obtain additional information when requested.

In order to receive consideration for reasonable accommodations, you must apply directly to the director of Center of Disability Services. Other university entities do not forward documentation of a student's disability to Center for Disability Services.

Please be aware that Faulkner University reserves the right to determine if the condition or the diagnosis rises to the level of a disability under the ADA, and what constitutes reasonable accommodations as well as the fundamental nature of the program.

Documentation should be sent to:

The Center of Disability Services; Project Key

Faulkner University

5345 Atlanta Highway

Montgomery, AL 36109

OR

disabilityservices@faulkner.edu

Phone: 334-386-7185

Fax: 334-386-7124

Documentation Guidelines Learning Disability in Adolescents and Adults

Faulkner University

Guidelines for Documentation of a Learning Disability In Adolescents and Adults

The following guidelines are designed to provide students and professional diagnosticians with a common understanding and knowledge base of the components of documentation which are necessary to validate the existence of a learning disability, its impact on the individual's educational performance, and the need for accommodation(s) in the post- secondary setting. The information and documentation should be comprehensive in order to avoid or reduce time delays in decision-making related to eligibility and the provision of services.

Guidelines

- Under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights to equal access to programs and services. In order to establish that an individual is covered under the ADA and/or Rehabilitation Act, the documentation must indicate that the disability substantially limits one or more major life activities, such as, but not limited to, hearing, breathing, performing manual tasks, walking, caring for oneself, and/or learning (reading and writing). The following documentation guidelines are provided in the interest of assuring that a clinically documented learning disability appropriately meets CDS criteria and may support some or all requests for accommodations, academic adjustments, and/or auxiliary aids and services.
- A diagnosis of a disability alone does not automatically qualify an individual for an accommodation under the ADA.
- Clinical documentation of a learning disability which is submitted to the Center for Disability Services, Project Key for the purpose of seeking accommodations is expected to meet the standards set forth in these guidelines. All clinical documentation is reviewed by the director as required, to determine what, if any, accommodations are appropriate. Although a previous history of accommodations may provide valuable insight into the student's ability to integrate into a previous setting, the director makes independent judgments about Faulkner's settings and the appropriateness, if any, of accommodation requests.
- It is the responsibility of the student to obtain his/her documentation and to present a copy to the Center for Disability Services. Any correspondence regarding adequacy of the documentation will be sent to the student. It is the student's responsibility to obtain additional information or testing when a request is made. The final determination of appropriate accommodations rests with the Center for Disability Services staff based on a review of the documentation as outlined below.

Qualifications of the Evaluator

- Professionals conducting assessments and rendering diagnoses of specific learning disabilities and making recommendations for appropriate accommodations must be qualified to do so. The name, title, and professional credentials of the evaluator, including information about license or certification (e.g., licensed psychologist) as well as the area of specialization, and state in which the individual practices must be clearly stated in the documentation. **For example, the following professionals would generally be considered qualified to evaluate specific learning disabilities provided that they have training and experience in evaluating adolescent/adult learning disabilities: clinical or educational psychologist, school psychologist, and neuropsychologists.** It is not appropriate for professionals to evaluate members of their own families. All reports should be on letterhead, typed, dated, signed, and otherwise legible.
- Testing Must Be Current and Age Appropriate
- Written reports must include the date of testing. The provision of all reasonable accommodations and services is based upon the assessment of the current impact of the student's disabilities on his or her academic performance, it is in the student's best interest to provide recent and appropriate documentation that is standardized for use with an adolescent/adult population.

The Center of Disability Services reserves the right to request additional assessment information when questions regarding the assessment or accommodations arise.

Necessary Components of the Evaluation

- Documentation must demonstrate that the learning disability *currently and substantially* limits a major life activity, such as learning. The diagnostician must use *direct language* in the diagnosis of a learning disability, avoiding such terms as, "weakness," "appears," "suggests," or "indicative of" as these statements do not support a conclusive diagnosis. The diagnostic process must be comprehensive and include a thorough clinical interview.
- Diagnoses of specific learning disabilities that do not contain psychoeducational measures will not be used for determining eligibility for reasonable accommodations. For example, school plans such as an Individualized Educational Plan (IEP) by themselves are not adequate documentation, but may be helpful. 504 plans are acceptable at the collegiate level; however CDS reserves the right to request additional information.
- Assessment, and any resulting diagnosis must consist of and be based on a comprehensive assessment battery that does not rely on any one test or subtest.

A. Diagnostic Interview

Learning disabilities are commonly manifested during childhood, though not always formally diagnosed, relevant historical information regarding the student's academic history and learning processes in elementary, secondary, and post-secondary education must be investigated and documented. By using a combination of student self-report, interviews with others, and historical documentation such as standardized test scores, the diagnostician should provide a summary of the following:

- A description of the presenting problems(s)
- Developmental history
- Relevant medical history including the absence of a medical basis for the present symptoms
- Academic history including results of prior standardized testing; reports of classroom performance
- Relevant family history, including primary language of the home, and the student's current level of fluency in English
- Psychosocial history
- Relevant employment history
- A discussion of dual diagnoses, alternative or co-existing mood, behavioral, and/or personality disorders along with any history of relevant medication and current use which may impact the individual's learning; and possible alternatives which may mimic a learning disability when, in fact, one is not present.

B. Ability/Cognitive Testing

The evaluation must contain a complete intellectual assessment with all cluster and subtests reported as standard scores. Screening instruments are not acceptable in any area. The following instruments are recommended; use of other instruments should be justified by the diagnostician:

- *Wechsler Adult Intelligence Scale- IV (WAIS IV)*
- *Woodcock-Johnson IV Tests of Cognitive Ability*

C. Academic Achievement Testing

It is essential to include a comprehensive achievement battery with all cluster and subtests reported as standard scores and/or percentile rank scores. Screening instruments are not acceptable in any area. The battery must include current levels of functioning in such relevant areas as reading (decoding and comprehension), mathematics (calculation and problem solving), oral language, and written expression (spelling, punctuation, capitalization, writing samples). The following instruments are recommended; use of other instruments should be justified by the diagnostician.

- Comprehensive Measures of Achievement
 - *Woodcock-Johnson IV- Tests of Achievement*
 - *Scholastic Abilities Test for Adults (SATA)*

D. Specific Measures of Achievement

- Specific achievement tests are useful instruments when administered under standardized conditions and when results are used to support other diagnostic information.
 - *Nelson-Denny Reading Test (NDRT)*
 - *Stanford Diagnostic Test*
 - *Test of Written Language (TOWL-4)*
 - *Woodcock Reading Mastery Tests III*

➤ Note #1: The Reading, Math, and Writing Fluency subtests of the *Woodcock-Johnson IV Tests of Achievement* and the One-Minute Reading Rate Subtest of the *Nelson-Denny*

Reading Test will not, in and of themselves, be sufficient to document processing speed and/or reading, math, and writing speeds.

- Note #2: In addition to being administered a comprehensive measure of achievement (including all subtests), individuals who have reading impairments should be administered the *Nelson-Denny Reading Test (NDRT)* form G or H. For students who have reading speed impairments, the NDRT should be scored twice for standard time conditions and extended-time testing with notation of the actual additional time used to complete the test (not the time allowed). In addition, the number of items attempted and completed during the regular and extended testing periods must be provided. The NDRT should be a part of the assessment for students planning to take the LSAT.
- Note #3: The *Wide Range Achievement Test 4 (WRAT-4)* is not a comprehensive measure of achievement and therefore should not be used as the sole measure of achievement.

E. Information Processing Testing

- The following areas may be addressed in the evaluation report: short and long term memory (storage and retrieval), auditory and visual perception processing and processing speed. All cluster and subtests must be reported as standard scores and/or percentile rank scores. Screening instruments are not acceptable in any area. A single subtest may not be sufficient to document current levels of functioning. The following instrument is recommended; use of other instruments should be justified by the diagnostician.
- *Woodcock-Johnson Psychoeducational Battery IV- Tests of Cognitive Ability (Standard Battery—subtests 1–10)*

F. The Documentation Must Include a Specific Diagnosis

- The diagnostic report should include the specific diagnostic impressions of the evaluator, including comorbid disorders. Diagnoses based on the *Diagnostic and Statistical Manual-Fourth Edition (DSM-V)* are required.

G. Actual Test Scores from Standardized Instruments Must Be Provided

- Standard scores and/or percentile rank scores must be provided for all normed measures. If grade equivalent scores are reported, they must be accompanied by standard scores and/or percentile rank scores. The data must logically reflect a substantial limitation to learning (i.e., reading and/or writing) for which the student is requesting the accommodation. The particular profile of the student's strengths and weaknesses must be shown to relate to functional limitations that may necessitate accommodations.
- Tests used should be reliable, valid, and standardized for use with an adolescent/adult population. The test findings must document both the nature and severity of the learning disability. A single test and/or subtest may not be sufficient to document current levels of functioning.

H. Each Accommodation Recommended by the Evaluator Must Include a Rationale

- It is important to recognize that accommodation needs can change over time and are not always identified through the initial diagnostic process. Conversely, a prior history of accommodation, without demonstration of a current need, does not in and of itself warrant provision of a like accommodation.
- The diagnostic report should include specific recommendations for the accommodation(s) as well as an explanation of why each accommodation is recommended. The evaluator(s) must describe the impact the diagnosed learning disability has on the specific individual. The evaluator(s) should support recommendations with specific test results or clinical observations. If no prior accommodation(s) has been provided, the qualified professional should include a detailed explanation of why no accommodation(s) was used in the past and why an accommodation(s) is needed at this time.
- If a requested accommodation is not clearly supported in the diagnostic report, CDS staff reserves the right to seek additional clinical information pertaining to determination of eligibility for requested accommodations. It is the student's responsibility to obtain additional information or testing when a request is made.

Clinically Interpretive Summary

A well-written diagnostic summary based on a comprehensive evaluative process is a necessary and important component of the report. Assessment instruments and the data they provide do not diagnose; rather, they provide important elements that must be integrated with background information, observations of the individual during the testing situation, and the current context. It is important, therefore, that professional judgment be used in the development of a clinical summary.

- The clinical summary must include:
 1. Indication that the evaluator ruled out alternative explanations for academic problems such as poor education, poor motivation and/or study skills, emotional problems, attentional problems, and/or cultural language differences
 2. Indication of how patterns in cognitive ability, achievement, and information processing is used to determine the presence of a learning disability
 3. Indication of the substantial limitation presented by the learning disability and the degree to which it affects the individual in the learning context for which accommodations are being requested
 4. Indication of why specific accommodations are needed and how the effects of the specific disability are mediated by the accommodation.

Accountability and Confidentiality

All information obtained in diagnostic and medical reports will be maintained and used in accordance with applicable confidentiality requirements.

Documentation Guidelines Autism

Faulkner University

Guidelines for Documentation of Autism Spectrum Disorder

The following guidelines are designed to provide students and professional diagnosticians with a common understanding and knowledge base of the components of documentation which are necessary to validate the existence of Autism Spectrum Disorder, its impact on the individual's educational performance, and the need for accommodation(s) in the post- secondary setting. The information and documentation should be comprehensive in order to avoid or reduce time delays in decision-making related to eligibility and the provision of services.

Guidelines

- Under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights to equal access to programs and services. In order to establish that an individual is covered under the ADA and/or Rehabilitation Act, the documentation must indicate that the disability substantially limits one or more major life activities, such as, but not limited to, hearing, breathing, performing manual tasks, walking, caring for oneself, and/or learning (reading and writing). The following documentation guidelines are provided in the interest of assuring that a clinically documented learning disability appropriately meets Faulkner University criteria and may support some or all requests for accommodations, academic adjustments, and/or auxiliary aids and services.
- A diagnosis of a disability alone does not automatically qualify an individual for an accommodation under the ADA.
- Clinical documentation of a learning disability which is submitted to the Center of Disability Services, Project Key for the purpose of seeking accommodations is expected to meet the standards set forth in these guidelines. All clinical documentation is reviewed by the director as required, to determine what, if any, accommodations are appropriate. Although a previous history of accommodations may provide valuable insight into the student's ability to integrate into a previous setting, the director makes independent judgments about Faulkner's settings and the appropriateness, if any, of accommodation requests.
- It is the responsibility of the student to obtain his/her documentation and to present a copy to the Center of Disability Services. Any correspondence regarding adequacy of the documentation will be sent to the student. It is the student's responsibility to obtain additional information or testing when a request is made. The final determination of

appropriate accommodations rests with the Center of Disability Services staff based on a review of the documentation as outlined below.

Qualifications of the Evaluator

- Professionals conducting assessments and rendering diagnoses of Autism Spectrum Disorder and making recommendations for appropriate accommodations must be qualified to do so. The name, title, and professional credentials of the evaluator, including information about license or certification (e.g., licensed psychologist) as well as the area of specialization, and state in which the individual practices must be clearly stated in the documentation. For example, the following professionals would generally be considered qualified to evaluate Autism Spectrum Disorder provided that they have training and experience in differential diagnosis and pertinent psychiatric disorders. **Examples of qualified professionals include neurologists, psychiatrists, clinical psychologist, and neurodevelopmental physician.** It is not appropriate for professionals to evaluate members of their own families. All reports should be on letterhead, typed, dated, signed, and otherwise legible.
- Testing Must Be Current and Age Appropriate
- Written reports must include the date of testing. Because the provision of all reasonable accommodations and services is based upon the assessment of the current impact of the student's disabilities on his or her academic performance, it is in the student's best interest to provide recent and appropriate documentation that is standardized for use with an adolescent/adult population.

The Center of Disability Services reserves the right to request additional assessment information when questions regarding the assessment or accommodations arise.

Accountability and Confidentiality

All information obtained in diagnostic and medical reports will be maintained and used in accordance with applicable confidentiality requirements.

Documentation Guidelines AD/HD

Faulkner University

Attention Deficit/Hyperactivity Disorders

Documentation Guidelines

These guidelines outline the information necessary to validate AD/HD, the impact on the individual's education performance, and the need for accommodations. It is the responsibility of the student to obtain his/her documentation and to present a copy to the director of the Center for Disability Services (CDS). Any correspondence regarding adequacy of the documentation will be sent to the student. If additional information is requested, it is the student's responsibility to obtain the additional information and/or testing. The final determination of appropriate accommodations rests with the director of CDS based on a review of the documentation as outlined below. A prior history of accommodations, without demonstration of current need, does not in and of itself warrant the provision of accommodations. If no prior accommodation has been provided, the evaluator must include an explanation as to why no accommodations were used in the past, and why accommodations are needed now. All information obtained in diagnostic and medical reports will be maintained and used in accordance with applicable confidentiality requirements.

Qualifications of the Evaluator

The professionals conducting assessments and rendering diagnoses of AD/HD must have training in differential diagnosis and the full range of psychological and learning disorders. The name, title, and professional credentials of the evaluator, including information about license or certification (e.g., licensed psychologist) as well as the area of specialization, and state in which the individual practices must be clearly stated in the documentation. For example, the following professionals would generally be considered qualified to evaluate and diagnose AD/HD provided they have comprehensive training in the differential diagnosis of AD/HD and direct experience with an adolescent or adult AD/HD population: **clinical psychologist, neuropsychologist, psychiatrists, and other relevantly trained diagnosticians**. It may be appropriate to use a clinical team approach consisting of a variety of educational, medical, and counseling professionals with training in the evaluation of AD/HD in adolescents and adults. It is not appropriate for professionals to evaluate members of their own families. All reports should be on letterhead, typed, dated, signed, and otherwise legible. The receiving institution or agency has the responsibility to maintain the confidentiality of the individual's records.

Documentation

The provision of all reasonable accommodations and services is based upon the assessment of the current impact of the student's disorders on his or her academic performance. It is in the

student's best interest to provide recent and appropriate documentation. The documentation cannot be older than three years, if older than three years the director of CDS needs an update within the last 6 months in addition to the original testing. If documentation is inadequate in scope or content, or does not address the individual's current level of functioning and need for accommodation(s), additional information/testing may be requested.

Necessary Components of the Evaluation

- A. Documentation must demonstrate that the AD/HD *currently and substantially* limits a major life activity. The diagnostician must use *direct language* in the diagnoses of AD/HD, avoiding such terms as "weakness," "appears," "suggests," or "is indicative of" as these statements do not support a conclusive diagnosis. The diagnostic process must be comprehensive and include a thorough clinical interview.
- B. School plans such as an Individualized Education Plan (IEP) is not adequate documentation, but may be helpful. 504 plans are acceptable at the collegiate level; however CDS reserves the right to request additional assessment information when questions regarding previous assessment or previous accommodation provisions arise.
- C. The assessment of the individual must not only establish a diagnosis of AD/HD, but is important in determining the current impact of the impairment on an individual's ability to function in academic settings. The evaluator must objectively review and include relevant background information to support the diagnosis and its impact within the post-secondary educational environment.
- D. The assessment will be used to determine the current impact of the impairment on the individual's ability to function in the post-secondary academic setting. All data must logically reflect a substantial limitation, for which the individual is requesting accommodations. In order to support the diagnosis of AD/HD and substantiate the need for accommodations there must be an assessment of intellectual functioning and academic achievement.
- E. Assessment and any resulting diagnosis must consist of and be based on a comprehensive assessment battery that does not rely on any one test or subtest.

Diagnostic Interview

The information collected during the diagnostic interview should consist of the interactive process but is not limited to self-reporting. The information from sources such as spouse, parent, roommate, or close friend is critical in the diagnosis of AD/HD. By using a combination of the student's self-report, interviews with others, and historical documentation such as transcripts and standardized test scores, the diagnostician should provide a summary of the following:

- **Evidence of Early Impairment:** Because AD/HD is, by definition, first exhibited in childhood and manifests itself in more than one setting, relevant historical information is essential.

- **Statement of Presenting Problem:** The individual’s presenting attentional symptoms should be provided, including evidence of ongoing impulsive/hyperactive or inattentive behaviors that currently significantly impair functioning in two or more settings. It is important to include a description of current functional limitations pertaining to the post-secondary educational setting that is a direct result of problems with attention.

B. Rating Scales

- Self or interviewer-related scales for categorizing and quantifying the nature of the impairment may be useful in conjunction with other data. Rating scales should be completed by at least two of the following: the student, a roommate/close friend, a spouse, or a parent/sibling.

C. Aptitude/Cognitive Testing

- The evaluation must contain a complete intellectual assessment with all broad/cluster and subtest scores reported as standard scores and percentile scores.

D. Academic Achievement Testing

- A comprehensive academic achievement battery is essential. All scores must be reported as standard scores and/or percentile rank scores. The battery must include current levels of academic functioning in such relevant areas as reading (decoding and comprehension), mathematics, and oral and written language.

The *Wide Range Achievement Test 4 (WRAT-4)* is not a comprehensive measure of achievement and therefore should not be used as the sole measure of achievement.

See list of recommended tests on the last page of this section.

E. Documentation Must Include a Specific Diagnosis

- The report must include a specific diagnosis of AD/HD based on the DSM-V diagnostic criteria. The diagnostician should use direct language in the diagnosis of AD/HD, avoiding the use of terms such as “suggest,” “is indicative of,” or “attention problems.” Individuals who report only problems with organization, test anxiety, memory and concentration in selective situations may not have an impairment that rises to the level of a disability under the ADA or Rehabilitation Act. Given that many individuals benefit from prescribed medications and therapies, **a positive response to medication by itself does not confirm a diagnosis, nor does the use of medication in and of itself either support or negate the need for accommodation(s).**
- Alternative Diagnoses or Explanations Must Be Ruled Out
- The evaluator must investigate and discuss the possibility of dual diagnoses, and alternative or co-existing 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 impacting the individual that may result in behaviors mimicking an Attention-Deficit/Hyperactivity Disorder.

Identification of DSM-V Criteria

- According to the DSM-V, the “essential feature of AD/HD is a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development” (p. 59-66).
 - A diagnostic report should include a review and discussion of the DSM-V criteria and specify which symptoms are currently present. In diagnosing AD/HD, it is particularly important to address the following criteria:
 - symptoms were present during childhood
 - Symptoms of hyperactivity/impulsivity or inattention that interferes with functioning or development
 - Current symptoms that have been present for at least the past six months
 - Impairment from the symptoms present in two or more settings (for example, school, work, and home)
 - Clear evidence of significant impairment in social, academic, or occupational functioning; and symptoms which do not occur exclusively during the course of Schizophrenia, or other Psychotic Disorder and are not better accounted for by another mental disorder (e.g., Mood Disorder, Anxiety Disorder, Dissociative Disorder, Personality Disorder, substance intoxication or withdrawal).
- **Each Accommodation Recommended by the Evaluator Must Include a Rationale**
- It is important to recognize that accommodation needs can change over time and are not always identified through the initial diagnostic process. Conversely, a prior history of accommodations without demonstration of a current need, does not in and of itself warrant the provision of a like accommodation.
- The diagnostic report must include specific recommendations for the accommodation(s) as well as a detailed explanation of why each accommodation is recommended. The evaluator(s) must describe the impact the diagnosed Attention Deficit/Hyperactivity Disorder (AD/HD) has on a major life activity. The evaluator(s) must support recommendations with specific test results or clinical observations. If no prior accommodation(s) has been provided, the qualified professional and/or the student should include a detailed explanation of why no accommodation(s) was used in the past and why an accommodation(s) is needed at this time.

If the requested accommodations are not clearly identified in the diagnostic report the director of The Center of Disability Services, Project Key reserves the right to seek additional clinical information pertaining to determination of eligibility for requested accommodations.

Clinically Interpretive Summary

A well-written diagnostic summary based on a comprehensive evaluative process is an important component of the report. Assessment instruments and the data they provide do not diagnose; rather, they provide important elements that must be integrated with background information, observations of the client during the testing situation, and the current context. It is important, therefore, that professional judgment be used in the development of a clinical summary. The clinical summary must include:

- Indications that the evaluator ruled out alternative explanations for academic problems such as poor education, poor motivation and/or study skills, emotional problems, attentional problems, and or cultural/language differences;
- Indications of how patterns of inattentiveness, impulsivity, and/or hyperactivity across the life span and across settings were used to determine the presence of AD/HD
- Indications and discussion of the substantial limitation to learning presented by the AD/HD and the degree to which it impacts the individual in the learning context for which accommodations are being requested;
- Indications of whether or not the student was evaluated while on medication, and whether or not there is a positive response to the medication and/or prescribed treatment;
- Indications as to why specific accommodations are needed and how the effects of AD/HD symptoms as designated by the DSM-V, are mediated by the accommodation(s).

Accountability and Confidentiality

All information obtained in diagnostic and medical reports will be maintained and used in accordance with applicable confidentiality requirements.

Assessment Instruments for AD/HD

A. Ability/Cognitive Testing

The evaluation must contain a complete intellectual assessment with all cluster and subtests reported as standard scores. Screening instruments are not acceptable in any area. The following instruments are recommended; use of other instruments should be justified by the diagnostician:

- *Wechsler Adult Intelligence Scale- IV (WAIS IV)*
- *Woodcock-Johnson IV Tests of Cognitive Ability*

B. Academic Achievement Testing

It is essential to include a comprehensive achievement battery with all cluster and subtests reported as standard scores and/or percentile rank scores. Screening instruments are not

acceptable in any area. The battery must include current levels of functioning in such relevant areas as reading (decoding and comprehension), mathematics (calculation and problem solving), oral language, and written expression (spelling, punctuation, capitalization, writing samples). The following instruments are recommended; use of other instruments should be justified by the diagnostician.

- *Woodcock-Johnson IV- Tests of Achievement*
- *Scholastic Abilities Test for Adults (SATA)*

Specific Measures of Achievement

- Specific achievement tests are useful instruments when administered under standardized conditions and when results are used to support other diagnostic information.

C. Information Processing Testing

The following areas may be addressed in the evaluation report: short and long term memory (storage and retrieval), auditory and visual perception processing and processing speed. All cluster and subtests must be reported as standard scores and/or percentile rank scores. Screening instruments are not acceptable in any area. A single subtest may not be sufficient to document current levels of functioning. The following instrument is recommended; use of other instruments should be justified by the diagnostician.

Woodcock-Johnson Psychoeducational Battery IV- Tests of Cognitive Ability

Documentation Guidelines Mobility and/or Chronic Health

Faulkner University

Mobility and/or Chronic Health

Documentation Guidelines

These guidelines outline the information necessary to validate mobility or chronic health impairments, their impact on the individual's education performance, and the need for accommodations. It is the responsibility of the student to obtain his/her documentation and to present a copy to the director of the Center for Disability Services (CDS). Any correspondence regarding adequacy of the documentation will be sent to the student. If additional information is requested, it is the student's responsibility to obtain the additional information and/or testing. The final determination of appropriate accommodations rests with the director of CDS based on a review of the documentation as outlined below. A prior history of accommodations, without demonstration of current need, does not in and of itself warrant the provision of accommodations. If no prior accommodation has been provided, the evaluator must include an explanation as to why no accommodations were used in the past, and why accommodations are needed now. All information obtained in diagnostic and medical reports will be maintained and used in accordance with applicable confidentiality requirements.

Qualifications of the Evaluator

The professional conducting the evaluation and making the diagnosis must be *qualified to make the diagnosis and to recommend appropriate accommodations. The documentation must include the name, title and professional credentials of the evaluator, including information about licensure and/or specialization. All evaluation reports must be typed on letter head, signed, dated and legible.

***A qualified professional for this purpose is a physician. Physician is defined as “an authorized practitioner of medicine, as one graduated from a college of medicine or osteopathy and licensed by the appropriate board”. (Dorlands Medical Dictionary, c 2000)**

Documentation

The provision of all reasonable accommodations and services is based upon the assessment of the current impact of the disability on academic and residential life functioning; therefore, it is in the student's best interest to provide current documentation. If the documentation is inadequate in scope or content, or is not relevant to the individual's current functioning and need for accommodations, an updated evaluation may be required.

Necessary Components of the Evaluation

- A) A clear statement of the medical diagnosis from a physician, with board certification in the area of the disability e.g.. neurology, cardiology, etc.

- B) An assessment of the functionally limiting manifestations of the condition(s) for which accommodations are needed.
- C) A description of present symptoms, which meet the criteria for diagnosis.
- D) A list of medications currently being used.
- E) Medical information relating to the student's needs, including the impact of medication on the student's ability to meet the demands of a university academic and residential life program and when applicable, clinical requirements.
- F) Suggestions of reasonable accommodations, which might be appropriate at the post-secondary level, are encouraged. These recommendations should be supported by the diagnosis.
- G) A list of any adaptive equipment currently being used.

Documentation Guidelines Psychological Disorders

Faulkner University

Psychological Disorders

Documentation Guidelines

These guidelines outline the information necessary to validate psychological disorders, their impact on the individual's education performance, and the need for accommodations. It is the responsibility of the student to obtain his/her documentation and to present a copy to the director of the Center for Disability Services (CDS). Any correspondence regarding adequacy of the documentation will be sent to the student. If additional information is requested, it is the student's responsibility to obtain the additional information and/or testing. The final determination of appropriate accommodations rests with the director of CDS based on a review of the documentation as outlined below. A prior history of accommodations, without demonstration of current need, does not in and of itself warrant the provision of accommodations. If no prior accommodation has been provided, the evaluator must include an explanation as to why no accommodations were used in the past, and why accommodations are needed now. All information obtained in diagnostic and medical reports will be maintained and used in accordance with applicable confidentiality requirements.

Qualifications of the Evaluator

Students seeking support services on the basis of a psychological disorder must provide documentation submitted by a licensed psychologist, neuropsychologist, psychiatrist, licensed professional counselor (only in authorized states) or physicians trained in psychology/psychiatry. The clinician should be an impartial individual not related to the student. It is the student's responsibility to present the documentation to the Director of CDS.

Documentation

The provision of all reasonable accommodations and services is based upon the assessment of the current impact of the disability on academic and residential life functioning; therefore, it is in the student's best interest to provide current documentation. If the documentation is inadequate in scope or content, or is not relevant to the individual's current functioning and need for accommodations, an updated evaluation may be required.

Necessary Components of the Evaluation

- A. State a specific DSM-V diagnosis of the disability. Include the date of diagnosis and the last contact with the student. It is in the best interest of the student to provide documentation of a diagnostic evaluation performed in the last six (6) months to a year.
- B. Describe the symptoms, which meet the criteria for this diagnosis.
- C. Summarize present symptoms and prognosis.

- D. Describe the individual's functional limitations in an academic or living environment in a post-secondary setting which are caused by the disorder. Specifically, how does this disorder interfere with the learning and living process of the student?
- E. List current medications, dosages and EXISTING (not possible) side effects.
- F. List recommendations for academic and living accommodations and/or assistive devices and the rationale for suggesting the accommodations or devices. The recommendations should be correlated with the specific, identified, functional limitations, and/or behavioral manifestations, and should include an explanation of the effect these functional limitations have on the student in the activities that are required in an academic environment.
- G. Establish the professional credentials of the evaluator that qualify him/her to make the particular diagnosis. Include information about license or certification and specialization. The reports must be typed on letterhead, dated and signed by the physician.

Documentation Guidelines Low Vision or Blindness

Faulkner University

Low Vision or Blindness

Documentation Guidelines

These guidelines outline the information necessary to validate a low vision or blindness impairment, its impact on the individual's educational performance, and the need for accommodations. It is the responsibility of the student to obtain his/her documentation and to present a copy to the Center for Disability Services (CDS). Any correspondence regarding adequacy of the documentation will be sent to the student. If additional information is requested, it is the student's responsibility to obtain the additional information and/or testing. The final determination of appropriate accommodations rests with the director of CDS based on a review of the documentation as outlined below. A prior history of accommodations, without demonstration of current need, does not in and of itself warrant the provision of accommodations. If no prior accommodation has been provided, the evaluator must include an explanation as to why no accommodations were used in the past, and why accommodations are needed now. All information obtained in diagnostic and medical reports will be maintained and used in accordance with applicable confidentiality requirements.

Qualifications of the Evaluator

The professional conducting the evaluation and making the diagnosis must be qualified to make the diagnosis and to recommend appropriate accommodations. The documentation must include the name, title, and professional credentials of the evaluator, including information about licensure and /or specialization. All evaluation reports must be typed on letterhead, signed, dated, and legible.

Documentation

The provision of all reasonable accommodations and services is based upon the assessment of the current impact of the disability on academic and residential life functioning; therefore, it is in the student's best interest to provide current documentation. If the documentation is inadequate in scope or content, or is not relevant to the individual's current functioning and need for accommodations, an updated evaluation may be required.

Necessary Components of the Evaluation

- A) A vision assessment or evaluation from an ophthalmologist with a primary diagnosis/pathology with visual acuities and/or field restrictions.

- B) A low-vision evaluation of residual vision function, when appropriate.

- C) Medical information relating to the student's needs and status of the student's vision (static or changing) and its impact on the demands of a university academic and residential life program.

- D) A list of any assistive technology and/or adaptive equipment currently being used, including a description of the equipment, its brand name and its model.

Documentation Guidelines Deafness or Hard of Hearing

Faulkner University

Deafness or Hard of Hearing

Documentation Guidelines

These guidelines outline the information necessary to validate deafness or hearing loss impairment, its impact on the individual's educational performance, and the need for accommodations. It is the responsibility of the student to obtain his/her documentation and to present a copy to the Center for Disability Services (CDS). Any correspondence regarding adequacy of the documentation will be sent to the student. If additional information is requested, it is the student's responsibility to obtain the additional information and/or testing. The final determination of appropriate accommodations rests with the director of CDS based on a review of the documentation as outlined below. A prior history of accommodations, without demonstration of current need, does not in and of itself warrant the provision of accommodations. If no prior accommodation has been provided, the evaluator must include an explanation as to why no accommodation has been provided, the evaluator must include an explanation as to why no accommodations were used in the past, and why accommodations are needed now. All information obtained in diagnostic and medical reports will be maintained and used in accordance with applicable confidentiality requirements.

Qualifications of the Evaluator

The professional conducting the evaluation and making the diagnosis must be qualified to make the diagnosis and to recommend appropriate accommodations.

The documentation must include the name, title, and professional credentials of the evaluator, including information about licensure and/or specialization. All evaluation reports must be typed on letterhead, signed, dated, and legible.

Documentation must be Current

The provision of all reasonable accommodations and services is based upon the assessment of the current impact of the disability on academic and residential life functioning; therefore, it is in the student's best interest to provide current documentation. If the documentation is inadequate in scope or content, or is not relevant to the individual's current functioning and need for accommodations, an updated evaluation may be required.

Necessary Components of the Evaluation

- A) An audiological evaluation and/or audiogram from any otologists, otorhinolaryngologists, and/or physicians.

- B) An interpretation of the functional implications of the diagnostic data and hearing aid evaluation when appropriate.

- C) Medical information relating to the student's needs and status of the student's hearing (static or changing) and its impact on the demands of a university academic and residential life program.

- D) A list of any assistive technology and/or adaptive equipment currently being used, including a description of the equipment and its brand name.

Temporary Disabilities

Temporary Disabilities

The Center for Disability Services: Project Key (CDS) acknowledges that individuals with temporarily disabling conditions that are a result of injuries, surgery or short-term medical conditions may need access to services and resources similar to individuals with permanent disabilities.

Examples of temporary disabilities

- Broken limbs
- Hand injuries
- Short-term impairments following surgery / medical treatments

When requesting accommodations for a temporary disability, the student must submit documentation to CDS indicating:

- The type of disability
- Severity
- Limitations
- Prognosis
- Estimated duration of the disabling condition
- Adverse side effects caused by medications
- Recommended accommodations

Documentation should be recent enough to identify current limitations. Accommodations stop once the temporary disability has ceased to exist.

How to register with CDS

1. Download and fill out the Intake form
2. Download and fill out the Release / receipt form
3. Gather required documentation
4. Make an appointment for an interview with the Director of CDS: Project Key.
 - a. Phone number: 334-386-7185
 - b. Fax number: 334-386-7124
 - c. Students not attending the Montgomery campus may also request a computer mediated interview or a telephone interview.
5. For the interview bring the completed intake form, release/receipt form, and documentation. If you are not attending the Montgomery campus, please fax the information to the office.
6. Accommodations will be based off the interview and the documentation provided.

Intake Form

Disability Intake Form

Student Name (please print): _____ Student ID: _____

1. What disability or disabilities create barriers in academic and nonacademic activities?

2. How does your disability (or disabilities) affect your performance in school?

a. Academic strengths: _____

b. Academic challenges: _____

c. Nonacademic strengths: _____

d. Nonacademic challenges: _____

3. What is the best way you learn? (Please check all that apply to you.)

- a. Visually
- b. Auditory
- c. Hands-on

4. What is the best learning environment for you? (Please check all that apply to you.)

- a. Traditional
- b. Online
- c. Self-paced
- d. Interactive / hands on

5. Which of the following study skills would you like to learn more about?

<input type="checkbox"/> Setting goals	<input type="checkbox"/> Active reading	<input type="checkbox"/> Organization of study materials	<input type="checkbox"/> Eating well
<input type="checkbox"/> Use of an appointment book	<input type="checkbox"/> Participating in study groups	<input type="checkbox"/> Draft papers	<input type="checkbox"/> Getting enough sleep
<input type="checkbox"/> Knowledge about your learning style	<input type="checkbox"/> Note taking	<input type="checkbox"/> Slow down on tests	<input type="checkbox"/> None

6. What time of day are you most focused and productive?
- a. Morning
 - b. Afternoon
 - c. Evening

7. Please mark any of the following that you find challenging:

✓	Activity	✓	Activity
	Paying attention in class		Completing math calculations
	Completing assignments		Completing word problems in math
	Taking notes		Following directions
	Memorizing content		Spelling
	Managing time		Finishing tests on time
	Reading at a good rate		Putting thoughts into words
	Understanding what I read		Being motivated
	Proofreading		None

By signing this form, I verify that I have answered all questions to the best of my ability. This information is confidential and will be maintained within my file at Faulkner University's Disability Services Office.

Student's signature

Date completed

To be filled out by Faulkner University's Disability Services staff only:

Date received from student	Date filed	Reviewed by:

Release Form

Release & Receipt of Information Form

Faulkner University complies with all provisions of FERPA and HIPAA dealing with the release and/or receipt of medical and educational records within the Disability Services Office. No information concerning individuals receiving disability services, except as otherwise provided by law, will be released without the written consent of the student. It is the responsibility of the student to provide Disability Services with the necessary specific authorization and consent.

Please be advised that your disability record constitutes privileged information that is protected by the laws of the State of Alabama and may contain information protected under FERPA and HIPAA. Information shared with Professors consists of a list of required accommodations on a need to know basis. No disability specific information is shared by Disability Services, with Faulkner University faculty and / or staff. If not revoked earlier, this consent form expires upon graduation, or as specified below.

I, _____, herein revoke my permission for Disability Services to release any information regarding my status.	
_____ Signature of student receiving services	_____ Date

Student's Name: _____ Faulkner ID: _____

I give my permission for Disability Services to release to or receive information regarding educational needs created by my disability to the individuals listed below:

RELATIONSHIP TO STUDENT	Receive Information From		Release Information To	
	YES	NO	Yes	No

I have read, or have had read to me and fully understand the terms and conditions of this agreement.

I do, freely, voluntarily, and without coercion agree to those terms and conditions contained herein.

Printed name

Date

Signature

Student ID

To be filled out by Faulkner University's Disability Services staff only:

Date received from student	Date filed	Reviewed by:

Personal Care Assistance

Personal Care Attendant Policy

Faulkner University recognizes that Personal Care Attendants (PCAs) may be necessary to address the personal needs of a student with a disability in order for that student to fully participate in University programs, activities and services. Faulkner permits qualified students who require the assistance of a PCA to use these services to access all building facilities, classrooms, programs, activities and events.

Under this policy, Faulkner does not provide individuals with personal devices or services of a personal nature including assistance with personal care services (i.e. dressing, bathing, transportation, transfers, errands, etc.). An otherwise qualified student who requires the services of a PCA is responsible for making arrangements to provide for his/her own personal attendant service. The University does not assume coordination or financial responsibilities for personal attendant services. Attendants must abide by Faulkner University's policies, rules, regulations, and procedures.

I. Definitions

- a. **Qualified students with a disability:** Qualified students with a disability are identified as individuals who have submitted documentation to the Center for Disability Services: Project Key (CDS) to support consideration for accommodations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
- b. **Personal care:** Personal care is the provision of routine daily tasks of a personal nature (i.e. bathing, dressing, feeding, transportation, etc.) that enables individuals to function independently in their daily lives and environment.
- c. **Personal Care Attendant (PCA):** A PCA is a person hired by a qualified student with a disability to perform activities of daily living duties in Faulkner University sponsored residence halls, classrooms, programs and activities. PCAs have no authority to assist any academically-related tasks in the classroom or other academic settings.

II. Use of PCA(s) in University activities

PCA(s) are required to follow all University rules, regulations, policies, and procedures while on University property or sponsored sites. PCA(s) found not abiding by this policy will be asked to leave campus immediately, regardless of the contractual arrangement he/she has with the student.

- a. PCA(s) on campus performing their duties as a Personal Care Attendant will conduct themselves in a courteous and professional manner, in accordance with Faulkner University's policies and practices.
- b. PCA(s) are required to adhere to the Faulkner University Code of Conduct.

- c. PCA(s) shall not discuss any confidential information about the student with faculty, staff, or students (unless with permission from the student with the disability).
- d. Empower the student with the disability to take responsibility for his/her own progress and / or behavior.
- e. Refrain from contact with, or asking questions of, faculty, staff, or others on behalf of the student.
- f. Refrain from intervening in conversations between the student and faculty, staff, or other students.
- g. Refrain from working on or completing any of the student's academic assignments.

III. Any conflicts between the student with the disability and his/her PCA with others on campus should be referred to the CDS Director at 334-386-7185 or email disabilityservices@faulkner.edu.

I have read, or have had read to me and fully understand the terms and conditions of this agreement. I do, freely, voluntarily, and without coercion agree to those terms and conditions contained herein.

Printed name of otherwise qualified student

Signature of student

Printed name of PCA for student

Signature of PCA

Printed name of CDS Director

Signature of CDS Director

Date

Personal Care Attendant Agreement Form

Faulkner University Personal Care Attendant Agreement and ID Request

Personal Care Attendant Name: _____

Student Name and ID Number: _____

I, _____, understand I am being issued a Faulkner University identification card for the sole purpose as a Personal Care Attendant(PCA), and in the event I am no longer employed by this student, I will surrender my ID card and any keys that I have been issued to CDS immediately on termination of my employment. I also understand that while on campus performing my duties as a PCA I am required to conduct myself in a courteous and professional manner, in accordance with Faulkner University policies and practices.

- I may participate in the University meal plan; the plan must be purchased by the PCA or the student/family.
- I will not be permitted to have guests in the University facilities nor on campus at any time or under any circumstances
- I will not be permitted to remain on campus while the student is away from campus for visits or during official school closures. The PCA and student/family should create a plan for a school closure due to emergency or inclement weather when the student may remain on campus.
- I also understand that my employment and services contract is between me and the student/family for whom I work and that I have no employment relationship with Faulkner University.

I understand that I may be subject to removal from the residence halls, expulsion from the University campus, loss of privileges or any other action the University considers appropriate in the event the University decides that I have acted in an a manner inconsistent with the above or if I have falsified any information on this agreement.

PCA Signature:	Date:
Address:	
Phone:	
Birth Date:	
Sex:	
Student Signature:	Date:
Phone:	
Director, Disability Svcs. Signature:	Date:
Director of Residence Life Signature:	

Housing Policy

Housing Policy

Faulkner University recognizes the importance of providing reasonable accommodations in its housing policies and practices where necessary for individuals with a disability to have a private room in University housing. The Housing Policy explains the specific requirements in order for approval for a private room in University housing. When an approval for a private room is granted as a disability related accommodation, there will be no extra charge incurred by the student.

1. Requesting a housing accommodation
 - a. An individual with a disability must request reasonable accommodation. Copies of the request form are available via the CDS (Project Key) website and in the office, located in Rotunda 124. If the individual requires assistance in completing the request form because of his/her disability, CDS will provide assistance in completing the form.
 - b. Faulkner will accept and consider requests for reasonable accommodation in University housing at any time; however, the request must be made prior to moving into University housing. The request is not approved until the requester receives a response via email from the Director of Disability Services. If the request for accommodation is made fewer than 60 days before the individual intends to move into university housing, Faulkner cannot guarantee that it will be able to meet the individual's accommodation needs during the first semester or term of occupancy.
2. Disability Services shall limit its requests for information to only the information necessary to verify whether the individual making the request has a disability and /or to evaluate if the requested accommodation is a reasonable accommodation under the circumstances.
3. Disability Services requests information from a professional evaluator depending on type of disability. Please refer back to the table of contents under documentation guidelines for types of evaluators under your identified diagnosis. The student is responsible for making sure the evaluator supplies the information directly to the CDS.
4. Disability Services Director determines if the request is both necessary and reasonable.
 - a. Disability Services consults with housing about any housing requests. If the accommodation is either not necessary or not reasonable, the requested accommodation will be denied.
 - b. A given requested accommodation is not necessary if it does not meet a disability related need or if the disability related need can be satisfied by a different means.
 - c. A requested accommodation is unreasonable if it: 1. Imposes an undue financial and/or administrative burden; 2. Fundamentally alters University housing policies; 3. Poses a direct threat to the health and safety of others or would cause substantial property damage to property of others, including University property; and/or 4. Is unduly disruptive to the operation of the affected University housing facility.

5. Approval

- a. If CDS determines a requested accommodation is necessary and is not unreasonable, it will contact the individual in writing (which includes email) within 7 business days of its determination, to arrange a meeting or telephone call to discuss the implementation of the accommodation.

6. Denial

- a. If CDS determines that the documentation provided by the requester is not sufficient to establish a disability or that the requested accommodation is not needed to satisfy a disability related need, it will deny the accommodation in writing (which may include email). The requester will have the opportunity to produce additional information to establish that a disability exists or that the requested accommodation is needed to satisfy a disability related need.
- b. If CDS determines an accommodation is needed but that the requested accommodation is not necessary or is unreasonable, Disability Services will contact the individual, in writing (which may include email), within 7 business days of its determination and engage in an interactive process with the individual to determine if there are alternative accommodations that might effectively meet the individuals' needs.
- c. If the individual is unwilling to accept any alternative accommodations offered by CDS or there are no alternative accommodations available, CDS will provide a written notification to the individual of the denial. The notification shall be in writing and made within 7 business days of the notification from the individual of their unwillingness to accept any of the alternative accommodations offered or the determination that there are no alternative accommodations available.

7. Appeal from denial of an accommodation.

- a. A student may appeal the denial of an accommodation in the manner set forth in the Grievance Policy.

Policy for Assistance Animals in University Housing

Policy for Assistance Animals in University Housing

Section I. Introduction and Background

Faulkner University recognizes the importance of providing reasonable accommodations in its housing policies and practices where necessary for individuals with a disability to use and enjoy University Housing. The policy for assistance animals in university housing explains the specific requirements and guidelines which govern requests for reasonable accommodation in University Housing regarding emotional support/therapy/comfort animals. For the purpose of this policy, such animals provide emotional support or comfort to persons with disabilities who have a disability-related need for such support or comfort.

Faulkner University reserves the right to amend this policy at any time as circumstances require.

Section II. Procedure for Requesting Reasonable Accommodation for Assistance Animals

The CDS: Project Key is responsible for evaluating whether to grant or deny requests for reasonable accommodation in University Housing. In evaluating the request, CDS will consult with University Housing, as necessary, to determine whether the requested accommodation is necessary and reasonable. Individuals with a disability who reside or intend to reside in University Housing who believe they need a reasonable accommodation must contact Disability Services.

Requests for reasonable accommodation in University Housing policies and practices are governed by the following requirements:

1. Requesting a housing accommodation
 - a. An individual with a disability must request a reasonable accommodation. Copies of the request form are available via the website and in the CDS office. If the individual requires assistance in completing the request form because of his/her disability, CDS will provide assistance in completing the form.
 - b. Faulkner will accept and consider requests for reasonable accommodation in University housing at any time; however, the request must be made **prior** to moving into University housing. If the request for accommodation is made fewer than 60 days before the individual intends to move into University housing, Faulkner cannot guarantee that it will be able to meet the individual's accommodation needs during the first semester or term of occupancy.
 - c. If the need for the accommodation arises when an individual already resides in University housing, he/she should contact CDS and complete the request form as soon as practicably possible during the semester in which the request is received.
 - d. Faulkner will attempt to provide a written response to a reasonable accommodation request within fourteen (14) business days of receiving the information described in paragraph 2 below.
2. CDS shall limit its requests for information to only the information necessary to verify whether the individual making the request has a disability and/or to evaluate if the requested accommodation is necessary to use and enjoy University housing.
 - a. Obvious Disability and Obvious Necessity: If the individual's disability and the necessity for the accommodation are obvious (e.g. an individual with a physical

disability using a wheelchair needs an accessible room), the individual need only explain what type of accommodation he/she is requesting. No verification of disability and/or necessity is required under these circumstances.

- b. Non-Obvious Disability and/or Non-obvious Necessity
 - i. If the disability is obvious but the need for the accommodation is not obvious, CDS will require the individual to complete the Reasonable Accommodation Verification Form for University Housing ("Verification Form") to submit reliable documentation of the individual's disability related need for the emotional support/therapy/comfort animal but may not seek information about the individual's disability.
 - ii. If the disability and necessity for the accommodation are not obvious, CDS will require the individual to complete the Verification Form to submit reliable documentation of a disability and the individual's disability related need for the emotional support/therapy/comfort animal. "Reliable documentation" of a disability and/or of an individual's disability-related need for an emotional support/therapy/comfort animal is appropriate documentation provided from a physician, psychiatrist, clinical psychologist or other appropriate licensed professional.
 - iii. Barring unforeseen circumstances, within seven (7) business days of receiving the completed Verification Form, the Director of CDS, will determine if the accommodation is necessary because of a disability to provide the individual an equal opportunity to use and enjoy University Housing.
 - iv. If the third party returns the Verification Form **without** sufficient information for CDS to determine whether an accommodation is necessary within seven (7) business days of receiving the verification, the Director of CDS will inform the individual in writing of the verification's insufficiency and may request additional information, including speaking directly with the individual supplying the verification.
 - v. The individual requesting the accommodation must cooperate with CDS in a timely manner in providing all information needed to determine whether the requested accommodation is necessary.
3. Determination of reasonableness
 - a. CDS, after consulting with Housing, may deny the requested accommodation if implementing the accommodation is not reasonable.
 - b. An accommodation is unreasonable if it: (1) imposes an undue financial and/or administrative burden; (2) fundamentally alters University Housing policies; (3) poses a direct threat to the health and safety of others or would cause substantial property damage to the property of others, including University property; and/or (4) is unduly disruptive to the operation of the affected University housing facility.
4. Approval of accommodation
 - a. If CDS determines a requested accommodation is necessary and is not unreasonable, it will contact the individual, in writing which includes e-mail, within seven (7) business days of its determination, to arrange a meeting to discuss the implementation of the accommodation.

5. Denial of accommodation / appeal

- a. If CDS determines an accommodation of some sort is needed but that the requested accommodation is unreasonable, CDS will contact the individual, in writing which includes e-mail, within seven (7) business days of its determination and engage in an interactive process with the individual to determine if there are alternative accommodations that might effectively meet the individual's disability-related needs.
- b. If the individual is unwilling to accept any alternative accommodation offered by CDS or there are no alternative accommodations available, CDS will provide a verbal explanation and written notification to the individual of the denial, the reasons for the denial, the right to appeal the decision, and the procedures for that appeals process. The notification shall be in writing and made within seven (7) business days of the notification from the individual of his/her unwillingness to accept any of the alternative accommodations offered or the determination that there are no alternative accommodations available.

Assistance Animals in University Housing Form

Assistance Animals in University Housing Form

In compliance with the “Fair Housing Act” (42 U.S.C. 3601 et seq. as amended) and its implementing regulations (24 CFR Part 100 et seq.) , Faulkner University provides reasonable accommodations to students with disabilities who have a verifiable need in order that a resident with a disability may have an equal opportunity to use and enjoy University housing.

The request will be reviewed to determine whether such request (1) constitutes a reasonable accommodation for a student with a documented disability; and (2) the animal is necessary to afford the student with a disability an equal opportunity to use and enjoy Faulkner University owned housing; and (3) there is an identifiable relationship or nexus between the student’s disability and the assistance the animal provides (i.e., that the animal provides supports that alleviates at least one of the identified symptoms or effects of the disability). A request will not, however, be granted if the animal poses a direct threat to the health and safety of others; would cause substantial physical damage to the property of others; would pose undue financial and administrative burden; or would fundamentally alter the nature of Faulkner University’s housing operations.

The *Assistance Animals in University Housing Policy and Form* and *On Campus Animal Veterinarian Certification Form* must be completed and approved by the Center for Disability Services (CDS) prior to moving the animal into University housing.

Student Name and Student ID _____ **DOB** _____

Section 1: Verification of Disability (Please complete and attach additional pages to supply complete data, if needed.)

1. Does the student have a disability under this definition? Yes No

2. Name and contact information of the person verifying that named student has a disability:

3. What is the basis for your assertion that the named student has a disability; please be specific:

4. Please identify the student’s impairment(s) and describe how the impairment(s) substantially limits his/her ability to perform a major life activity as compared to most people in the general population:

Printed Name

Name of Affiliated Organization

Signature

Date

.....
Section 2: How the Accommodation of an Assistance Animal Is Directly Linked to the Disability (Please complete and attach additional pages to supply complete data, if needed.)

Please note: “reliable documentation” of a disability-related need for an emotional support therapy/comfort animal is appropriate documentation provided from one or more of the following: psychiatrist, licensed clinical psychologist, licensed professional counselor, licensed clinical social worker, or other appropriately licensed mental health professional.

1. Describe how the Assistance Animal provides emotional support that alleviates one or more of the identified symptoms or effects of an existing disability; please be specific.

2. Describe how the accommodation of an Assistance Animal is necessary for the student to use and enjoy University housing as compared to a person without a disability; please be specific:

Printed Name

Licensure/Certification Number

Signature

Date

.....

Section 3: Assistance Animal Information

Please note: Student must provide the *On Campus Animal Veterinarian Certification Form* as a separate document.

1. Assistance Animal type and description:

2. Veterinarian Information

Name of regular veterinarian: _____ Phone #: _____

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Section 4: Assistance Animal General Policies and Guidelines

An infraction of any of the following behaviors or policies may result in the exclusion of the Assistance Animal from campus property. As a general rule, Assistance Animals should be contained to the housing area or its immediate vicinity. Assistance Animals are permitted in the University Housing lobby areas only when transitioning from indoors to outdoors or vice versa.

Compliance with City Ordinances/Laws. All individuals must abide by current State laws/regulations and city ordinances pertaining to licensing and vaccination requirements for animals. In some cases, State law makes it illegal to own certain types of animals. It is the responsibility of the owner and/or user of the animal to know about and comply with these ordinances and/or laws, some of which are noted below.

Immunization. An Assistance Animal must be immunized when three months of age and annually thereafter. Proof of such immunization is required. For animals that are capable of contracting rabies, current rabies vaccination tags must be attached to a collar or harness worn by the Assistance Animal.

License or Documentation. An Assistance Animal does not have to be licensed or certified as a service animal. Licensing or certification as a support animal is neither sufficient nor necessary to establish that the animal is a support animal.

Control in Public Areas. The care and supervision of the Assistance Animal is the responsibility of the owner.

Assistance Animals must not engage in unacceptable or disruptive behavior that is disruptive to other participants within the program or facility. If an animal does engage in unacceptable behavior, the owner is expected to use proper training techniques to correct the behavior. The University may ask the owner to remove an Assistance Animal from the premises if the animal is out of control and/or disruptive and the owner does not take effective action to control it. The University may bar the animal from the facility until significant steps (such as additional training for the animal and owner) are taken to mitigate the behavior.

Hygiene and Cleanliness. Assistance Animals must be clean. Daily grooming and occasional baths should be utilized to keep animal odor to a minimum. Adequate parasite prevention and control must be maintained. If an Assistance Animal's odor is offensive to other individuals, the owner will be directed to bathe the Assistance Animal prior to returning to the facility when appropriate. Repeated occurrences may result in the Assistance Animal being temporarily barred from the facility until steps are taken to comply with the rules regarding cleanliness. An Assistance Animal that cannot be bathed and has a continual offensive odor may be excluded from campus property.

Cleanup Rule. Owners must clean up after the Assistance Animal. If a disability prevents the owner from cleaning up after the service animal, this information must be provided to Center for Disability Services. In such cases, the student remains responsible for arranging the required clean up; the University is not required to provide such personal services.

The University may ask the owner to remove an Assistance Animal from the premises if the animal is not housebroken or, in the case of a support animal that uses a designated cage or litter box, the owner fails to clean such cage or box such that the cleanliness of the room is not maintained.

Animal Health. All Assistance Animals to be housed in University owned housing must have an annual clean bill of health from a licensed veterinarian.

Expense and Care. The care, arrangements and responsibilities for the Assistance Animal, and the costs associated with the same, are the sole responsibility of the owner at all times.

Damages. Assistance Animal owners are financially responsible for the actions of the Assistance Animal including bodily injury, property damage, cleaning and/or replacement of furniture, carpet, blinds, and any and all other damages which may arise. ASSISTANCE ANIMALS OWNERS ARE RESPONSIBLE FOR INDEMNIFYING AND HOLDING HARMLESS THE UNIVERSITY AND/OR ITS

EMPLOYEES FROM ALL CLAIMS OF LIABILITY OR DAMAGES RESULTING FROM OR RELATED TO ACTIONS OF THE ASSISTANCE ANIMAL.

A student dissatisfied with a decision concerning an Assistance Animal as a reasonable accommodation in University owned housing may complete a grievance, the policy and steps are located on page 74.

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I acknowledge that I am responsible for complying with the above general policies and guidelines, and that my failure to comply with same may result my ineligibility to have an Assistance Animal. I AGREE TO INDEMNIFY AND HOLD HARMLESS THE UNIVERSITY AND/OR ITS EMPLOYEES FROM ALL CLAIMS OF LIABILITY OR DAMAGES RESULTING FROM OR RELATED TO ACTIONS OF THE ASSISTANCE ANIMAL.

Printed Name

Signature

Date

.....

For Office Use Only:

Date received in CDS: _____

Accommodation approved : Yes No
If yes, effective date and duration: _____

Animal Veterinarian Certification Form

On-Campus Animal Veterinarian Certification Form

The purpose of this form is to provide verification that animals residing in University housing complies with veterinarian related requirements stated in Faulkner University's applicable policies.

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Owner Name: _____

Animal Name: _____

Animal type and description:

Immunization and Health.

Yes No I certify that the animal has received appropriate immunizations on _____. (Proof of such immunization/animal health record is required.)

Yes No Is this animal capable of contracting rabies?

If yes, I certify that the animal has received its rabies vaccine on _____.

Yes No I certify that this animal is free of parasites on _____.

Yes No I certify that this animal is on adequate parasite prevention and control.

Veterinarian Information:

Printed Name

Signature

Date

Meal Plan Accommodations

Meal Plan Accommodations

Faulkner University policy

All on-campus residents that are under the age of 21 and living in the dorms, are required to purchase a 14 or 20 meal per week plan. Meal plans may be used at the J.L. Perry Cafeteria or the Grille, which offer a variety of hot entrees, sandwiches, salads or snacks.

Faulkner recognizes that some students may have medical conditions that require special diets and/or special care through dining services. Through the collaborative efforts of the Center for Disability Services and the Campus Dining program, meals that meet the needs of individuals that require special diets and / or special care are created. If, through the collaborative efforts, no reasonable accommodations can be designed, students may request an exemption to the meal plan through CDS. In order to ensure that each request is considered in a consistent and appropriate manner, students should follow the guidelines listed below.

Guidelines for Documentation

Students who wish to request medical accommodations for the meal plan should have their qualified evaluator submit a letter containing the following information:

- A current statement of the diagnosis and date of onset
- A summary of the procedures and laboratory results used to arrive at the diagnosis.
- Explain why the regular menu with self-selection is detrimental to the student's health.
- List the diet/diets recommended for this student.
- Indicate if this student should receive guidance in how to select food appropriate for his/her diet.
- An estimate of the length of time that this treatment will be necessary
- Meal plan accommodation form and/or meal plan exemption.

The letter should be on letterhead, dated and signed by the physician. Documentation on prescription pads is not acceptable.

When the documentation is received it will be reviewed and a consultation with a physician will be scheduled as necessary. Students will be notified of the decision as soon as possible. The J.L. Perry Cafeteria will have to be given the opportunity to meet student needs before an exemption will be reviewed.

All documentation should be sent to:

Nichole Fussell, LMSW
Faulkner University
Disability Services: Project Key
5345 Atlanta Highway
Montgomery, AL 36109

Phone: 334-386-7185

Fax: 334-386-7124

Request for Meal Plan Exemption

What special diet(s) do you prescribe for your patient? (Please attach a copy of the diet(s), thank you.)

Do you wish that your patient receives guidance in how to select food, from qualified Faulkner staff, for his or her diet? Yes No

If not, why?

Please estimate the length of time that this diet is necessary.

Printed name of physician: _____ Date: _____

Address:

Phone number: _____

Physician's signature:

Please send all information to:

The Center for Disability Services: Project Key

Faulkner University

5345 Atlanta Highway

Montgomery, AL 36109

Phone number: 334-386-7185

Fax number: 334-386-7124

Meal Plan Accommodations Form

Meal Plan Accommodation Form

Center for Disability Services: Project Key

Printed name of student: _____

Faulkner Student ID: _____ Date of request: _____

Faulkner e-mail address for student: _____

I am currently a: Freshman Sophomore Junior Senior

I will be or am living in campus housing: Yes No

Faulkner University policy

“All on-campus residents are required to purchase a 14 or 20 meal per week plan. Meal plans may be used at the J.L. Perry Cafeteria or the Grille, which offer a variety of hot entrees, sandwiches, salads or snacks” (Retrieved from <https://www.faulkner.edu/undergrad/student-life/living-on-campus/>).

Procedure

- If a student has a diagnosis that requires special diets and/or special care through dining services;
- If the student cannot meet the needs of said special diet through self-choice; and
- The student has had the request for accommodations filled out by the student’s doctor and submitted to the Center for Disability Services: Project Key
- The Director of CDS, a representative from Dining Services, and the student will work collaboratively to create reasonable and appropriate accommodations for the student.

I authorize my physician to provide additional information concerning my diagnosis / diet to the appropriate Faulkner University personnel. Yes No

To be completed by the physician

Diagnosis: _____ Date of onset: _____

Please explain why the regular menu, provided on campus and using the student’s personal choice of food, is detrimental to your patient’s health. _____

What special diet(s), if any, do you prescribe for your patient? _____

Does your patient have difficulties with any of the following food types?

Food item	No difficulties	Intolerance	Allergy	Medical
Dairy				
Eggs				
Fish				
Gluten				
Ground nuts				
Milk				
Shellfish				
Soy				
Tree nuts				
Wheat				

Please estimate the length of time that this diet is necessary: _____

Printed name of physician: _____

Date this form was completed: _____

Contact information:

Address: _____

Phone number: _____ Fax number: _____

Physician's signature: _____

Please return to:

Faulkner University Attn: Director of Disability Services 5345 Atlanta Hwy Montgomery, AL 36109 Phone number: 334-386-7185 Fax number: 334-386-7124
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Grievance Policy

Grievance Policy

All student complaints will go through the University Student Complaint process, which is located on the Faulkner webpage. Follow the outlined steps to fill your formal complaint.

<https://www.faulkner.edu/student-resources/student-complaint-process/>