



Office of Accessibility Services

121 and 120 Kirk Hall • (352) 888-8464 • adaoffice@saintleo.edu

Registration Process and Documentation Guidelines*

Overview

In order for the Office of Accessibility Services (OAS) to accommodate a student at Saint Leo University, the student **MUST** first register with the OAS. Appropriate documentation from a qualified and licensed clinician must be submitted to the OAS **and** the student must complete the intake process prior to academic accommodations being approved.

Appropriate clinical documentation should substantiate the disability and present evidence to establish a rationale supporting the need for accommodations. A school plan such as an Individualized Education Program (IEP) or a 504 plan is insufficient documentation in and of itself but can be included as part of a more comprehensive evaluative report (to establish history of a disability). If the requested accommodations are not clearly identified in the diagnostic report, the OAS will request clarification and, if necessary, more information. The OAS will make final determination of whether appropriate and reasonable accommodations are warranted and can be provided to the individual.

For conditions that are subject to change over time (including health related disorders or psychological disabilities) the student may be asked to provide updated documentation for his/her file on an on-going basis in order for accommodations to be continued.

The Office of Accessibility Services provides accommodations to all eligible students enrolled at Saint Leo University regardless of class modality (i.e. on campus, online or in educational centers). Therefore, these guidelines are applicable to all Saint Leo University students who wish to register with the OAS.

Steps for registering with the Office of Accessibility Services

It is important to begin this process early. The OAS has five business days (from the date we receive BOTH your OAS online application form AND your documentation) to review your information and contact you. **Also, any documentation received two weeks (14 days) or less before the end of the term will automatically be considered for the following semester.**

In addition, academic accommodations are NOT retroactive. They become active from the moment a student's faculty member is notified. Therefore, if a student registers for academic accommodations or requests notification letters in the middle of the semester, he/she cannot re-do exams or assignments with the accommodations. The accommodations would only be valid for the remainder of the semester. Furthermore, faculty members are allowed a minimum of 72 hours of advance notice (excluding weekends) for an accommodation to be honored.

To register for accommodations with OAS:

1. Submit the Office of Accessibility Services online application form through the Accessibility Information Management system (AIM).
2. Submit your documentation. Submitting your documentation online after you complete the application is the quickest method and will reduce decision time. However, you are also welcome to submit documentation via these alternative methods:
 - Email it to us at adaoffice@saintleo.edu
 - Fax it to us at (352) 588-8605
 - Mail it to us at:
Saint Leo University, Office of Accessibility Services
MC 2010
33701 State Road 52
Saint Leo, FL 33574-6665
 - Deliver it to our offices in Kirk Hall (121 and 120)
3. If we approve the documentation, we will contact you to schedule an appointment. Appointments can take place in person or via phone. If the documentation does not meet our guidelines, or if more information is needed to determine eligibility, we will contact the student to discuss this.
4. During the intake meeting (by phone or in-person) we will discuss how the disability impacts the student, what (if any) accommodations have been useful in the past and what accommodations may be appropriate for the college environment. Accommodations in college can look very different to accommodations in high school, so we want to take the time to discuss each accommodation thoroughly. We also discuss your rights and responsibilities as a Saint Leo University Student registered with the Office of Accessibility Services. We will also demonstrate how to use the AIM site which will be utilized to request your accommodation letters each semester. **If your accommodation request is housing or dining related, the you may be required to submit additional documentation (see those specific sections below).** We will discuss this during the intake.
5. After your intake appointment, you are always welcome to call, visit or email our staff to discuss any concerns or questions.

Disability Documentation Guidelines

In order to provide reasonable, effective and appropriate academic accommodations to students at Saint Leo University who have disabilities, The Office of Accessibility Services (OAS) requires students to provide recent, relevant and comprehensive medical documentation of the disability and the disability's impact on the student's participation in a course, program, or activity.

"A reasonable accommodation is a modification or adjustment to a course, program, service, or activity that enables a qualified student with a disability to obtain equal access. Equal access means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly situated student without a disability. Only the peripheral requirements of courses, programs, and activities are subject to modification; essential elements of courses, programs, and activities must remain intact."

~ Section 504 of the Vocational Rehabilitation Act & the Americans with Disabilities Act (ADA)

General Information

To begin academic accommodations, we must verify the existence of a disability through documentation. The documentation provided by the student and must include the following in a typed letter from the diagnostician/ clinician:

- Patients full name
- Specific diagnosis or condition and the current functional limitations or academic barriers presented by the disability; i.e., how does the disability create a barrier for the student academically?
- Include a DSM-IV code where appropriate
- If medications are taken, identify the side effects that impact academic performance
- Specific accommodations suggested to mitigate the impact of the disability
- Date and clinician's signature

Psycho-educational evaluation reports (with scores), or neuro-psychological evaluation reports (with scores) are preferred (if applicable). **ALL** documentation must be signed by an evaluator qualified to make the diagnosis, and include information about license or certification, background and area of specialization. Saint Leo University reserves the right to refuse documentation missing essential information.

Incomplete or Insufficient Documentation of Disability

- Hand written notes on prescription (Rx) pads are not sufficient.
- Individualized Educational Plans (IEP), information from previous colleges and universities, 504 plans and other related documentation, although providing historical evidence of services and accommodations, are generally not considered sufficient documentation, unless they contain required information. However, they may be used as a supplement to more current documentation.
- Documentation written by family members is not sufficient.
- Documentation without a specific diagnosis may not be sufficient.
- Documentation in a language other than English without a translation may not be sufficient.

Guidelines for documenting disability by category

Attention Deficit/Hyperactive Disorder (ADHD) or Attention Deficit Disorder (ADD)

Documentation for Attention Deficit/ Hyperactivity Disorder from a licensed, qualified clinician should include the following:

- Diagnosis (including date of last evaluation)
- Summary of assessment procedures and evaluation instruments used to determine the diagnosis. A summary from a physician who has been treating the student for ADHD is also acceptable.
- Information regarding medications prescribed and possible side effects that may impact academic performance.
- Information regarding functional limitations or barriers connected to the ADHD or ADD in the academic environment is crucial; i.e. "How does ADHD or ADD impair the student's ability to learn?"

- Recommended reasonable accommodations that will provide effective access to the student's academic program.

Autism Spectrum Disorder

Documentation for Autism Spectrum Disorder from a qualified, licensed clinician should include the following:

- Diagnosis (including date of last appointment/ evaluation)
- Summary of assessment procedures and evaluation instruments used to determine the diagnosis. A summary from a professional practitioner who has been treating the student is also acceptable.
- Information regarding medications prescribed and possible side effects that may impact academic performance.
- Information regarding functional limitations or barriers connected to Asperger's Syndrome or Autism Spectrum Disorder in the academic environment is crucial; i.e. "How does the Asperger's or Autism Spectrum disorder impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program.

Blind or Low Vision

Letter or report from a licensed ophthalmologist or optometrist (or clinician qualified to make diagnosis) should include the following:

- Diagnosis (including date of last evaluation) and/or statement of current vision (with and without correction) including numerical values
- Prognosis of disorder (i.e. is it progressive? Could the student require more accommodations as time goes on?)
- Assessment procedures and evaluation instruments or tools used to determine diagnosis
- Narrative summary of assessment results
- Severity of symptoms
- Recommended reasonable accommodations
- Also acceptable is a letter or documentation from an agency specializing in working with and assisting individuals who are blind or have low vision, i.e. Division of Blind Services. Information regarding functional limitations or barriers connected to the student's vision loss in the academic environment is crucial; i.e. "How does vision loss or blindness impair the student's ability to learn?"

***NOTE:** A visual impairment is defined by the State of Florida as disorders in the structure and function of the eye as manifested by at least one of the following: visual acuity of 20/70 or less in the better eye after the best possible correction, a peripheral field so constricted that it affects one's ability to function in an educational setting, or a progressive loss of vision which may affect one's ability to function in an educational setting. Examples include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.*

Deaf or Hard of Hearing

Documentation of a hearing loss from audiologist or otolaryngologist (or clinician qualified to provide diagnosis) should include the following:

- A current audiogram and evaluation that clearly show degree of hearing loss
 - Acceptable age of audiogram depends on the nature (stable or changing) of the hearing loss. To provide the best accommodations, we require documentation to be as accurate as possible for the current nature of the condition.
- Information regarding functional limitations or barriers connected to the student's hearing loss in the academic environment is crucial; i.e. "How does the deafness or loss of hearing impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program (sign language interpreter, real time captioning, note takers, etc.).

NOTE: A hearing loss is defined by the State of Florida as a loss of thirty (30) decibels or greater, pure tone average of 500, 1000, and 4000 (Hz), unaided, in the better ear. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, and high or low tone hearing loss or deafness, and acoustic trauma hearing loss or deafness.

Post-Traumatic Stress Disorder (PTSD)/Psychological/Emotional/Behavioral

Documentation of a psychological, emotional or behavioral barrier should be a letter from a physician, psychologist, psychiatrist, licensed social worker, or licensed mental health counselor, qualified to diagnose and treat the condition. In addition, it should include the following:

- Identification of the specific psychological/emotional/behavioral disability is preferred.
- Information about side effects of medications prescribed for treatment.
- Information regarding functional limitations or barriers connected to the student's psychological/emotional/behavioral disability in the academic environment is crucial; i.e. "How does the disability impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program.

Specific Learning Disability

Documentation of a learning barrier should be a current psychoeducational evaluation or neuropsychological evaluation with a diagnosis/ evidence of functional limitation. It should adhere to the following guidelines:

- Evaluations based on adult norms are preferred
 - If evaluations are more than 5 years old or based on children's norms, an addendum may be requested. This is to confirm academic barriers are still present and/or if additional academic barriers are presented.
 - IQ evaluation narrative, scores, and sub-test scores are helpful in determining reasonable accommodations.
 - Note: Brief screening measurements are not sufficient
- Recommended IQ evaluation:
 - Weschler Adult Intelligence Scale (WAIS-IV)
 - Reynolds (RAIS)
- Academic Achievement evaluation narrative, scores, and sub-test scores are required in determining reasonable accommodations.
- Recommended Test for Achievement:
 - Woodcock-Johnson WJ-III (Achievement Test)

- Cognitive Processing narrative, scores, and sub-test scores are helpful in determining reasonable accommodations.
- Recommended Test for cognitive processing:
 - Woodcock-Johnson WJ-III (Cognitive Battery)
- Information regarding functional limitations or barriers connected to the student's learning disability in the academic environment is crucial; i.e. "How does the specific learning disability impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program.

Speech/Language

Documentation of a speech/ language barrier should be a letter from a practitioner qualified to diagnose and treat the disorder. In addition, it should include the following:

- Diagnosis identifying the specific speech/language disorder is preferred.
- Information regarding functional limitations or barriers connected to the student's speech/language disability in the academic environment is crucial; i.e. "How does the disability impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program.

Traumatic Brain Injury

Documentation of a traumatic brain injury (TBI) should be an evaluation from a licensed, qualified physician. In addition, it should include:

- A current psychoeducational or neuropsychological evaluation
- IQ evaluation narrative, scores, and sub-test scores are helpful in determining reasonable accommodations.
- Academic Achievement evaluation narrative, scores, and sub-test scores are helpful in determining reasonable accommodations.
- Cognitive Processing narrative, scores, and sub-test scores are helpful in determining reasonable accommodations.
- Evaluations based on adult norms are preferred.
- If the above evaluations are not available, a letter from a physician or practitioner qualified to diagnose and treat a TBI.
- Information regarding functional limitations or barriers connected to the student's TBI in the academic environment is crucial; i.e. "How does the TBI impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program.

Orthopedic

Documentation of an orthopedic barrier should be a letter from a physician qualified to diagnose and treat the condition and include the following:

- Diagnosis identifying the specific orthopedic condition is preferred.
- Nature of the prognosis (i.e. is the condition expected to progress?)
- Information about side effects of medications prescribed for treatment.

- Information regarding functional limitations or barriers connected to the student's medical disability in the academic environment is crucial; i.e. "How does the disability impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program.

Other Health Disabilities

Documentation for all other health disabilities should be a letter from a physician qualified to diagnose and treat the condition and including the following:

- Diagnosis (including date of last evaluation) - identifying the specific medical condition is preferred.
- Information about side effects of medications prescribed for the treatment
- Information regarding functional limitations or barriers connected to the student's medical disability in the academic environment is crucial (i.e. "How does the disability impair the student's ability to learn?")
- Recommended reasonable accommodations that will provide effective access to the student's academic program.