UCMERCED Disability Services

UC Merced Disability Services

Student Handbook AY2008-2009

You Belong Here!

UCMERCED Disability Services

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Alternative Format

This document is available in alternative format upon request. Please contact DS by phone at (209) 228-6996 or email:

disabilityservices@ucmerced.edu

Please specify the alternative format desired (large print, Braille, audio etc.) and the preferred delivery method (email or in person pick-up at the DS office).

UCMERCED Disability Services

Welcome to the UC Merced Disability Services Center

The University of California Merced is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, self-advocacy and responsibility, respect for multi-cultural diversity, and accessible universal design in learning. To that end, the coordination of effective academic access support services and other resources available through the UC Merced Disability Services Center (UCM DSC) is an integral part of UC Merced's unique mission as a student-centered research university

DS Contact Information

Disability Services Center
Kolligian Library,Suite 109
P.O. Box 2039, Merced, CA 95344
Phone: (209) 228 6996 – Email: disabilityservices@ucmreced.edu
Fax: (209) 228 4542 - TTY: (209) 228-TTY0 (8890)
Website: http://disabilityservices.ucmerced.edu

UCMERCED Disability Services

Mission Statement

The mission of Disability Services is to instill a diverse environment that promotes the holistic development of life long skills for personal well being and success.

"Equal Educational Opportunity for All"

The philosophy of the UC Merced Disability Services Center (UCM DSC) is to promote the self-independence and full participation in UC Merced academic and campus life programs by and for students with disabilities.

Disability Services Center (DSC) staff are readily accessible to answer questions that students, faculty, staff and members of the public may have about services for students with disabilities.

DSC staff are ready to act as a campus resource and provide useful information to faculty and staff in working with students with disabilities and help them achieve their academic goals and participate in other campus program opportunities.

UCM DSC is dedicated to the principles of diversity and equal inclusion founded upon independent living values that support the true social integration of all students, with and without disabilities, in the rich campus life opportunities provided here at the University of California, Merced.

UCMERCED Disability Services

Disability Services Vision

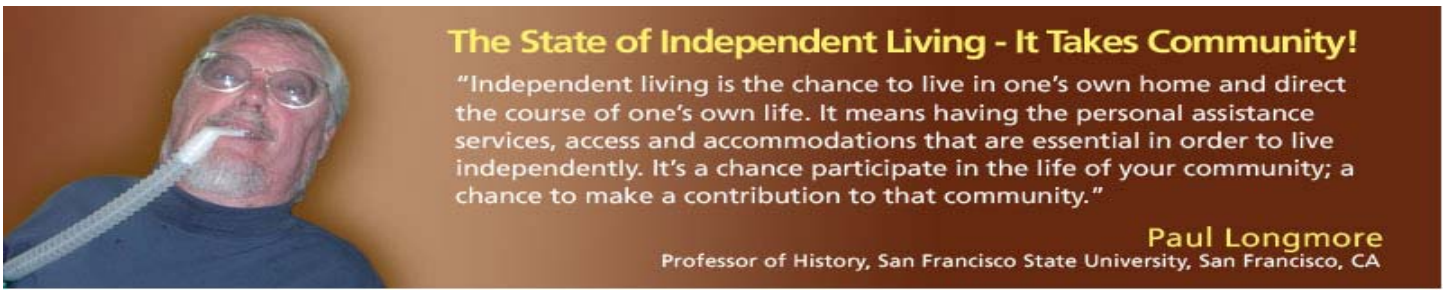
Disability Services vision is based on creating a "Service and Learning" environment that iis founded upon student development theory and the principles of independent living philosophy which respects students with disabilities as active participants in the delivery of acdaemic accommodations. Student development theories stress that every student is a different individual with unique needs.

Student Development Theory

Basic assumptions guiding the student development movement:

- The individual student must be considered as a whole.
- Each student is a unique person and must be treated as such.
- The total environment of the student is educational and must be used to help the student achieve full development.
- The major responsibility for a student's personal and social development rests with the student and his/her personal resources

Independent Living Philosophy



Independent living is living like everyone else, having opportunities to make decisions that affect one's life, being able to pursue activities of one's own choosing - limited only in the same way non-disabled people are. It is self-determination for people with disabilities. It is having the right and opportunity to pursue a course of action. It is having the freedom to fail, and to learn from one's failures, just as non-disabled people do. Independent living is the ability of people with disabilities to make their own choices and decisions in and about their lives.

Additional Resources

Independent Living - Wikipedia, the free encyclopedia
Available at: http://en.wikipedia.org/wiki/Independent_living

About Independent Living – California Foundation for Independent Living Centers.org
Available at: http://www.cfilc.org/site/c.ghKRI0PDIoE/b.735501/k.75F5/About_Independent_Living.htm

Disability Social History Project - Timeline
Available at: http://www.disabilityhistory.org/timeline_new.html

Institute on Disability, San Francisco State University
Available at: http://bss.sfsu.edu/disability/

UCMERCED Disability Services

Code of Ethics

University of California Merced is an Institutional Member of the Association of Higher Education and Disability (AHEAD). Disability Services Center staff adhere to the Code of Ethics established by AHEAD, as follows:

We agree that these principles are the Code of Ethics for postsecondary disability service providers. As professionals, we are responsible for upholding, supporting, and advancing these ideas whenever possible. Members of AHEAD agree to monitor themselves and their peers in accordance with the spirit and provisions of this code, as delineated by the following principles:

- Postsecondary disability service providers are committed to facilitating the highest levels of educational excellence and potential quality of life for postsecondary students with disabilities.

- Postsecondary disability service providers strive to achieve and maintain the highest levels of competence and integrity in all areas of assistance to adult students with disabilities. This support is guided by the consistent use of objective, professional judgment in all areas, especially when addressing the confidential nature of the student's disability.

- Postsecondary disability service providers continually participate in professional activities and educational opportunities designed to strengthen the personal, educational, and vocational quality of life for students with disabilities. This includes the on-going development of strategies, skills, research, and knowledge pertinent to the highest quality of disability service delivery whenever and wherever it occurs.

- Postsecondary disability service providers carry out their responsibilities in accordance with AHEAD professional standards and policy guidelines for adult students with disabilities. When certified, licensed, or affiliated with other professionals or organizations, they comply with those professional guidelines as well.

- Postsecondary service providers are actively engaged in supporting and clarifying institutional, state, provincial, and federal laws, policies, and procedures applicable to the service delivery to students with disabilities. Compliance implies that professionals will not condone or participate in any unethical or illegal acts discussed within these guidelines.

UCMERCED Disability Services

Disability Services Registration

Step 1. Disability Services Intake

Students must take the initiative and contact Disability Services (DS) for a student intake appointment to begin the DS registration process. At the student intake appointment, various DS intake forms will be completed and an overview of the DS registration procedure will be provided. It also is recommended that, when possible, students be prepared to provide documentation of disability in support of their request for DS accommodation services.

To request an appointment, contact Disability Services in person at KL Administrative Suite 109, by phone: (209) 228-6996, or email: disabilityservices@ucmerced.edu. Additional information can be accessed at the DS website: http://disability.ucmerced.edu.

Step 2. Disability Documentation and DS Eligibility Determination

The purpose of documentation is to verify that a diagnosed disability does exist and has been recorded. Good documentation will also provide enough information to support the Disability Services Coordinator in determining fair and reasonable accommodations. A doctor or psychologist may even offer recommended accommodations.

Generally, this documentation **must have been produced within the last 3 years** of the academic accommodations request. UC does not provide assessment and/or diagnostic testing for learning and/or neuropsychological disabilities.

However, after reviewing documentation, discussing academic needs with the student, and, in some cases, faculty consultations, the DSC makes the final determination as to what accommodations are reasonable.

Recommendations provided by medical personnel to the DSC can be helpful in determining accommodations, but the recommendations are not binding to the extent that the accommodation will be automatically granted.

The DSC will use all collected information to make a decision appropriate to the student, the specific situation, and other guidelines. Students are responsible for providing complete disability documentation according to the specific UC documentation of disability guidelines. UCM DS has the discretion to require additional documentation.

Documentation of disability can be submitted in person or via fax at: (209) 228-4542. Faxed documents should have a fax cover sheet and it is recommended to contact the DS office prior to and after faxing to ensure that the fax transmission was successful.

Step 3. Accommodation Services Plan

At the Accommodation Services Plan (ASP) appointment, the student and the Disability Services Coordinator will review and discuss eligible accommodation services and policies. Accommodations are provided based on the demonstrated and direct impact of the student's disability on academic performance. Once identified, approved accommodations will be stated in an "Accommodation Services Plan" document that will be provided to the student and faculty.

The student is now considered registered with DS and eligible for academic accommodations. A student is required to meet with the Disability Services Coordinator at the beginning of every semester to review and update the ASP and, if necessary, update documentation.

UCMERCED Disability Services

Frequently Asked Questions

Will I get the same accommodations at UC Merced as I did in high school?

It depends on many factors. Generally speaking, in high school, academic accommodation were based on a different federal law known as the Individuals with Disabilities Education Act (IDEA). That law required the formulation of an Individual Education Plan (IEP) as part of determining support services that would be required to provide a student with a disability a free and appropriate public education (FAPE).

At the university level, academic accommodation services are based on an entirely different legal basis according to two major federal laws: Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. For example, a major difference between IDEA and ADA/504 regulations is the requirement that a student must self-disclose and submit a request for academic accommodations from their university.

For an excellent overview of post-secondary students with disabilities rights and responsibilities and the significant differences between high school and the transition to a university, review the article (Appendix D) published by the U.S. Department of Education/Office of Civil Rights entitled:

"Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities"

How do I get academic accommodations at UC Merced?

Students must take the initiative and contact Disability Services (DS) for a student intake appointment to begin the DS registration process. At the student intake appointment, various DS intake forms will be completed and an overview of the DS registration procedure will be provided. It also is recommended that, when possible, students be prepared to provide documentation of disability in support of their request for DS accommodation services.

When should I send in my documentation to Disability Services?

Once you have been admitted and have submitted your Statement of Intent to Register (SIR), contact Disability Services to arrange for submission of your disability documentation. The Disability Services Coordinator will review your documentation as part of the Disability Services program eligibility determination process.

UCMERCED Disability Services

Frequently Asked Questions

What kind of documentation do I need?

Disability Services has disability specific documentation guidelines that are provided to assist licensed professionals in providing documentation of disability to the DSC. Generally, the documentation should have comprehensive information about your current functional limitations and their specific impacts upon learning.

For learning disabilities, testing should typically have been completed within the last three years. For conditions that change quickly, the documentation may need to be from the last 6-12 months. You can speak with the DSC regarding the elements that should be covered in your documentation.

How long does it take to review the documentation?

The time it takes to review documentation and determine eligibility varies depending on a number of factors, such as the number of requests the DSC has at the time, the complexity of the documentation and whether it contains sufficient information.

The process is most likely to be delayed if the documentation is not complete, because you or the Disability Services Coordinator will need to contact your diagnosing professional for more information. Providing complete documentation will expedite the process.

How do I request academic accommodations for the placement exams during Orientation?

If you need accommodations for placement exams, please contact the DSC office for further information. The DSC will work with the departmental unit who is conducting the placement exam to facilitate your placement exam accommodation request. Documentation of disability may be required as part of the accommodation request process.

How do I get disability-related accommodations for housing?

Students requiring a disability housing accommodation must submit the Housing Accommodation request form. Housing contact information and required form can be downloaded from the UC Merced Housing website http://housing.ucmerced.edu

UCMERCED Disability Services

Student Rights And Responsibilities

As provided by UC system-wide policies, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, registered UC Merced students with disabilities have the right to:

- Equal programmatic access to academic and campus life programs and opportunities as offered to all qualified UCM students.
- Confidentiality of medical information regarding their disability.
- Be treated in a courteous and professional manner by all University personnel, faculty and student staff.
- Access and utilize the informal and formal student grievance procedures to resolve complaints as provided for by University non-discrimination policies and procedures.

Students With Disabilities Have The Responsibility To:

- Meet academic qualifications and essential institutional technical standards for courses, programs, services and activities.
- Self-identify as an individual with a disability when an accommodation is requested and to seek information, counsel and assistance as needed to effectively and responsibly self-advocate in communicating with non Disability Services staff (faculty and other campus department staff personnel) to ensure the effective and efficient delivery of disability services.
- Comply with the UC Merced Student Code of Conduct, especially as it relates to personal conduct and communications with Disability Services Center staff, faculty and other departmental unit staff in properly requesting and using eligible academic accommodation services as part of the overall UCM student services mission.
- As part of the Disability Services eligibility determination process, provide documentation of disability in the form of a written report that clearly documents the impact upon learning within a post-secondary academic environment in accordance with UC documentation of disability guidelines.
- Work collaboratively and cooperatively with DSC staff, follow established DSC administrative procedures and academic accommodation service delivery policies, DSC staff requests and communications regarding timely notice in requesting accommodation services, and other DSC planning and administrative logistical needs, especially those involving alternative media production or auxiliary aids and services.

UCMERCED Disability Services

UC Merced Rights and Responsibilities

UC Merced Has The Right To:

- Determine and establish essential functions, abilities, skills, knowledge and the standards for course, programs, services activities and facilities and to evaluate students on this basis in establishing and implementing appropriate academic accommodations.

- Request and receive, through the Disability Services Office, current documentation of disability composed according to UC disability documentation guidelines that supports requests for accommodations, academic adjustments and/or auxiliary aids or services.

- Deny a request for accommodations, academic adjustments and/or auxiliary aids or services when the documentation demonstrates that the request is not warranted, or if the request is not submitted per established DSC policies and therefore results in creating an undue administrative or financial burden by failure to provide timely and/or reasonable notice.

- While the preferred accommodation service choice as expressed by the eligible student with disability will be given careful consideration, the University reserves the right to select among equally effective accommodations, adjustments and/or auxiliary aids and services in meeting its institutional obligations related to compliance with University, state and federal non-discrimination requirements.

- Refuse an unreasonable accommodation, adjustment and/or auxiliary aid and service that imposes an undue administrative and/or financial burden, and/or fundamental alteration to a University program or activity.

UC Merced Has The Responsibility To:

- Review, analyze and determine appropriate academic adjustments and/or auxiliary aids in courses, programs, services, activities and facilities for eligible students with disabilities who are eligible for per state, federal and UC non-discrimination policies.

- Provide information to students with disabilities in accessible formats upon request.

- Ensure that campus academic courses, programs, services, activities and facilities, when viewed in their entirety, are equally accessible to students with disabilities.

- Evaluate applicants to the University with no regard to disability status and maintain confidentiality of medical records and related information as required by law.

UCMERCED Disability Services

Accommodation Services Overview

"Accommodation" means to change the way things are "normally" done and refers to any service, equipment, or arrangement that is put in place to support a student with a disability in the university setting. An appropriate accommodation does not provide an unfair advantage, but rather minimizes the barriers caused by the disability.

Accommodation ensures that students have a fair and equal opportunity to learn and to demonstrate that learning in a way that respects individual learning styles, differences, and needs. Accommodations are highly individualized and are determined on a case by case basis, based on the specific individual needs and recommendations included in each student's documentation.

Classroom accommodations are adjustments provided to ensure that students with disabilities have fair and equal access to the curriculum and an opportunity to process classroom information in a way that respects and addresses differences in learning styles, strengths, and needs. Examples include but are not limited to:

- Notetaker Assistance
- Use of a laptop for note taking
- Preferential seating (usually at the front of the class)/Ergonomic modifications
- Provision of written material in advance (PowerPoint presentations, lecture notes)
- Alternate Media (Textbooks (tape, Braille, large type, PDF, or other electronic text)
- Use of an audio recording device
- Examination accommodations are adjustments to standard exam conditions that lessen the impact of the disability without fundamentally altering the nature or security of the exam or providing unfair advantage. Examples include but are not limited to:
- Extended exam time
- A quiet, distraction free environment in which to write
- Alternative format for exams (i.e., oral, or electronic versions)
- Assistance from a reader or a scribe
- Use of assistive technology or a computer for essay exams

UCMERCED Disability Services

Accommodation Services Overview

Academic accommodations are developed with the student and Disability Services as part of the interactive services planning process. A brief description of the most common types of accommodation services accessed by eligible students with disabilities are provided here.

Alternative Media Services

Students with print or reading disabilities may need their required reading in alternative media formats and utilize assistive software technologies to effectively access and process written information. DS works with the student, faculty, Library staff and the publishing industry to provide timely alternative media services for eligibile students. Students are required to obtain existing alternative media from sources such as RFBD, Bookshare.org or available e-Books.

Communication Services

Students who are deaf or have hearing impairments can utilize communication services such as sign language interpreters, remote and real time captioning, assistive listening devices and other forms of auxiliary aids to ensure effective communication participation at UC Merced.

Mobility Services

Students with disabilities who are in possession of a California Department of Motor Vehicles Disabled Person Parking Plate or Placard and a UC Merced student parking permit are eligible to park in designated areas. Priority seating is arranged with faculty.

Notetaking Services

Students with disabilities may require note-taking assistance to compensate for their specific disability. Note-takers are students enrolled in the same class who receive a stipend from Disability Services to provide a copy of their notes to an eligible student by a predetermined format, delivery method, day and time.

Proctoring Services

A student may need alternative test-taking environmental conditions to accommodate a disability. Examples may include extended time to complete exams, accessible exam formats and transcription service, and large print. Alternative testing arrangement allows students to demonstrate their knowledge and ability while ensuring academic integrity of the exam process. Naturally, the content of the exam is not altered.

UCMERCED Disability Services

Accommodation Service Plan

The Accommodation Service Plan (ASP) document serves to verify and notify faculty that a student has been deemed eligible to receive academic accommodations and specifies those academic accommodations. It will provide a summary description of the eligible academic accommodations the student may utilize within course for that semester. Faculty are encouraged to contact Disability Services for any clarifications and/or questions about the accommodations services plan document.

Student and Faculty Responsibilities

The student with a disability is responsible for meeting with faculty as mutually arranged in a timely manner to:

1. Discuss his/her needs and the Accommodations Services letter.

2. Obtain faculty signature on the ASP at the conclusion of your ASP meeting and return it to UCM DS to have it placed in your UCM DS student folder

3. Encourage faculty to contact DS if faculty has any questions or clarifications authorized academic accommodation services.

4. The student and instructors will meet to discuss implementing these accommodations as a shared responsibility between student and faculty, with UCM DS acting in a Student Services support role and facilitator to assist by providing technical information and resources planned accommodation services. The student will be required and responsible for making an appointment with each of his/her faculty members to discuss and strategize how to implement the Accommodation Services Plan over the course semester.

5. Faculty are likewise responsible to meet with the student and review the Accommodations Services letter and jointly discuss academic accommodation implementation strategies, sign appropriate forms in a timely manner, and seek assistance from DS as needed.

6. Faculty are not expected to compromise essential elements of the course or evaluation standards nor are they required to provide additional accommodations that are not specified in the accommodation services letter. Faculty are encouraged to contact DS directly for any additional information or clarifications regarding noted academic accommodations.

Changing/Canceling Accommodation Services

Student are required to contact the DS office as soon as reasonably possible to request and cancel approved accommodation services. Students who want to change approved accommodation services must contact DS and make an appointment with the Disability Services Coordinator.

Non-academic Accommodations

Your experiences outside of the classroom are an important part of your UC Merced education. If you wish to attend events, lectures, etc. that are not required as part of your academic course program, the campus sponsor of the event is responsible for providing the appropriate accommodations with advance notice. Contact the event sponsor as soon as possible to submit an accommodation request.

Accommodation Service Request Denial

If UCM Disability Services makes an eligibility determination decision that a students is not eligible for a requested academic accommodation service as part of the Accommodation Services planning process, DS will discuss with the student the reason for the denial and what further action the student can take for reconsideration of the request (such as to provide more detailed current medical documentation).

A student may, at any time, utilize the "DS Informal Complaint Resolution Procedure" as described in Appendix A, pg. 51, of this UCM DS Student Handbook.

Additionally, a student may, at any time, utilize the formal "Disability Services Student Grievance Procedure in Cases Alleging Disability Discrimination" as described in Appendix C of this UCM DS Student Handbook.

UCMERCED Disability Services

Disability Services Management

To effectively manage your disability services, students need to:

1. Read and follow all steps outlined above and follow them promptly each semester.

2. Read and follow specific service procedures as outlined in this UCM DS student handbook and submit accommodation service forms on a timely basis.

3. If alternate formats are needed such as large print, audio, electronic, etc., complete and submit an UCM DS Alternative Media Service Request Form as soon as student completes course registration.

4. Meet and plan ahead with DS staff, instructors, TA's, academic advisors, and other UCM Departmental staff.

5. **Notify UCM DS immediately** at (209) 228-6996 (voice) or 209 228-4542 (Fax) or email disabilityservices@ucmerced.edu **if:**

    - Your faculty, UCM DS service provider, service learning community partner or other UCM campus program is not fulfilling their obligation or commitment to accommodate your disability-related needs

    - You do not need your requested accommodations any longer; or

    - You drop the course or withdraw from UC Merced.

UCMERCED Disability Services

UCM Disability Service Forms and Procedures

The following DS service request procedures and forms are provided to assist students in submitting timely requests for approved accommodation services.

Accommodations can be time and logistically intensive and require close planning between the student, DS staff, faculty and other UCM departmental unit staff personnel as needed.

Students with disabilities who need staff or time intensive accommodations (e.g. reader services, interpreter services, alternative media (e-Text) conversion of required course textbooks, etc.) must contact Disability Services as soon as possible to make necessary arrangements for these accommodation services.

It is the student's responsibility to ensure that such notification and service request submission occurs in a timely fashion. Students are encouraged to consult with faculty who can assist by providing students with information regarding assignments, tests, and the student's individual needs for accessible instructional materials and presentations.

DS Services Contact Information

Disability Services
In person: KL Suite 109 (down the hallway from the Student 1st Center
Phone: (209) 228-6996 - Email: disabilityservices@ucmerced.edu
Fax: (209) 228-4542 - TTY: (209) 228-TTY0 (8890)

UCMERCED Disability Services

Disability Services Intake Application Form

Please **Print** Clearly

Date: _____/_____/_____ UCM E-Mail: _____@ucmerced.edu

Name: _____ Student ID# _____
First **MI** **Last**

☐ Current UCM Student ☐ Potential UCM Student ☐ Parent ☐ Visitor_____

Accommodations Service Request: ☐ New ☐ Change ☐ Cancel ☐ Renewal

Academic Session: ☐ Year _____ ☐ Fall ☐ Winter ☐ Spring ☐ Summer

UCM Major: _____ College: _____ Academic Advisor: _____

Local UCM Address_____
Street City State Zip

Perm. Address _____
Street City State Zip

Primary Phone: _____ ☐ Home ☐ Cell Alt Phone: _____

Department of Rehab Client? ☐ Yes ☐ No DR Counselor: _____

DR Address: _____ DR Phone: _____

_____
City State Zip

Purpose: ☐ DS Student Intake Appointment (DS Accommodations Request) Date:____/____/___
☐Disability Documentation Submission
☐DS Coordinator Appointment (Accommodation Services Planning Appointment

I acknowledge that by submitting this DS Application form and requesting accommodations based on disability, I am self-disclosing as a student with a disability. I further authorize DS to evaluate and determine my eligibility for DS accommodation services. I am authorizing DS that in the course of evaluating eligibility for DS accommodation services I will allow DS to discuss information relevant to the recommended accommodations with faculty and/or other UCM departmental unit staff. I understand that I am required to comply with the UC Merced Student Code of Conduct, including the responsibility to accurately represent my circumstances.

Student Signature: _____Date: _____/_____/_____

DISABILITY SERVICES CENTER USE ONLY

Received By: _____ Date: ___/___/___ ☐ DS Coordinator Appointment Date: ___/____/___

UCMERCED Disability Services

Accommodation Services Course Form

Name:_____ **SID**_____**UCM Email:**_____**@ucmerced.edu**

Appointment Date: _____ **Time:** _____

Academic Accommodations Service Request: ☐ **New** ☐ **Change** ☐ **Cancel**

Semester Session: ☐ **Fall** ☐ **Winter** ☐ **Spring** ☐ **Summer Year:** _____

I acknowledge that by signing this form and requesting academic accommodations, I am authorizing the Disability Services staff to discuss information relevant to the recommended accommodations with faculty and/or other UCM departmental unit staff who have a need to know. I understand that I am required to comply with the UC Merced Student Code of Conduct, including the responsibility to accurately represent my circumstances.

Student Signature: _____**Date:** _____/_____/_____

1. Course# and Name:_____ **Sec:**_____**Faculty:**_____

☐ **AM:** Accessible Media ☐ **NS:** Notetaking Service

☐ **AT:** Assistive Technology ☐ **PS:** Proctoring Services ☐ **Extended Time**

☐ **CS**: Communication Service* ☐ **T:** Transcription ☐ **Other**_____

Notes:

2. Course #/Subject_____ **Units**_____**Instructor:**_____

☐ **AM:** Accessible Media ☐ **NS:** Notetaking Service

☐ **AT:** Assistive Technology ☐ **PS:** Proctoring Services ☐ **Extended Time**

☐ **CS:** Communication Service* ☐ **T:** Transcription

Notes:

Disability Services Use Only

Received By: _____ **Date:** ___/___/___ ☐ **DSC Approved Date:** ___/____/___

5 business days advance notice required. Alternative arrangements if preferred CS unavailable to be discussed with DSC. *It is the responsibility of the student to timely inform Disability Services if they cannot attend a class or other academic event in order for DSC to cancel a scheduled communication service request without penalty.

UCMERCED Disability Services

Proctoring Services Procedure

UCM DS and Student Role and Responsibilities

1. Become registered with Disability Services. (per UCM DSC Student Handbook)

2. Once deemed eligible for proctoring services and fully registered with DS, students meet and consult with faculty on proctoring arrangements. If faculty cannot facilitate, then student will utilize this DS Proctor Service Request procedure.

3. Obtain a Proctor Service Request (PSR) from at the DS office.

4. Complete the Student Section and have **the instructor** complete the PSR's "Instructor Section." Only additional items specified by instructor will be allowed.

5. **Note:** It is recommended that a student use Faculty's Office Hours for this.

6. Make sure the instructor completely fills out all requested information.

7. Make sure the request is turned in at least 10 business days as stated on the PSR to ensure that a proctor and a room for the exam can be obtained.

8. The student will receive an DS PSR receipt email advising that the PSR is being processed. When all PSR arrangements have been completed, a Proctor Service Confirmation (PSC) email will be sent.

The PSC email will confirm the reserved room location, the assigned proctor, allotted time for the exam, and time student needs to arrive at the DS office to be escorted by assigned proctor to reserved room and commence exam.

No food or soda is allowed during the exam time.

DS Proctoring Services Contact Information

DS Proctoring Services Coordinator
In person: KL Suite 109 (down the hallway from the Student 1st Center
Phone: (209) 228-6996 - Email: proctoring@ucmerced.edu
Fax: (209) 228-4542 - TTY: (209) 228-TTY0 (8890)

UCMERCED Disability Services

Proctor Service Request Form

STUDENT SECTION

One form must be submitted for each exam. Please complete **student section *entirely***. Give this form to your instructor and ask them to complete the **Instructor Section** before you return this form to Disability Services. Incomplete forms will ***NOT*** be accepted.

This form must be returned to Disability Services **10 BUSINESS DAYS PRIOR TO EXAM.** Proctor requests may not be fulfilled if the proctor service request is submitted with less than 10 business days until the exam date. Students are responsible for discussing academic access needs with their instructor(s).

Students are responsible for obtaining exam Blue Books and scantrons.

Student Name:		SID#:	
Email:	@ucmerced.edu	Phone:	
Course *(i.e., PSY 130)*:		Instructor Name:	
Accessible Exam? **Y** ☐ **N** ☐		Alt Format: ☐ **Large Print:____font** ☐ **Reader**	

INSTRUCTOR SECTION

Please complete instructor section entirely. Return completed form to student. Student is responsible for returning this form to Disability Services no later than 10 business days prior to the exam. Instructor must submit exams to Disability Services ***no later than 2 business days (48 hours) prior to exam date.***

Faculty are responsible for providing accessible exams per ADA requirements in consultation with student. DS provides faculty consultation on accessible instructional material production.

Scheduled Exam Date:	_____/_____/09	Start/End Time:_____to_____	Room:_____
Exam Delivery: ***(min 48 hours prior)***	☐ Email to disabilityservices@ucmerced.edu ☐ Faculty/TA will deliver exam to UCM DS	Delivery Date: ***(min 48 hours prior)***	____/___/09
Can Use:	Notes? **Y** ☐ **N** ☐ Book? **Y** ☐ **N** ☐	Calculator? **Y** ☐ **N** ☐ Other:	

Faculty/TA Proctored: ☐ Faculty Office ☐Other:_____	**Emergency Contact Phone:**
Email: _____@ucmerced.edu	( ) -
Instructor Signature: _____	Date: / /09

Questions? Comments?
Contact Disability Services at (209) 228-6996 or proctoring@ucmerced.edu.

UCMERCED Disability Services

DISABILITY SERVICES USE ONLY		
PSR submitted by student on: * Use DS Date/Time Stamp *	DS Staff Receipt Initial:	
	Proctor Pool Email Sent:	Date: _____/____/09
	Assigned Proctor Name:	
	Date Proctor Assigned:	Date: _____/_____/09
	Room Reserved on:	Date: _____/_____/09

Room Location:	☐ Lib Mtg Rm: #	☐ KL 117	☐ KL 159
	☐ College Rm: #	☐ Chancellors Conf. Room 232	

Extended Time? ☐ Yes ☐No	PSR Start Time:	PSR End Time:
Other Accommodation Arrangements Needed (specify):		
Exam Arrangements: ☐ Faculty Proctored	Location: ☐ Faculty Office ☐ Classroom ☐ Other:_____	
Exam Return: ☐ Faculty College	Received By:	Date:_____/_____/09 Time: _____

UCMERCED Disability Services

Notetaking Services Procedure

DS Notetaking Services Eligibility Determination

1. The student registers with Disability Services and meets with the Disability Services Coordinator as part of the DS Accommodation Services planning process.

2. Once deemed eligible for notetaking services, the DSC and the student will discuss the student's role and responsibilities in the note taker selection process and their overall responsibilities in using notetaking services. The discussion will cover student confidentiality, class notes format and delivery options.

DS Notetaking Services Coordination

3. Faculty will be advised as part of the DS Accommodation Services notification process and will be requested to make a Notetaking Service Request announcement in class and to post same on their UCM CROPS course site.

4. Faculty will make a notetaking service announcement to their class which refers interested class students to contact DS for further information.

5. Interested class students will contact DS and an overview will be provided on notetaking services procedures. A Notetaker Overview and Responsibilities Form will be filled out by the student who will also submit a copy of their class notes.

DS Course Notetaker Selection and Service Implementation

6. The DS student will be contacted by email that class notes have been submitted and available to review and select the class notes that best suits the student's needs.

7. After a course notetaker selection has been made, the selected notetaker student will be notified by the DS Proctor Service Coordinator and will begin delivery of class notes to DS or direct to student as previously discussed and arranged.

DS Notetaking Services Contact Information

DS Notetaking Services Coordinator
In person: KL Suite 109 (down the hallway from the Student 1st Center
Phone: (209) 228-6996 - Email: proctoring@ucmerced.edu
Fax: (209) 228-4542 - TTY: (209) 228-TTY0 (8890)

UCMERCED Disability Services

Alternative Media Services Procedure

Alternative Media Services Eligibility Determination

1. The student registers with Disability Services and meets with the Disability Services Coordinator as part of the DS Accommodation Services planning process.

2. Once deemed eligible for alternative media services, the DSC and the student will discuss the student's role in requesting and using alternative media services. The discussion will review the role and responsibilities of DS and the student regarding Alternative Media Services Request (AMR) form submission.

Faculty Course Syllabus/Textbooks Information Request

3. Students are responsible for requesting the course syllabus and/or required course textbook list from faculty. Submit course syllabus and/or course textbook information to the DS Alternative Media Services (AMS) coordinator. This information is used to arrange alternative media production with a student's course readings dates.

Alternative Media Resources

4. Students are required to check and purchase course textbooks are already available in alternative media format (Bookshare.org, CDR, RFBD, UCM Bookstore, Commercial Vendors, etc.). If not available, then student proceeds and submits an AMR form.

Alternative Media Resources:

Bobcat Bookstore: Check the UCM Bobcat Bookstore e-Book service: "Digital Textbooks" at http://bookstore.ucmerced.edu/SiteText.aspx?id=4834.

Bookshare.org: Bookshare is free for all U.S. students with qualifying disabilities. Students can access the online individual membership application at: http://www.bookshare.org/signUpType.

Readings For the Blind & Dyslexic: DS has an RFB&D institutional membership. Students can check the RFB&D Web site online to determine whether the course textbook(s) is in the national archive of recorded texts at: http://www.rfbd.org/catalog.

Note: Students with personal RFB&D memberships can order directly from RFB&D.

California Dept of Rehabilitation: Students who are Department of Rehabilitation clients has an RFB&D account established as part of their student DR educational plan, student can order available course text e-books directly from RFB&D.

Alternative Media Services Procedure *(Cont.)*

DS Alternative Media Request Form Submission

5. Student submits DS AMR form according to instructions. Students must include course textbook(s) proof of purchase to DS.

Turn-around time for alternative media production of course textbooks is determined on a case-by-case basis with the DS AMP coordinator, the student, faculty, and associated course textbook publishing representatives. The DS AMP coordinator will arrange with student to provide specific required readings during DS AMR processing.

DS AMP coordinator will notify student via email (altmedia@ucmerced.edu) when alternative media course textbooks are ready for pickup at DS office. All alternative media will be used solely for the eligible student's own educational purposes and will not be copied or duplicated for use by others.

Students can check the status of an alternative media request by email at: altmedia@ucmerced.edu, calling DS at (209) 228-6996 or in person.

Alternative Media Concerns

Students should promptly notify the DS AMP coordinator of any problems with provided alternative media. The DS AMP coordinator will investigate and take appropriate steps to resolve the problem for the student.

Alternative Media Request Change / Cancellation

Student is responsible to notify the DS AMP Coordinator of any course reading assignments changes or course enrollment status.

DS Alternative Media Services Contact Information

DS Alternative Media Services Coordinator
In person: KL Suite 109 (down the hallway from the Student 1st Center
Phone: (209) 228-6996 - Email: proctoring@ucmerced.edu
Fax (209) 228-4542 - TTY: (209) 228-TTY0 (8890)

UCMERCED Disability Services

Alternate Media Request Form Instructions

1. Alternate Media Services are provided to students who whose disability related functional limitations constitute a print or reading disability.

2. Student must check and document whether required course textbooks are already available in alternative media format (Amazon.com, Bookshare.org, RFBD, etc.) ***PRIOR TO*** submitting an alternative media request form and having DS perform alternative media conversion on required course textbooks. Students must purchase required course textbooks that are available in alternative format (e-Books).

3. Student must contact the course faculty member and obtain course textbook information by using this UCM DS Alternative Media Request form and must ask faculty for the class syllabus for all courses that require alternative media. Attach to this AMR form.

4. If the student is a client of the Department of Rehabilitation (DR), and requires reader services, the student must complete the DR reader form prior to initiation of reader services. The student or the reader is responsible for turning in the reader forms to DR for payment.

5. Students must be enrolled in the courses and provide proof of purchase of course textbooks to DS before receiving the alternative media equivalents.

6. Material provided to the UCM Disability Services for the purpose of conversion to alternative format may be disassembled and returned to the student in its altered condition.

7. The UCM Disability Services will not be held responsible for any damage to the materials that occur as a result of conversion to alternative format.

8. The student is responsible for informing the UCM DS Alternative Media Services Coordinator at (209) 228-6996, KL 109, whenever changes occur that affect the student's need for alternate media services.

9. All alternative media materials will be used solely for the eligible student's own educational purposes and will not be copied or duplicated for use by others.

10. All eTexts materials (alternative formatted textbooks) or other delivery media such as CD/DVD/Tape must be returned to UC Merced Disability Services by the last day of the academic semester.

I have read, understand and agree to the above requirements. Failure to comply with these terms and conditions may impede the timely delivery of DS alternative media services.

_____	____/_____/_____	_____	_____/_____/_____
Student Signature	**Date**	**Authorized UCM DS Staff**	**Date**

UCMERCED Disability Services

Alternative Media Request Form

Date:_____/_____/_____ UCM Email Address:_____@ucmerced.edu

Student Name:_____ **SID#**:_____

Directions: **1.** Review AMR form instructions on reverse and sign (required).

2. Provide the following course textbook information as noted below:

Subject:_____ Crse:_____ Title:_____ Instructor:_____
SOC *131* *Urban Inequality* *Wefer*

Textbook 1

Publisher:_____

Title:_____

Author:_____

Edition:_____

Year:_____

ISBN:_____

Textbook 2

Publisher:_____

Title:_____

Author:_____

Edition:_____

Year:_____

ISBN:_____

Textbook 3

Publisher:_____

Title:_____

Author:_____

Edition:_____

Year:_____

ISBN:_____

Textbook 4

Publisher:_____

Title:_____

Author:_____

Edition:_____

Year:_____

ISBN:_____

☐ **Course Syllabus Attached** ☐ **Proof of Purchase Attached** ☐ **Available Alt Media Check**

Attach Additional Pages As Necessary

UCMERCED Disability Services

UCM DS Communication Services Request (CSR) Procedure

CS Request Procedure: Academic Course Program

Communication services are discussed as part of the accommodation services planning appointment each semester. DS works closely with the student, faculty, and service providers to ensure timely delivery of effective communications and is done as part of the regular DS academic accommodation services planning process.

Student Responsibilities:

1. Submit Communication Service Requests (CSR) forms in a reasonable and timely manner
2. Work collaboratively with DS staff, faculty, UC staff to ensure timely CS provision
3. CS Cancellation: Inform DS 24 hours prior to the event if the student cannot attend

CS Request Procedure: Academic Course Related Activities

Communication service requests involve a process that requires collaboration, consultation and coordination between all parties. DS will give due consideration to a preferred communication service request but reserves the right to determine and arrange equally effective communication options on a case-by-case basis with student.

1. Academic course related activities (such as faculty meetings or academic advising) require advance scheduling. Student must first contact faculty or academic advisor and schedule an appointment prior to CSR submission.

2. Submit CSR form (via email: interpreting@ucmerced.edu) or Fax: (209) 228-4542_ at least 5 business days in advance noting communication methods as requested on CSR form. CSR submitted less than 5 business days in advance are not guaranteed. DS will exercise all due diligence to arrange requested communication service but untimely requests may result in an inability to provide.

3. The DS CS Coordinator will send an email to student acknowledging CSR receipt.

4. A CS confirmation email noting the CS service date and time, the assigned CS service provider name, and event location will be sent to student.

CS Request Procedure: Non Academic Related Activities

Contact the program or event sponsor to request communication services for those campus program activities not associated with a student's academic courses.

DS Communication Services Contact Information

DS Communication Services Coordinator
In person: KL Suite 109 (down the hallway from the Student 1st Center
Phone: (209) 228-6996 - Email: proctoring@ucmerced.edu
Fax: (209) 228-4542 - TTY: (209) 228-TTY0 (8890)

UCMERCED Disability Services

Communication Service Request Form

Communication service requests (CSR) must be submitted at least 5 business days in advance to facilitate administrative requirements associated with CS provision. DS will exercise all due diligence to arrange and deliver communication services as requested but untimely requests may result in an inability to provide communication services. CS requests submitted less than 5 business days in advance are subject to service vendor availability and therefore are not guaranteed. Students are encouraged to consider alternative communication services in case the primary communication service is not available.

It is the responsibility of the student to promptly inform Disability Services if they cannot attend a requested event and therefore no longer require requested communication services. DS will give due consideration to a preferred communication service request but reserves the right to determine and arrange equally effective communication options on a case-by-case basis with student.

REQUEST DATE: ____/_____/_____ **UCM Email:**_____**@ucmerced.edu**

Student Name: _____ **SID:** _____

Local Address: _____ **Contact Phone/TEXT#:** _____

City_____ **State**_____ **Zip:**_____

COURSE	EVENT	DATE	START TIME	END TIME	ROOM#

Indicate preferred Communication Service choice (#1) and alternative (#2):

☐ **Remote/Real Time Captioning** ☐ **Interpreting (ASL)** ☐ **TTY**

☐ **Instant Messaging** ☐ **Facilitated Email** ☐ **California Relay Service**

☐ **Other Auxiliary Communication Aid or Service:**

Disability Services Use Only

Date Received:	By DS Staff	CSR Receipt Email Sent	CSR Interpreter Confirmed:	CSR Confirmation Email Sent:
/ /		☐ Date: / /	☐ Date: / /	Date: / /

UCMERCED Disability Services

Disability Documentation Guidelines

Documentation Purpose

These UC Merced Disability Services documentation guidelines have been provided to assist students in obtaining appropriate documentation from qualified professionals. Appropriate documentation of a disability is only one part of determining necessary accommodations. The provision of appropriate documentation to UC Merced helps students educate appropriate staff about the impact of their disabilities, needs, and potential accommodations.

UC Merced requests documentation for the following reasons:

- To verify the existence of a disability.
- To assist in the collaborative determination of eligibility for auxiliary aids and services, and individual needs to minimize the impact of the disability.
- To personalize the student's right to equal access to the institution.

General Statement

UC Merced is committed to responding to the needs of students with disabilities as outlined both in the Rehabilitation Act of 1973 (PL 93-616) and the Americans with Disabilities Act of 1990 (PL 101-336). The Disability Services Coordinator is responsible for working with students to determine appropriate accommodations and with the students' instructors to facilitate implementations of these accommodations.

Students who need accommodations are responsible for requesting these services from UC Merced and meeting with the Disability Services Coordinator for the following reasons:

- To provide documentation that supports the request for services.
- To discuss the request, the nature of their disabilities, and past experiences.

In working with the student, the Disability Services Coordinator must have appropriate documentation of the disability. The documentation presented must verify that the student has "a physical or mental impairment that substantially limits one or more of the major life activities of such individual; a record of such an impairment; or a record of being regarded as having such an impairment" (PL 101-336).

However, this documentation may not be sufficient to provide the Disability Services Coordinator with the necessary information about current functional limitations to recommend accommodations. Documentation must validate the need for services based on the individual's current level of functioning in the educational setting. A school plan such as an individualized education program (IEP) or a 504 plan, alone, is insufficient documentation, but it may be included as part of a more comprehensive assessment battery.

A comprehensive assessment battery and the resulting diagnostic report must include a diagnostic interview, assessment of aptitude, academic achievement, information processing and a diagnosis.

Documentation legitimizes a student's request for accommodation and, in general, includes the following:

Identification of the Nature and Extent of the Disability

A clear statement of the disability, including the DSM-IV-TR diagnosis and a summary of present symptoms. Additionally, a summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results, including standardized or percentile scores and the specific information on the functional limitations with a post-secondary academic environment.

Description of the current course of treatment including medical side effects

Medication information relating to the student's needs should include the impact of medication on the student's ability to meet the demands of the postsecondary environment.

Disability Prognosis

This description should provide an estimate of the change in the functional limitations of the disability over time and/or recommendations concerning the predictable needs for reevaluation.

Recommended Reasonable Accommodations

Suggestions for reasonable accommodations that might be appropriate at the postsecondary level are encouraged. These recommendations should be supported by the diagnosis.

UCMERCED Disability Services

Disability Documentation Guidelines

Current Documentation

The provision of all reasonable accommodations and services is based upon assessment of the impact of the student's disabilities on his/her academic performance at a given time in the student's life. Therefore, it is in the student's best interest to provide recent and appropriate documentation relevant to the student's learning environment.

In some instances, documentation may be outdated or inadequate in scope or content. It may not address the student's current level of functioning or need for accommodations because observed changes may have occurred since the previous assessment was conducted. In such cases, it may be appropriate to update the evaluation report. Since the purpose of the update is to determine the student's current need for accommodations, the update, conducted by a qualified professional, should include a rationale for ongoing services and accommodations.

If accommodations are not clearly identified in a diagnostic report, the Disability Services Coordinator will seek clarification and, if necessary, more information. The final determination for providing appropriate and reasonable accommodations rests with the institution.

Evaluator Qualifications

Documentation for eligibility should be current, within the last 3 years. Professionals conducting assessments, rendering diagnoses of a disability, and making recommendations for appropriate accommodations must be qualified to do so.

The name, title and professional credentials of the evaluator, including information about licensure or certification (e.g., licensed psychologist) as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated in the documentation.

Use of diagnostic terminology indicating the disability by someone whose training and experience are not in these fields is not acceptable. It is not considered appropriate for professionals to evaluate members of their families. All reports should be on letterhead, typed, dated, signed and otherwise legible.

Students requesting accommodations must submit documentation of disability as outlined above to:

UCM Disability Services
Attn: Disability Services Coordinator
P.O. Box 2039 – KL 109 Merced, CA 95344
Fax (209) 228-4542

UCMERCED Disability Services

Acquired Brain Injury/ABI
Traumatic Brain Injury/TBI Documentation Guidelines

A current evaluation conducted by a professional who has undergone comprehensive training and has relevant experience in the assessment of ABI/TBI in adolescents and/or adults (e.g., neuropsychologists, clinical or educational psychologists).

A neuropsychological evaluation containing assessments of intellectual, conceptual and cognitive competence; academic skills; personality status; motor facility of all extremities; sensory, perceptual, and processing efficiency; visual, auditory and tactile facility; speech, language, and communication ability; and evaluation of memory and attention.

Utilization of particular evaluation techniques must be at the discretion of the evaluator. The following assessment tools are commonly used:

- Bender-Gestalt, Halstead Reitain Battery (or selected parts)
- Peabody Individual Achievement Tests (PIAT)
- Woodcock Reading Mastery Tests–Revised
- Woodcock-Johnson Psycho-educational Battery;
- Spache Written Language Assessment

An interview including a description of the presenting problem(s); developmental, medical, psychosocial and employment histories; family history (including primary language of the home and the student's current level of English fluency); and a discussion of the dual diagnosis where indicated.

The assessment should include an integrated summary which:

- Indicates the substantial limitations to major life activities posed by the specific brain injury

- Describes the extent to which these limitations impact learning for which the accommodations are being requested

- Suggests how the specific effects of the brain injury may be accommodated, and states how the effects of the brain injury are mediated by the recommended accommodations

Please mail or fax (please use a fax cover sheet) the documentation of ADHD report directly to:

UCM Disability Services
Attn: Disability Services Coordinator
P.O. Box 2039 – KL 109 Merced, CA 95344
Fax (209) 228-4542

UCMERCED Disability Services

Attention-Deficit/Hyperactivity Disorder Documentation Guidelines

Qualified Licensed Credentials

Professionals conducting assessments, rendering diagnoses of AD/HD and making recommendations for accommodations must be qualified to do so. Comprehensive training and relevant experience in differential diagnosis and the full range of mental disorders are essential.

The following professionals would generally be considered qualified to evaluate and diagnose AD/HD provided that they have comprehensive training in the differential diagnosis of AD/HD and direct experience with an adolescent and/or adult AD/HD population: licensed doctoral-level clinical, educational, or neuropsychologists, psychiatrists, and other relevantly trained medical doctors. Diagnoses using 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 adult may also be appropriate.

The name, title, and professional credentials of the evaluator - including information about license or certification as well as employment, and state or province in which the individual practices should be clearly stated in the documentation. All reports should be on letterhead, typed, dated, signed and otherwise legible.

Current Assessment

An assessment for AD/HD must be current within the past 3 years of submitting academic accommodation services request to UC Merced Disability Services. Ds reserves the right to request updated or supplemental documentation on a case-by-case basis, and may consult with other professionals, as appropriate, regarding the adequacy of a student's documentation.

An assessment for AD/HD should include the following:

a. Interviews and questionnaires which permit the student to describe current concerns and past problems.

b. Interviews with significant people in the student's life (for example, parents, spouse, partner, or friends) and/or questionnaires filled out by these people.

c. Observations of the student's behavior.

d. Complete developmental, educational, and medical histories including specific statements concerning the effects of the student's diagnosed AD/HD in the past and any current functional limitations.

e. The exact multi-axial diagnosis (include the five axes), date of diagnosis, and specification of the diagnostic criteria on which the diagnosis was based (for example, DSM-IV-R).

f. An evaluation of the effectiveness of past and current medications prescribed for the AD/HD symptoms, an evaluation of the effectiveness of behavioral interventions; and its effect on that student (including that medication used by the student during the assessment process).

g. A summary of assessment findings. If the student is found to have a disabling condition, the assessment summary must include a description of the current substantial limitation (s) imposed by the disorder.

Please mail or fax (please use a fax cover sheet) the documentation of ADHD report directly to:

UCM Disability Services
Attn: Disability Services Coordinator
P.O. Box 2039 – KL 109 Merced, CA 95344
Fax (209) 228-4542

DS Services Contact Information

Disability Services
In person: KL Suite 109 (down the hallway from the Student 1st Center
Phone: (209) 228-6996 - Email: disabilityservices@ucmerced.edu
Fax: (209) 228-4542 - TTY: (209) 228-TTY0 (8890)

UCMERCED Disability Services

Attention-Deficit Disorder / Hyperactivity Disorder Form

UC Merced Disability Services (DS) has received a request for academic accommodations based on disability. In order to determine eligibility for services, DS requires documentation of the student's self-disclosed and reported Attention-Deficit/Hyperactivity Disorder (ADHD). Information provided will not become part of the student's educational records and will be kept in the student's confidential documentation of disability file. In addition, please attach all supportive information, reports, and test results relevant to the documented diagnosis and functional limitations within an academic educational environment.

Student's Name:_____ Date:_____/_____/_____

1. What is your DSM-IV multi-axial diagnosis for this student?

Axis I:_____

Notes:_____

Axis II:_____

Notes:_____

Axis III:_____

Notes:_____

Axis IV:_____

Notes:_____

Axis V (GAF score):_____

Notes:_____

2. Diagnosis Date: _____/_____/_____

3. Date Student last seen: _____/_____/_____

Notes: _____

4. In addition to DSM-IV criteria, how did you arrive at your diagnosis? Please check all relevant items below, adding brief notes that you think might be helpful to us as we determine which accommodations and services are appropriate for the student.

a) Structured or unstructured interviews with the student:_____

_____

_____

b) Interviews with other persons:_____

_____

c) Behavioral observations:_____

_____

_____

d) Developmental history:_____

_____

_____

e) Educational history:_____

_____

_____

f) Medical history:_____

_____

g) Psycho-educational testing/instruments. Date(s) of testing?_____

_____

h) Standardized or non-standardized rating scales:_____

_____

i) Other (Please specify):_____

UCMERCED Disability Services

5. **Please provide specific information about the academic limitations and severity of symptoms this student encounters as a result of his/her ADHD.**

Life Activity	Not Applicable	No Impact	Moderate Impact	Severe Impact
Organization	☐	☐	☐	☐
Concentration	☐	☐	☐	☐
Activation/initiating to work	☐	☐	☐	☐
Sustained focus	☐	☐	☐	☐
Memory	☐	☐	☐	☐
Stress management	☐	☐	☐	☐
Understanding directions	☐	☐	☐	☐
Managing internal distractions	☐	☐	☐	☐
Managing external distractions	☐	☐	☐	☐
Specific academic topics	☐	☐	☐	☐
Math	☐	☐	☐	☐
Reading	☐	☐	☐	☐
Written expression	☐	☐	☐	☐
Other (please describe):				

6. **Is this student taking medication(s) for ADHD?** ☐ **Yes** ☐ **No**

7. **Describe medication(s), date(s) prescribed, effect on academic functioning, and side effects. Do limitations/symptoms persist even with medication?**

8. **Other:** Is there anything else you would like us to know about this student?

Licensed Professional* Title:_____ **License:** _____

Printed Name: _____ **Signed:**_____
First *M.* *Last*

***Qualified diagnosing professionals are licensed psychologists, psychiatrists, or neurologists. The diagnosing licensed professional must have expertise in the differential diagnosis of the documented mental disorder or condition and follow established practices in the field.**

UCMERCED Disability Services

Learning Disability Documentation Guidelines

UC Merced is committed to ensuring equal access to educational opportunities for students with disabilities. An integral component in the implementation of the University's commitment is the coordination of academic accommodations and support services through Disability Services.

Accommodations Services

Requests for accommodations are considered on an individual basis by taking into account the university's obligation to provide equal access to educational opportunities, documented current functional limitations and the student's course/program requirements. It is the student's responsibility to submit all requests for disability-related accommodations to Disability Services each academic term.

Documentation of a Specific Learning Disability must meet the following criteria:

Current: Diagnostic testing must reflect current abilities and achievements

Comprehensive: The report must include the following:

- Relevant information regarding the student's medical, educational and learning history and current concerns
- Assessment of aptitude, academic achievement and information processing, including all test scores from appropriate standardized testing instruments
- A clear statement of the existence of a specific learning disability and educational learning impact.
- A summary statement indicating the current functional limitations and their extent. The University reserves the right to request supplemental information to verify the existence of an impairment and current functional limitations.
- The report must be signed by an educational psychologist, clinical psychologist or other qualified diagnosing professional.

DS Contact Information

Disability Services
In person: KL Suite 109 (down the hallway from the Student 1st Center
Phone: (209) 228-6996 - Email: disabilityservices@ucmerced.edu
Fax: (209) 228-4542 - TTY: (209) 228-TTY0 (8890)

UCMERCED Disability Services

Medical Or Mobility Documentation Guidelines

UCM Disability Services (DS) has received a request for academic accommodations. In order to provide disability-related services, DS needs to establish that this student has a disabling condition under state and federal law, which defines a disability as an impairment that substantially limits a major life activity.

PLEASE PRINT OR TYPE YOUR RESPONSES TO THE FOLLOWING QUESTIONS

Student Name _____ **Medical Record #** _____
First M.I Last

Certifying Professional: _____ **License:** _____

Address: _____
Street City Zip

Phone: (___) _____ **Fax:** (___) _____

Date of last appointment with this individual: _____/_____/_____

Clearly describe this individual's medical or mobility impairment: _____

_____

Impairment diagnostic assessment procedures/evaluation instruments (if applicable):

_____

Specify the functional limitations related to the condition(s) (i.e., length of time able to write, keyboard, walk, etc., before needing a break and how long breaks should last before resuming activity):

_____

Treatment description(s) with anticipated effectiveness in minimizing the impact of the impairment:

_____

Medication and side effects (if applicable): _____

_____

UCMERCED Disability Services

Prognosis (with anticipated duration of limitations and impairment):_____

_____

Authorizing Signature: _____ **Date** _____/_____/_____

Please mail or fax (please use a fax cover sheet) the Medical or Mobility documentation report directly to:

UCM Disability Services
Attn: Disability Services Coordinator
P.O. Box 2039 – KL 109 Merced, CA 95344
Fax (209) 228-4542

UCMERCED Disability Services

Visual Impairment Documentation Guidelines

UC Merced is committed to ensuring equal access to educational opportunities for students with disabilities. An integral component in the implementation of the University's commitment is the coordination of academic accommodations and support services through Disability Services.

Accommodations and Support Services

Requests for accommodations are considered on an individual basis by taking into account institutional obligations to provide equal access to educational opportunities, documented current functional limitations and the student's course or program requirements. It is the student's responsibility to contact DS and submit all requests for eligible academic accommodations each semester.

Documentation must include the following information to assess whether the visual impairment limits a major life activity and to establish the extent of the student's disability-related limitations:

- Date of the most recent visit to the medical provider/diagnostician
- Clear evidence of the existence of a visual impairment
- An assessment procedures/evaluation instruments summary of impairment diagnosis
- Specific functional limitations related to the impairment(s), particularly as they relate to the student's participation in post-secondary institution activities associated with attendance
- A description of treatments, assistive devices and their estimated effectiveness in minimizing the impairment impacts (e.g., corrective lenses, vision therapy, etc.)
- Prognosis and anticipated duration of the impairment and limitations
- The report must be signed by the qualified diagnosing professional.

DS Services Contact Information

Disability Services
In person: KL Suite 109 (down the hallway from the Student 1st Center
Phone: (209) 228-6996 - Email: disabilityservices@ucmerced.edu
Fax: (209) 228-4542 - TTY: (209) 228-TTY0 (8890)

UCMERCED Disability Services

Psychological Documentation Guidelines

Overview: Complete documentation of a neuro psychological impairment that substantially limits the activity of learning and/or academic participation requires a comprehensive report. vided to UC Merced Disability Services by a qualified licensed professional containing all of the following information:

1. Date of the most recent visit to the diagnosing professional.

2. A complete, multi-axial, DSM-IV diagnosis (all five axes) and the date of the assessment.

3. Basis for the diagnosis (including data from appropriate diagnostic tests/assessments, clinical interviews or other relevant information).

4. Individualized, complete and current description of any diagnosed neuro-pyschological disorder(s), their severity, treatment and prognosis.

5. Individual assessment and description of any current and related medication issues and their effects that can impact cognitive learning processes and/or academic participation.

6. Individualized description of any current functional limitations and their extent as a direct result of the neuropsychological disability that can impact cognitive learning processes and/or academic participation.

7. A statement of the extent to which any functional limitations are mitigated by current treatment strategies including medication

Mail or Fax (include Cover sheet) completed assessment as outlined above to:

UC Merced Disability Services
Attn: Disability Services Coordinator
P.O. Box 2039 – KL 109 -Merced, CA 95344
Fax (209) 228-4542

DS Contact Information

Disability Services
In person: KL Suite 109 (down the hallway from the Student 1st Center
Phone: (209) 228-6996 - Email: disabilityservices@ucmerced.edu
Fax: (209) 228-4542 - TTY: (209) 228-TTY0 (8890)

UCMERCED Disability Services

Psychological Disability Documentation Form

UC Merced Disability Services has received a student request for academic accommodations services. In order to determine eligibility for academic accommodation services, DS requires documentation of the student's psychological disability. The information you provide will not become part of the student's educational records and will be kept in the student's confidential file at DSC. In addition to the requested information, please attach all supportive information, reports, and test results relevant to the documented diagnosis and limitations.

Student's Name:_____ **Date:** __/____/_____
First M. Last

1. What is your DSM-IV multi-axial diagnosis for this student?

Axis I:_____

Notes:_____

Axis II:_____

Notes:_____

Axis III:____

Notes:_____

Axis IV:_____

Notes:_____

Axis V (GAF score):_____

Notes:_____

2. Diagnosis Date: _____/_____/_____

3. Last Appointment Date: _____/_____/_____

Notes: _____

_____

4. In addition to DSM-IV criteria, how did you arrive at your diagnosis? Please check all relevant items below, adding brief notes that you think might be helpful to us as we determine which accommodations and services are appropriate for the student.

j) Structured or unstructured interviews with the student:_____

_____

_____

k) Interviews with other persons:_____

_____

l) Behavioral observations:_____

_____

m) Developmental history:

_____

_____

n) Educational history:_____

_____

o) Medical history:_____

_____

p) Psycho-educational testing. Date(s) of testing?_____

_____

q) Standardized or non-standardized rating scales:_____

_____

r) Other (Please specify):_____

_____

UCMERCED Disability Services

5. Please provide specific information about the academic limitations and severity of symptoms this student encounters as a result of his/her psychological disability.

Life Activity	No Impact	Moderate Impact	Severe Impact	Don't Know
Organization	☐	☐	☐	☐
Concentration	☐	☐	☐	☐
Activation/initiating to work	☐	☐	☐	☐
Sustained focus	☐	☐	☐	☐
Memory	☐	☐	☐	☐
Stress management	☐	☐	☐	☐
Understanding directions	☐	☐	☐	☐
Managing internal distractions	☐	☐	☐	☐
Managing external distractions	☐	☐	☐	☐
Specific academic topics:	☐	☐	☐	☐
Math	☐	☐	☐	☐
Reading	☐	☐	☐	☐
Written expression	☐	☐	☐	☐
Other (please describe):				

6. Currently on prescribed psychological medication(s)? ☐ Yes ☐ No

7. Describe medication(s), date(s) prescribed, effect on academic functioning, and side effects. Do limitations/symptoms persist even with medication?

8. Other: (Any additional information/comment relevant to this student?).

Certifying Professional* Title:_____ License#: _____

Signature of Professional_____ Date: ___/____/____

Professional's Name (printed): _____

*Qualified diagnosing professionals are licensed psychologists, psychiatrists, and neurologists and must have expertise in the differential diagnosis of the documented mental disorder or condition and follow established practices in the field.

UCMERCED Disability Services

Deaf/Hearing Impairment Disability Documentation Guidelines

UC Merced Disability Services has received a request for accommodation services from a student who is deaf and/or hearing impaired. In order to determine eligibility for accommodation services, DS requires complete documentation of the student's specific hearing loss range. Complete documentation of disability must indicate that the identified disability substantially limits one or more major life activities.

A diagnosis of a disability in and of itself does not automatically qualify an individual for accommodations. The documentation must also support the request for accommodations and academic adjustments.

This form is designed to help us make that determination as to how this student's disability poses an academic and campus life participation barrier. It is considered a confidential student record protected under all applicable state and federal privacy laws.

The information provided will not become part of the student's educational records. This documentation of disability form will be kept in the confidential documentation of disability student file. This Deaf and/or Hearing Disability form may be released to the student at their request.

Mail or Fax (include Cover sheet) completed assessment as outlined above to:

UC Merced Disability Services
Attn: Disability Services Coordinator
P.O. Box 2039 – KL 109 -Merced, CA 95344
Fax (209) 228-4542

DS Contact Information

Disability Services
In person: KL Suite 109 (down the hallway from the Student 1st Center
Phone: (209) 228-6996 - Email: disabilityservices@ucmerced.edu
Fax: (209) 228-4542 - TTY: (209) 228-TTY0 (8890)

UCMERCED Disability Services

Deaf and/or Hearing Disability Certification

PLEASE PROVIDE THE FOLLOWING INFORMATION

Student Name: _____ **Birth Date:**___/____/___
First MI. Last

Certifying Professional: _____ **License#:**_____

Business Address:_____**Phone: (____)**_____

City: _____ **State:**____ **Zipcode:**_____

Business Fax: _____

1. Clearly describe this individual's hearing impairment:

_____

_____

_____

2. Specify functional limitations on the individual's ability to perform or participate in an academic setting (i.e. performance in lab courses, participation in seminars/discussions, oral examinations etc.)

_____

_____

_____

3. Provide a description of treatment(s) and aids with anticipated effectiveness in minimizing the impact of the impairment:_____

_____

_____

Authorizing Signature:_____ Date:_____/_____/_____

UCMERCED Disability Services

Appendix A

DS Informal Complaint Resolution Procedure

It is fair to say that even with the best efforts of everyone involved with your service delivery at UC Merced, a problem may occur. Experience has shown that many times a problem arises because of a misunderstanding or miscommunication; clarification can be a quick and effective solution. If this should happen, tt is best to discuss the issue with the person involved first, and if a satisfactory resolution is not obtained, then go to the person's supervisor or department chair.

Students can at any time contact Disability Services (DS) to collaboratively solve the problem as quickly as possible. DS staff can also help with suggestions on how to resolve problems you may have with your service providers, professors, TA's or other departments.

If a student has a complaint concerning Disability Services, the student is encouraged to resolve the issue directly with Disability Services according to this informal complaint resolution procedure.

Informal Complaint Resolution Procedure

The following process is recommended as the most efficient way of dealing with issues either with Disability Services or another department:

1. Start by discussing the problem with the person involved.

2. If the matter is unresolved, communicate with the person in charge of the services or program in question. For Disability Services, this is the Disability Services Coordinator and the student can call and make an appointment by contacting DS at (209) 228-6996 (voice), (209) 228-4542 (Fax), disabilityservices@ucmerced.edu.

3. If the matter is still unresolved, the student can, at any time, file a formal written complaint according to the **"Disability Services Student Grievance Procedure in Cases Allegy Disability Discrimination"** procedure. ("Appendix C", page 54 of this UCM DS Student Handbook for specific instructions.

UCMERCED Disability Services

Appendix B

UC Merced Non – Discrimination Policy

The University of California, Merced prohibits discrimination against any individual on the basis of physical or mental disability. This policy extends to all rights, privileges, programs and activities, including housing, employment, admissions, financial assistance, educational and athletic programs.

It is also the policy of the University of California, Merced (UC Merced) to provide reasonable accommodations to persons with disabilities unless such accommodations would impose an undue burden or fundamental alteration to the program in question. The purpose of these procedures is to ensure that all complaints of discrimination based on disability are thoroughly and fairly investigated by the authorized units of the University.

UC Merced will conduct a fair and impartial investigation of all allegations of discrimination, with due regard for the rights of all parties. Retaliation against any individual who has filed a complaint of discrimination, or who has cooperated in the investigation of such a complaint, is unlawful and in violation of University policy.

UCMERCED Disability Services

Appendix C

Disability Services Student Grievance Procedure in Cases of Alleged Disability Discrimination

When a student believes that he or she has been discriminated against on the basis of disability, he or she may file, in writing a formal grievance with the Disability Services Coordinator, Office of Disability Services, who is the University's compliance officer for ADA Title II/Section 504 of the Rehabilitation Act of 1973. The statement should be as specific as possible regarding the actions(s) or inaction(s) that precipitated the grievance: date, place, persons involved, efforts made to settle the matter informally, and the remedy sought.

If a student with a grievance alleging disability discrimination is also employed by the University, and the grievance arises out of the student's employment, the grievance may be filed under the University's Complaint Procedures in Cases of Alleged Unlawful Discrimination or Harassment. If the Disability Services Coordinator receives a grievance which appears to allege disability discrimination arising out of a student's employment, the grievance may be referred to the appropriate office to be handled under the policy applicable to employees.

Where the grievance arises out of a decision made by the Office of Disability Services regarding a student's eligibility for academic or other accommodations, the grievance will be forwarded for investigation to the Assistant Vice Chancellor, Student Health & Wellness. Grievances otherwise involving academic matters, for example, cases in which grades are disputed, will also be forwarded to the Provost, who will determine which office(s) should conduct the investigation. Otherwise, the Director of Disability Services shall investigate the matters set forth in the written grievance. In conducting this investigation, the investigator may forward a copy of the grievance statement to the persons whose actions (or inactions) are the subject of the grievance, and may request a written response from appropriate individuals in the University. The investigator may also choose to interview witnesses, to meet with concerned parties, to receive oral or written statements, and to make other appropriate inquiries.

After completing the investigation, the investigator will forward a copy of a report and recommendation to the appropriate University official. If the complaint arises out of an academic unit, the report will be forwarded to the dean of the appropriate school or college, unless he is the subject of the grievance. In such cases, the report will be sent to the Provost. If the complaint arises from a nonacademic unit, the report will be forwarded to the administrative head of the unit, unless he is the subject of the grievance. In such cases, the report will be forwarded to the Assistant Vice Chancellor, Student Health and Wellness, who will forward it to the Vice Chancellor, Student Affair, who in turn will forward it to the appropriate officer of the University.

Disability Services Student Grievance Procedure in Cases of Alleged Disability Discrimination *(cont.)*

Within forty-five (45) days of the filing of the grievance, the Provost, Assistant Vice Chancellor for Health & Wellness (AVC – HW), or administrative head will render a decision on the merits of the student's complaint. If resolution is not possible within forty-five (45) days, the Provost, AVC - HW, or administrative head shall inform the student of the status of the investigation.

Copies of the decision by the Provost, AVC - HW, or administrative head will be sent to the student, the Provost (when not issued by him), and the Director of Disability Services. A copy may also be sent to the department and/or the persons whose actions (or inactions) are the subject of the grievance, as appropriate.

In the event that the student is not satisfied with the resolution of the grievance, an appeal may be made. The appeal should be filed with the Office of Disability Services, who will direct the appeal and all appropriate records to the appropriate office of the University for review and disposition.

Copies of the decision will be maintained in the Office of the Provost and the Office of Disability Services.

These procedures shall constitute the grievance procedure mandated by regulations implementing Section 504 of the Rehabilitation Act (34 CFR Part 104), Title II of the Americans with Disabilities Act of 1990 (28 CFR, Part 35), and the University of California Policies Applying to Campus Activities, Organizations, and Students (Section 140: Guidelines Applying to Nondiscrimination on the Basis of Disability).

Questions about the University's Student Grievance Procedures in Cases of Alleged Disability Discrimination should be addressed to the Office of Disability Services:

Brad D. Neily
UCM Disability Services Coordinator
ADA Title II/504 Compliance Coordinator
Phone: (209) 228-7884 – Email: bneily@ucmerced.edu
Fax: (209) 228-4542 – TTY: (209) 228-TTY0 (8890)

Exceptions to these procedures may be granted by the President, Provost, Executive Vice President & Provost, Vice Chancellor for Student Affairs, or the University General Counsel.

UCMERCED Disability Services

Appendix D

Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities

Reproduction and ordering information

U.S. Department of Education
Margaret Spellings
Secretary

Office for Civil Rights

Stephanie Monroe
Assistant Secretary

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U.S. Department of Education
Office for Civil Rights
Washington, D.C. 20202

September 2007

More and more high school students with disabilities are planning to continue their education in postsecondary schools, including vocational and career schools, two- and four- year colleges, and universities. As a student with a disability, you need to be well informed about your rights and responsibilities as well as the responsibilities postsecondary schools have toward you. Being well informed will help ensure you have a full opportunity to enjoy the benefits of the postsecondary education experience without confusion or delay.

The information in this pamphlet, provided by the Office for Civil Rights (OCR) in the U. S. Department of Education, explains the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This pamphlet also explains the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure the school does not discriminate on the basis of disability.

OCR enforces Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II), which prohibit discrimination on the basis of disability. Practically every school district and postsecondary school in the United States is subject to one or both of these laws, which have similar requirements.

Although both school districts and postsecondary schools must comply with these same laws, the responsibilities of postsecondary schools are significantly different from those of school districts.

Moreover, you will have responsibilities as a postsecondary student that you do not have as a high school student. OCR strongly encourages you to know your responsibilities and those of postsecondary schools under Section 504 and Title II. Doing so will improve your opportunity to succeed as you enter postsecondary education.

The following questions and answers provide more specific information to help you succeed.

As a student with a disability leaving high school and entering postsecondary education, will I see differences in my rights and how they are addressed?

Yes. Section 504 and Title II protect elementary, secondary and postsecondary students from discrimination. Nevertheless, several of the requirements that apply through high school are different from the requirements that apply beyond high school. For instance, Section 504 requires a school district to provide a free appropriate public education (FAPE) to each child with a disability in the district's jurisdiction. Whatever the disability, a school district must identify an individual's education needs and provide any regular or special education and related aids and services necessary to meet those needs as well as it is meeting the needs of students without disabilities.

Unlike your high school, your postsecondary school is not required to provide FAPE. Rather, your postsecondary school is required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability. In addition, if your postsecondary school provides housing to nondisabled students, it must provide comparable, convenient and accessible housing to students with disabilities at the same cost.

Other important differences you need to know, even before you arrive at your postsecondary school, are addressed in the remaining questions.

May a postsecondary school deny my admission because I have a disability?

No. If you meet the essential requirements for admission, a postsecondary school may not deny your admission simply because you have a disability.

Do I have to inform a postsecondary school that I have a disability?

No. However, if you want the school to provide an academic adjustment, you must identify yourself as having a disability. Likewise, you should let the school know about your disability if you want to ensure that you are assigned to accessible facilities. In any event, your disclosure of a disability is always voluntary.

What academic adjustments must a postsecondary school provide?

The appropriate academic adjustment must be determined based on your disability and individual needs. Academic adjustments may include auxiliary aids and modifications to academic requirements as are necessary to ensure equal educational opportunity. Examples of such adjustments are arranging for priority registration; reducing a course load; substituting one course for another; providing note takers, recording devices, sign language interpreters, extended time for testing and, if telephones are provided in dorm rooms, a TTY in your dorm room; and equipping school computers with screen-reading, voice recognition or other adaptive software or hardware.

In providing an academic adjustment, your postsecondary school is not required to lower or effect substantial modifications to essential requirements. For example, although your school may be required to provide extended testing time, it is not required to change the substantive content of the test. In addition, your postsecondary school does not have to make modifications that would fundamentally alter the nature of a service, program or activity or would result in undue financial or administrative burdens. Finally, your postsecondary school does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

If I want an academic adjustment, what must I do?

You must inform the school that you have a disability and need an academic adjustment. Unlike your school district, your postsecondary school is not required to identify you as having a disability or assess your needs.

Your postsecondary school may require you to follow reasonable procedures to request an academic adjustment. You are responsible for knowing and following these procedures. Postsecondary schools usually include, in their publications providing general information, information on the procedures and contacts for requesting an academic adjustment. Such publications include recruitment materials, catalogs and student handbooks, and are often available on school Web sites. Many schools also have staff whose purpose is to assist students with disabilities. If you are unable to locate the procedures, ask a school official, such as an admissions officer or counselor.

When should I request an academic adjustment?

Although you may request an academic adjustment from your postsecondary school at any time, you should request it as early as possible. Some academic adjustments may take more time to provide than others. You should follow your school's procedures to ensure that your school has enough time to review your request and provide an appropriate academic adjustment.

Do I have to prove that I have a disability to obtain an academic adjustment?

Generally, yes. Your school will probably require you to provide documentation that shows you have a current disability and need an academic adjustment.

What documentation should I provide?

Schools may set reasonable standards for documentation. Some schools require more documentation than others. They may require you to provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist or other qualified diagnostician. The required documentation may include one or more of the following: a diagnosis of your current disability; the date of the diagnosis; how the diagnosis was reached; the credentials of the professional; how your disability affects a major life activity; and how the disability affects your academic performance. The documentation should provide enough information for you and your school to decide what is an appropriate academic adjustment.

Although an individualized education program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you, it generally is not sufficient documentation. This is because postsecondary education presents different demands than high school education, and what you need to meet these new demands may be different. Also in some cases, the nature of a disability may change.
If the documentation that you have does not meet the postsecondary school's requirements, a school official should tell you in a timely manner what additional documentation you need to provide. You may need a new evaluation in order to provide the required documentation.

Who has to pay for a new evaluation?

Neither your high school nor your postsecondary school is required to conduct or pay for a new evaluation to document your disability and need for an academic adjustment. This may mean that you have to pay or find funding to pay an appropriate professional for an evaluation. If you are eligible for services through your state vocational rehabilitation agency, you may qualify for an evaluation at no cost to you. You may locate your state vocational rehabilitation agency through the following Web page:
http://www.jan.wvu.edu/cgi-win/TypeQuery.exe?902

Once the school has received the necessary documentation from me, what should I expect?

The school will review your request in light of the essential requirements for the relevant program to help determine an appropriate academic adjustment. It is important to remember that the school is not required to lower or waive essential requirements. If you have requested a specific academic adjustment, the school may offer that academic adjustment or an alternative one if the alternative would also be effective. The school may also conduct its own evaluation of your disability and needs at its own expense.

You should expect your school to work with you in an interactive process to identify an appropriate academic adjustment. Unlike the experience you may have had in high school, however, do not expect your postsecondary school to invite your parents to participate in the process or to develop an IEP for you.

What if the academic adjustment we identified is not working?

Let the school know as soon as you become aware that the results are not what you expected. It may be too late to correct the problem if you wait until the course or activity is completed. You and your school should work together to resolve the problem.

May a postsecondary school charge me for providing an academic adjustment?

No. Furthermore, it may not charge students with disabilities more for participating in its programs or activities than it charges students who do not have disabilities.

What can I do if I believe the school is discriminating against me?

Practically every postsecondary school must have a person—frequently called the Section 504 Coordinator, ADA Coordinator, or Disability Services Coordinator—– who coordinates the school's compliance with Section 504 or Title II or both laws. You may contact this person for information about how to address your concerns.

The school must also have grievance procedures. These procedures are not the same as the due process procedures with which you may be familiar from high school. However, the postsecondary school's grievance procedures must include steps to ensure that you may raise your concerns fully and fairly and must provide for the prompt and equitable resolution of complaints.

School publications, such as student handbooks and catalogs, usually describe the steps you must take to start the grievance process. Often, schools have both formal and informal processes. If you decide to use a grievance process, you should be prepared to present all the reasons that support your request.

If you are dissatisfied with the outcome from using the school's grievance procedures or you wish to pursue an alternative to using the grievance procedures, you may file a complaint against the school with OCR or in a court. You may learn more about the OCR complaint process from the brochure *How to File a Discrimination Complaint with the Office for Civil Rights*, which you may obtain by contacting us at the addresses and phone numbers below, or at http://www.ed.gov/ocr/docs/howto.html.

If you would like more information about the responsibilities of postsecondary schools to students with disabilities, read the OCR brochure *Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education's Obligations Under Section 504 and Title II of the ADA*. You may obtain a copy by contacting us at the address and phone numbers below, or at http://www.ed.gov/ocr/docs/auxaids.html.

Students with disabilities who know their rights and responsibilities are much better equipped to succeed in postsecondary school. We encourage you to work with the staff at your school because they, too, want you to succeed. Seek the support of family, friends and fellow students, including those with disabilities. Know your talents and capitalize on them, and believe in yourself as you embrace new challenges in your education.

To receive more information about the civil rights of students with disabilities in education institutions, you may contact us at:

Customer Service Team
Office for Civil Rights
U.S. Department of Education
Washington, D.C. 20202-1100
Phone: 1-800-421-3481
TDD: 1- 877-521-2172
Email: ocr@ed.gov
Web site: www.ed.gov/ocr

You may be familiar with another federal law that applies to the education of students with disabilities—the Individuals with Disabilities Education Act (IDEA). That law is administered by the Office of Special Education Programs in the Office of Special Education and Rehabilitative Services in the U.S. Department of Education. The IDEA and its Individualized Education Program (IEP) provisions do not apply to postsecondary schools. This pamphlet does not discuss the IDEA or state and local laws that may apply.

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To order copies of this publication, write to:

ED Pubs Education Publications Center, U.S. Department of Education,
P.O. Box 1398 Jessup, MD 20794-1398;

or **fax** your order to: 301-470-1244;

or **e-mail** your request to: edpubs@inet.ed.gov;

or **call** in your request toll-free: 1-877-433-7827 (1-877-4-ED-PUBS). If 877 service is not yet available in your area, you may call 1-800-872-5327 (1-800-USA-LEARN). Those who use a telecommunications device for the deaf (TDD) or a teletypewriter (TTY), should call 1-877-576-7734**.**

or **order online** at www.edpubs.org.

This publication is also available on the Department's Web site at http://www.ed.gov/ocr/transition.html. Any updates to this publication will be available on this Web site.

On request, this publication can be made available in alternate formats, such as Braille, large print or computer diskette. For more information, you may contact the Department's Alternate Format Center at (202) 260-0852 or (202) 260-0818, or via e-mail at Katie.Mincey@ed.gov. If you use a TDD, call 1-800-877-8339

Appendix E

U.S. Department of Education / Office of Civil Rights Publications

Post-Secondary Institutions

Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education's Obligations Under Section 504 and Title II of the ADA. (1998).

http://www.ed.gov/about/offices/list/ocr/docs/auxaids.html

This pamphlet reviews the obligations of higher education institutions to serve students with disabilities. This pamphlet also includes answers to questions commonly asked by students and representatives of postsecondary institutions.

Regulations for Title II of the Americans with Disabilities Act of 1990

Revised as of July 1, 1999. These regulations concern non-discrimination on the basis of disability in state and local government services.

http://www.ed.gov/policy/rights/reg/ocr/edlite-28cfr35.html

Regulations for Section 504 of the Rehabilitation Act of 1973

http://www.ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html

These regulations concern non-discrimination on the basis of disability in education programs and activities receiving or benefiting from Federal financial assistance. Published by the Department of Education and codified as 34 CFR Part 104, as amended, 65 Fed. Reg. 68050 (Nov. 13, 2000)

Notice of Non-Discrimination. (1999)

http://www.ed.gov/about/offices/list/ocr/docs/nondisc.html

This pamphlet describes the requirements for education agencies to issue notice of their commitment to operate programs in a manner free from discrimination, clarifies the information that recipients should include in non-discrimination notices, and provides a sample notice statement

UCMERCED Disability Services

Appendix F

Unhandicapping Our Language

by Paul K. Longmore, Ph.D. Author and Historian
and Dianne B. Piastro, Syndicated Columnist

Language reflects and reinforces our perceptions and misperceptions of others. All too frequently the terms used for people with disabilities perpetuate stereotypes and false ideas. This guide is offered as one means to "unhandicap" our language and thinking. It is selective, not exhaustive. It is intended as a suggestion, not censorship.

Objectionable		Preferable
cripple crippled crip	No epithet is more offensive to people with physical disabilities (from old English "to creep") A second meaning of this adjective is "inferior"	FDR had a physical disability (or) FDR had polio
Physically challenged handi-capable inconvenienced differently-abled	Euphemisms avoid reality and rob people of dignity	A person has a physical, sensory or mental disability
"Special"	Distancing and inappropriate, patronizing Describes that which is different about any person	none is needed
confined to a wheelchair wheelchair-bound wheel-chaired	creates a false impression: wheelchairs liberate, not confine or bind; they are mobility tools from which people transfer to sleep, sit in chairs, drive car, etc.	wheelchair user uses a wheelchair wheelchair using
Mentally ill, crazy, insane, psycho, nut, maniac, former mental patient	Outdated and stigmatizing	mental disability, behavior disorder, emotional disability
(the) disabled disabled person	Sees people only in terms of their disabilities; defines a person by a characteristic;	People with disabilities, person with a disability

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Objectionable		Preferable
(the) Mentally retarded	Robs us of individuality by lumping people into one undifferentiated category	Person with mental retardation
(the) Deaf		deaf citizens
(the) Blind, etc.		blind people
abnormal	Sees people with disabilities as less human than others	none is needed
(birth) defected defective	Describes and object, dehumanizes a person	congenital disability
Mrs. Kelly is an arthritic patient	Sees someone as an object of medical care	Mrs. Kelly has arthritis
Bill Cullen was: affected with, stricken with, or suffers from polio	Connotes helplessness, dependency, and defeat. Denies other aspects of person	Bill Cullen had polio
Victim FDR was a polio victim	Connotes pitiful helplessness	state the facts FDR had polio
Invalid	(from the same root as VALid) Inaccurate, most people with disabilities are not sickly	none is needed
Deaf and dumb Dummy Deaf-mute	Implies mental incapacitation occurs with hearing loss and/or speech impairment	deaf person who is hard of hearing speech impaired
sightless, four eyes, blind as a bat	inaccurate, demeaning	blind partially sighted vision impaired
Handel was epileptic Renoir was arthritic Geri Jewell is cerebral	These usage's see people as their disabilities Inaccurate reference; a person is not	Handel had epilepsy Renoir had Arthritis Geri Jewell has

UCMERCED Disability Services

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Objectionable		Preferable
palsied	a condition	cerebral palsy
Midget, dwarf	Mythical, denies reality. Infantizing, patronizing	Short-statured person
Deformed Misshapen Hunchbacked	Connotes repulsive oddity Demeaning	has a physical disability has a spinal curvature
Lame, paralytic, gimp, gimpy, withered	Demeaning	walks with a cane, uses crutches. Senator Dole has a disabled hand
Monster, vegetable, creature, freak	Robs people with severe disabilities of their humanity	the child has multiple or severe disabilities
Retard, slow, simple-minded, idiot, mongoloid	Demeaning	people with mental retardation
Spastic, spazz, has fits	Demeaning	has seizures, has cerebral palsy, has epilepsy

The fact that a person has a disability does not define the person; having, living or managing one's disability is a characteristic of themselves as a human being. It is society's reaction to the reality of having a disability and the social experience of discriminating behavior that often defines and determines the quality of accessibility, acceptance, respect and dignity that a person with a disability experiences.