

Process for Requesting Accommodations

The Office of Disabilities provides accommodations for qualified students with disabilities. Reasonable accommodations are provided on a case-by-case basis and must pertain to the functional limitations of the disability upon the individual. The process for registering with Disability Services is as follows:

1. Students must meet with a Disability Coordinator in the Wellness Center for an initial intake.

During this meeting, the student will talk with a Disability Coordinator about their individual needs, specific accommodation requests, and how their academic functioning is impacted by their disability. Some accommodations require significant pre-planning, so students should begin the intake process well in advance of the start of their first academic semester.

2. Students who request accommodations in a higher education setting must submit documentation of their disability from an appropriate evaluator.

The purpose of documentation is to provide the Office of Disabilities with objective evidence that the student meets the criteria for having a disability, which is defined as 1) being diagnosed with a condition, and 2) experiencing a functional impairment or substantial limitation in at least one major life activity. Information provided below clarifies the data needed from the evaluator to assist Disability Services in determining the student's eligibility for accommodations. If the documentation is not adequate in content or does not address the student's current level of functioning and need for accommodations, additional documentation may be requested. Please contact the Office of Disabilities with any questions or concerns regarding these guidelines.

Disability Documentation Guidelines:

The Office of Disabilities follows documentation guidelines outlined by AHEAD, the Association of Higher Education and Disability. In brief, all disability documentation must include the following seven elements:

1. Licensed or credentialed evaluator, with specific training or expertise related to the condition being diagnosed, and who is not related to the individual.
2. Clear diagnostic statement, including diagnostic sub-types where relevant, that describes how the condition was diagnosed and provides information on the functional impact of the condition. A full clinical description will convey this information, as will diagnostic codes from the DSM (Diagnostic Statistical Manual of the American Psychiatric Association) or the ICF (International Classification of Functioning, Disability and Health of the World Health Organization.)
3. Description of the diagnostic methodology used including diagnostic criteria, evaluation methods, tests and dates of administration, clinical narrative, observations, and results. Diagnostic methods must be congruent with the particular disability and with current professional practices in the field.
4. Description of the current functional limitations of the disabling condition helps establish the possible disability and identify possible accommodations. A combination of the individual's self-report, results of formal evaluation procedures, and clinical narrative are recommended. Quality documentation will demonstrate how a major life activity is significantly, amply, or substantially limited by providing evidence of frequency and pervasiveness of the conditions(s).
5. Description of the progression or stability of the disability over time and in context.

6. Description of current and past accommodations, services or medications.
7. Recommendations for accommodations, assistive devices, assistive services, compensatory strategies, and/or collateral support services.

When decisions are made regarding accommodations, accommodations are made available confidentially for professors via the MyLander Campus Portal. Accommodations will not be put in place until students have completed the intake process and the collaborative interview.

3. Students are required to meet with their individual professors to discuss how the requested accommodations will support them in the classroom. Reasonable time, not less than 10 business days, must be given to faculty and Disability staff for accommodations to be effectively implemented.

4. Students are responsible for notifying the Office of Disabilities immediately if they experience difficulties or if there are disputes regarding support services or accommodations in classes.