

**APPLICATION FOR DISABILITY SERVICES**

Date \_\_\_\_\_  
DOE \_\_\_\_\_

Name \_\_\_\_\_  
                    First                      Middle Initial                      Last

Student/Employee ID # \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone \_\_\_\_\_ Work phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Email Address \_\_\_\_\_

Date of Birth \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_

Emergency Contact \_\_\_\_\_ Phone Number \_\_\_\_\_

Are you a Student? \_\_\_\_\_

Major Course of Study \_\_\_\_\_

Classification: Freshman \_\_\_\_\_ Sophomore \_\_\_\_\_ Junior \_\_\_\_\_ Senior \_\_\_\_\_ Graduate \_\_\_\_\_

Do you live on campus? \_\_\_\_\_ Where? \_\_\_\_\_

Are you a Staff member? \_\_\_\_\_ Department \_\_\_\_\_

Are you a Faculty member? \_\_\_\_\_ College \_\_\_\_\_

Location: Dothan Campus \_\_\_\_\_ Montgomery Campus \_\_\_\_\_ Phenix City Campus \_\_\_\_\_

Troy Campus \_\_\_\_\_ eTROY (online) \_\_\_\_\_ Global Campus \_\_\_\_\_

Explain your disability and current treatment, if any: \_\_\_\_\_

What accommodations are you requesting? \_\_\_\_\_

Please, list any prescription medications, dosage and prescribing physician. \_\_\_\_\_

Do you receive assistance from Pell Grant \_\_\_\_\_, Vocational Rehabilitation \_\_\_\_\_,

Veteran's Affairs \_\_\_\_\_, Other (specify) \_\_\_\_\_

Who is your contact person at this location? \_\_\_\_\_ Phone \_\_\_\_\_

**Once you make application for services and provide the appropriate documentation, the Disability Services Coordinator/Department of Human Resources will review your documentation and inform you of your status as a student/employee with disabilities.**

**Permission to Release Information**

I \_\_\_\_\_, hereby give my permission to Troy University to  
Print Name

discuss information concerning my disability and accommodations and/or to release documentation on my disability, with individuals who will be involved in the delivery of services to me for my benefit. I also give permission for other agencies and individuals to discuss and release information to the Troy University Adaptive Needs Office. In addition, pertinent information related to my disability may be provided to facilitate the delivery of services on a “need to know” basis. These individuals include, but are not limited to (1) parents, (2) guardian, (3) spouse, (4) faculty and staff of Troy University, and/or (5) other professionals or agencies involved in services, support, accommodations or consultation as deemed appropriate by the Adaptive Needs Program Coordinator.

For students, permission to release information will remain in effect three years after graduation (or your final semester at Troy), at which time your record will be destroyed. Permission may be rescinded in writing at any time.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Disability Services Coordinator

\_\_\_\_\_  
Date Signed

**Notice to Party Receiving Information:** This information has been disclosed to you from records whose confidentiality is protected by federal law which prohibits you from making further disclosure of information without the specific written consent of the person to whom it pertains, or as otherwise permitted by such regulations. A general authorization for the release of medical or other information is not sufficient for this purpose.

## **DOCUMENTATION GUIDELINES:**

The Disability Services Office provides services and supports for individuals with diagnosed disabilities. Because not all ailments and medical conditions are substantial enough to be considered a permanent disability covered under the Americans with Disabilities Act (ADA), individuals seeking an accommodation must submit comprehensive documentation describing the current function limitations that impact the university setting. Documentation serves as a basis for decision-making about the need for accommodations. Specific information is needed to evaluate eligibility for accommodations. Troy University has two major purposes in documentation requirements: (a) to provide student with disabilities individual appropriate modifications and services in order to enhance their potential for college success; (b) to uphold academic integrity of Troy University by assuring that no student is given unfair advantage because of a documented or suspected disability. Towards these ends Troy University reserves the right to require specific diagnostic information necessary to determine the nature and extent of individual disabilities.

1. Documentation must be provided by a licensed or otherwise properly certified professional who has the appropriate training, relevant experience and is not related to and does not have a personal relationship with the individual being evaluated. (e.g., ADHD might be documented by a psychologist, but not a licensed gynecologist),
2. The documentation must be recent in order to provide an accurate picture of current functioning.
3. Documentation must include a precise diagnostic statement describing how the condition was diagnosed, information concerning the functional impact, details of any expected progression or prognosis of the disability.
4. Documentation must include diagnostic criteria, evaluation methods, tests, dates, and a clinical narrative, observation and results. All tests should be based on adult norms.
5. Documentation should cover major life activities affected by the disability and how those functional limitations will impact the individual and require accommodations.
6. Documentation that does not address a current functioning level or need for accommodations may necessitate the need for a new evaluation.
7. Students requesting accommodations for manifestations of multiple disabilities must provide documentation of all such conditions.
8. Documentation accepted by the DSO is valid as long as the student is continuously enrolled at Troy University. However, if there is a break of two or more terms he/she may need to present updated documentation in order to receive services through the DSO again.

9. Determination regarding acceptability of documentation is the responsibility of the Disability Services Program. Assessment costs are the responsibility of the student. If the initial documentation is incomplete or inadequate to determine the extent of the disability and the nature of reasonable accommodations, the office can require additional documentation. Any cost of obtaining additional documentation is also borne by the student.
10. At no time is a student required to provide documentation to any other administrator, dean or teacher nor is a student required to disclose any information concerning the nature of the disability. Information regarding the documentation required to establish a disability designation at Troy University and guidance on accommodation is available to students in the Disability Services Office.
11. Contacting the Disability Services Office (DSO) can provide verification of a disability. It is only necessary to know that the DSO has a record of a disability and has approved the student for specific accommodation. The Letter of Accommodations serves as the student's documentation that they are eligible students with a disability and therefore entitled to effective and reasonable accommodations.

**FAILURE TO QUALIFY FOR ACCOMMODATIONS**  
**MAY RESULT FOR ANY OF THE REASONS LISTED BELOW:**

**Documentation does not address current functioning**  
**Unofficial documentation such as medical records, SSI prescription pad notes**  
**Documentation provided by a relative**  
**Documentation not from the appropriate professional**  
**No diagnosis given**  
**No functional limitations listed**  
**Failure to provide all scores in a standardized manner**  
**Unsigned report**  
**Report not on professional letterhead**

See the following pages which address documentation requirements for specific conditions.

## **LEARNING DISABILITY:**

Students requesting accommodation on the basis of a specific learning disability must provide documentation from a professional who has undergone comprehensive training and has relevant experience in differential diagnosis of a full range of cognitive and psychiatric disabilities. This must be by an impartial individual not related to the student/employee, i.e.; licensed clinical psychologist, psychiatrist, neuropsychologist, school psychologist, or psychometrist. Experience working with adults is essential. Documentation must be current: within 3 years for a high school student and within the past 5 years for an adult. A school IEP or 504 Accommodation Plan is insufficient. All testing must be standardized for use on adults. Acceptable LD documentation must address **all** of the key points listed below.

### **1. A Diagnostic Interview**

The interview must relate a description of the presenting problem(s); developmental, medical, psychosocial, and employment histories, family history and relevant information regarding the student's academic history.

### **2. Assessment**

For the neurologic or psychological evaluation to illustrate a substantial limitation to learning, the comprehensive assessment battery must address the following:

a. **Aptitude/Cognitive Ability** – An assessment of global intellectual functions is a requirement, as measured by the latest version of one of the following instruments. Subtests and standard scores must be reported:

- Wechsler Adult Intelligence Scale III or latest version. The WAIS is the preferred instrument.
- Woodcock-Johnson Psycho-educational Battery – Revised: Tests of Cognitive Ability
- Stanford – Binet Intelligence Scale – Fourth Edition

Unacceptable Instruments: The Kaufman Brief Intelligence Test (KBIT) is not a comprehensive measure.

Wechsler Intelligence Scale for Children (WISC) is not standardized for use on adults.

b. **Academic Achievement** – A comprehensive achievement battery with subtest and standard scores, indication current level of functioning in the academic areas or reading, math, oral and written language, must be included, as measured by the latest version of one of the following achievement batteries:

- The Woodcock-Johnson Psycho-educational Battery – Revised Tests of Achievement
- Wechsler Individual Achievement Test (WIAT)
- Stanford Test of Academic Skills (TASK)
- Scholastic Abilities Test for Adults (SATA)
- Specific achievement tests such as the Test of written Language – 3 (TOWL-3), Woodcock Reading Mastery Tests- Revised or the Stanford Diagnostic Mathematics Test.

Unacceptable Instruments: - The Wide Range Achievement Test (WRAT) and the Mini Battery of Achievement (MBA). These are not comprehensive measures of achievement and are not suitable for documentation purposes at Troy University.

**c. Information Processing:**

To address specific areas of both long and short-term memory, sequential memory, visual and auditory perception, processing speed, motor ability, and executive functions, a comprehensive battery with subtest and standard scores must be administered.

Information from the Woodcock-Johnson Tests of Cognitive Ability, the WAIS III or the Detroit Tests of Learning Aptitude – Adult (DTLA-A) may be used to address these areas.

**3. DIAGNOSIS**

A clear and specific statement that the student is diagnosed with a learning disability and the accompanying DSM – IV-TR diagnostic code(s) are required to determine eligibility to the Disability Services Program at Troy University.

**4. CLINICAL SUMMARY**

All of these areas must be addressed:

- a. The substantial limitations to major life activities posed by the specific learning disability and the extent of limitation that impacts the academic area for which these accommodations are being requested.
- b. Suggestions as to how this specific disability can be accommodated
- c. Rationale for accommodations. Any recommendation for an accommodation should be based on evidence of a substantial limitation to academic learning, supported by test results/clinical observations. Report should establish the rationale for any accommodation that is recommended using test data to document. A history of accommodations does not in itself warrant the provision of similar accommodations at Troy University. The final determination of appropriate and reasonable accommodation rests with Troy University.

All reports must be typed on the official letterhead of the diagnosing professional, signed by the diagnosing clinician, and must include name, titles and professional credentials of the evaluators as well as the date of testing .

Forward all documentation to the Disability Services Office.

## **ATTENTION DEFICIT HYPERACTIVITY DISORDER:**

Students requesting accommodations on the basis of attention deficit- hyperactivity disorder or attention deficit disorder (ADHD/ADD) must provide documentation by a professional who has undergone a comprehensive training program and has relevant experience in differential diagnosis of a full range of psychiatric disorders (licensed clinical psychologist, neuropsychologist, psychiatrist or another relevantly trained medical doctor), and who has experience in evaluating the impact of ADD/ADHD on an individual's academic performance. It is essential that this professional has experience working with an adult population. All documentation must be current within 3 years for a high school student and within the past 5 years for an adult. School plans, IEPs and 504 plans are insufficient documentation. Testing instruments must be standardized for use on adults. Documentation must include the following:

1. Evidence of early impairment and exhibited in childhood in more than one setting.
2. Evidence of current impairment – documentation of difficulties in student's presenting attentional symptoms and evidence of current impulsive/hyperactive or inattentive behaviors that are to a degree that significant impairment to functioning in two or more settings is evident.
3. Diagnostic interview – This interview must contain a self-report and a third-party report of information pertaining to developmental history, family history of ADHD/ADD or other learning or psychological difficulties, relevant medical and medication history, a thorough academic history, and a review of prior psycho-educational test reports to determine a pattern of behaviors.
4. Evidence of alternative diagnoses or explanations being ruled out- The possibility of dual diagnoses especially learning disabilities and alternative or coexisting mood, behavioral, neurological and/or personality disorders that may confuse or be the primary cause of attentional difficulties must be addressed and ruled out.
5. Neuropsychological or psycho-education assessments  
These assessments are necessary to determine the current impact of the disorder on the individual's ability to function in an educational setting. Date should include subtest and standard scores to support conclusions and should at least include the most recent version of **both** a comprehensive intelligence battery and a comprehensive achievement battery. Assessments such as checklists and rating scales are very important but checklist, scales or subtests should not be used as the sole test criterion for a diagnosis of ADHD/ADD.

### Acceptable Testing Instruments – Aptitude and Cognitive Ability

- Wechsler Adult Intelligence Scale (latest version). The WAIS is the preferred test.
- Woodcock-Johnson Psycho-educational Battery – Revised Tests of Cognitive Ability
- Stanford-Binet Intelligence Scale

### Unacceptable Testing Instruments of Aptitude and Cognitive Ability

- The Kaufman Brief Intelligence Test (KBIT) is not a comprehensive measure for documentation purposes
- Wechsler Intelligence Scale for Children (WISC) this test is not standardized for adults



## Acceptable Testing Instruments for Academic Achievement

- The Woodcock-Johnson Psycho-educational Battery – Revised Test of Achievement
- Wechsler Individual Achievement Test (WIAT)
- Stanford Test of Academic Skills 9 TASK)
- Scholastic Abilities Test for Adults (SATA)
- Specific achievement tests such as the Test of Written Language – 3 (TOWL-3), Woodcock Reading Mastery Tests – Revised or the Stanford Diagnostic Mathematics Test.

## Unacceptable Testing Instruments for Academic Achievement

- The Wide Range Achievement Test (WRAT) this test is not comprehensive
- Mini Battery of Achievement (MBA) this test is not comprehensive

6. Diagnosis – a clear and specific statement that the student is diagnosed with ADHD/ADD and the accompanying DSM – V diagnostic code(s) are required.
7. Medication – indicate whether or not the student was evaluated while on medication and whether or not the medication produced a positive response. Medication alone cannot be used to support a diagnosis.
8. Clinical Summary – this must address the following:
  - a. Substantial limitations to major life activities due to this disability
  - b. The extent of impact to academics for which accommodations are requested
  - c. Suggestions for accommodations for this disability
  - d. Rationale behind the suggested accommodations. All recommendations for an accommodation should be based on objective evidence of a substantial limitation to academic learning, supported by specific test results and clinical observations. Test data should be used to document the need.
9. Interpretation of test results is required. Test protocol sheets, handwritten summary sheets or scores alone are not sufficient. All reports must be typed in a narrative form, signed by the diagnosing clinician and must include names, titles and professional credentials of the evaluators as well as the date of testing. Documentation must be on official letterhead of the professional diagnosing the disability.

Forward all documentation to the Disability Services Office.

## **TRAUMATIC BRAIN INJURY (TBI):**

This is characterized by a trauma to the brain from injury, cerebral vascular accidents, tumors, surgeries or other medical conditions.

Students requesting accommodations for traumatic brain injury or brain insult must provide documentation by a neuropsychologist. Documentation must be current within the past 3 years for a high school student and within the past 5 years for an adult. A school IEP or 504 Accommodation Plan is not considered sufficient documentation. All testing instruments must be standardized for use on adults. This documentation must include but is not limited to the following:

1. A thorough neuropsychological evaluation – this assessment must address the areas of attention, visual perception/visual reasoning, language, academic skills, memory/learning. Executive functioning, sensory, motor and emotional status. Data should include standard scores and percentiles.
2. Evidence of current impairment – documentation should discuss the history of the individual's presenting symptoms and evidence of behaviors that significantly impair functioning.
3. A diagnostic interview – The must contain a self-report and a third-party information report pertaining to the following:
  - a. The student's developmental history
  - b. The student's family history
  - c. Learning or psychological difficulties
  - d. Relevant medical history
  - e. A thorough academic student history
4. Evidence that alternative diagnoses or explanations have been ruled out. Evidence that the possibility of dual diagnoses and alternative or coexisting mood, learning, behavioral, and/or personality disorders that may confuse the diagnosis have been ruled out. Records of academic progress prior to the onset of TBI must be reviewed to substantiate that the current level of cognitive functioning is a direct cause of the traumatic brain injury and that the functioning has changed as a result of this injury.
5. Diagnosis – a specific statement of diagnosis as well as the corresponding DSM –IVTR code is needed.
6. Clinical Summary – This area must address the following:
  - a. The substantial limitations to major life activities posed by the disability.
  - b. A description of the extent of academic impact that these limitations have
  - c. Suggestions as to how this can be accommodated
  - d. The rationale behind these suggested accommodations. Any suggestion should be based upon objective evidence of a substantial limitation to learning, supported by specific test results and clinical observations. Test data should be used to document need of accommodation. A history of accommodations does not in itself warrant the provision of similar accommodations at Troy University. The final determination of appropriate and reasonable accommodation rests with Troy University.

Forward all documentation to the Disability Services Office.

## **PSYCHIATRIC DISABILITIES:**

Students requesting accommodations on the basis of a psychiatric disability must provide documentation from a licensed clinical psychologist (Ph.D.), psychiatrist (M.D.), licensed clinical social worker, or licensed professional counselor. Due to the variable nature of psychiatric disabilities, students registering for the first time must submit current documentation from an assessment conducted no more than 6 months prior to the date of registration. Frequent updates may be needed depending on the nature of the academic adjustments requested. A school IEP or 504 Accommodation Plan is not sufficient documentation. Documentation must include but is not limited to the following:

1. Diagnosis – The report must address a specific, current psychiatric diagnosis as per the DSM – IV-TR to include the diagnostic codes, which indicates the nature, frequency and severity of the symptoms upon which the diagnosis was made. A diagnosis without an explicit listing of current symptoms is not sufficient. Primary and secondary Axis I and II diagnoses are required.
2. Medications – dosages and side effects which may influence the type of accommodations provided should also be addressed. Medication cannot be used to imply a diagnosis.
3. Clinical summary – must address the following:
  - (a) The substantial limitations to major life activities posed by the psychiatric disability.
  - (b) The extent to which these limitations can impact the academic context for accommodations requested.
  - (c) Suggestions for accommodations
  - (d) Rationale behind suggested accommodations. A history of accommodations does not in itself warrant the provision of similar accommodations at Troy University. The final determination of appropriate and reasonable accommodation rests with Troy University.
4. Additional requirements- All reports must be in narrative form, typed on professional letterhead, and signed by the appropriate clinician. Chart, clinic notes and Social Security information are not acceptable forms of documentation.

Forward all documentation to the Disability Services Office.

## **AUTISM SPECTRUM DISORDERS/ASPERGER'S SYNDROME:**

Students requesting accommodations on the basis of an Autism Spectrum Disorder (ASD) must provide documentation by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis of a full range of psychiatric disorders. This must be a Ph.D. level licensed clinical psychologist, neuropsychologist, psychiatrist or other relevantly trained medical physician who has the expertise in evaluating the impact of an ASD on an individual's academic performance. Experience working with persons with ASD is essential. Documentation must be current with the past 3 years for a high school student and within the past 5 years for an adult. School IEP or 504 Accommodation Plan is insufficient documentation for requesting accommodations. All testing must be standardized for adults. Documentation must include but is not limited to the following:

1. Measures specific to autism spectrum disorders.
  - a. Parent diagnostic interview assessing the 3 areas of difficulty that characterize ASD, including social and interaction skills, verbal and nonverbal communication skills, and obsessive interests and or repetitive behaviors. The Autism Diagnostic Interview Revised (ADI-R) is the preferred diagnostic tool.
  - b. Structured interaction and observation of the student's social and interaction skills, verbal and nonverbal conversation skills and obsessive interests and/or repetitive behaviors. The Autism Diagnostic Observation Schedule (ADOS) is the preferred instrument but other structured observation of these skills would be accepted.
  - c. An ASD specific behavioral/skill checklist, such as the Social Responsiveness Scale, Social Communication Questionnaire, Gilliam Autism Rating Guide or Gilliam Asperger's Disorder Guide.
2. Diagnostic Interview – This interview must relate a description of the presenting problem(s); developmental, medical, psychosocial and employment histories; family history and relevant information concerning the student's academic history.
3. Assessment – for the evaluation to illustrate a substantial limitation to learning, the following domains must be addressed.
  - a. Aptitude/Cognitive Ability – an assessment of global cognitive functioning is required, as measured by the latest version of one of the following acceptable instruments. All subtests and standard scores must be reported.
    - Wechsler Adult Intelligence Scale. The WAIS is the preferred test instrument.
    - Woodcock-Johnson Psycho-educational Battery – Tests of Cognitive Ability. If using the WJ-COG, the GIA must be reported
    - Stanford-Binet Intelligence Scales

Unacceptable Testing Instruments include the following:

- The Kaufman Brief Intelligence Test (KBIT) this is not a comprehensive measure
  - The Wechsler Intelligence Scale for Children (WISC) this is not standardized for adults.
- b. Academic Achievement – a comprehensive achievement battery with subtest and standard score which indicates the current level of functioning in the academic areas of reading, math, oral and written language must be included as measured by the latest version of one of the following achievement test batteries.

Acceptable testing instruments:

- The Woodcock-Johnson Psycho-educational Battery – Tests of achievement
- Wechsler Individual Achievement Test (WIAT)
- Specific achievement tests such as the Test of Written Language – 3 (TOWL03), Woodcock Reading Mastery Tests-Revised, The Nelson-Denny Reading Tests or the Stanford Diagnostic Mathematics Test.

Unacceptable testing instruments:

- The Wide Range Achievement Test (WRAT) – this is not a comprehensive test
- The Mini Battery of Achievement (MBA) - this is not a comprehensive test
  - c. Adaptive Behavior – An assessment of current level of adaptive/daily living skills.
  - d. Comorbid Assessment – assessment of symptoms of comorbid diagnoses including symptoms of inattention, hyperactivity, anxiety, and depression.
- 4. Diagnosis – this report must be a specific and current diagnosis as per the DSM –IV-TR including diagnostic codes which indicates the nature, frequency and severity of the symptoms. A diagnosis without an explicit listing of current symptoms is not sufficient.
- 5. Medications – prescribed medications, dosages, schedules and side effects which may influence the type of accommodation provided must be noted. Medication alone cannot be used to imply a diagnosis.
- 6. Clinical Summary –areas to be addressed are as follows:

- a. The substantial limitations to major life activities posed by the ASD and the extent to which these limitations impact the academic areas for which these accommodations are being requested.
  - b. Note suggestions pertaining to how the side effects of ASD may be accommodated.
  - c. Rationale for accommodations. Any accommodation should be based on objective evidence of a substantial limitation to learning and supported by specific test results and clinical observation. Reports must establish the rationale for any accommodation that is recommended using test data to document the need. A history of accommodations does not in itself warrant the provision of similar accommodations at Troy University. The final determination of appropriate and reasonable accommodation rests with Troy University.
7. Additional requirements- All reports must be in narrative form, typed on professional letterhead, and signed by the appropriate clinician. Chart, clinic notes and Social Security information are not acceptable forms of documentation.  
Forward all documentation to the Disability Services Office.

## **PHYSICAL DISABILITY:**

### Mobility, Systemic or Chronic illness-related Disabilities

Students requesting accommodations based upon mobility, systemic or disease-related disabilities must provide documentation from a physician familiar with their condition.

Documentation must be current within the past 3 years for a high school student and within the past 5 years for an adult. A school plan such as an AEP or 504 Accommodation Plan is not sufficient documentation. Documentation must include, but is not limited to the following:

1. Clinical diagnosis with a description of the symptoms related to the diagnosis that the student experiences, as well as, the date of the original diagnosis, and last contact with the student.
2. Identification of the major life activity such as walking, learning, seeing, hearing, etc. affected by this student's disability. Information on how the disability presents a substantial limitation to this major life activity in the college setting must be included (how the student is limited functionally by this disability).
3. Suggestions as to how the limiting manifestations of this condition may be accommodated at the college level. Include the rationale for these accommodations. A history of accommodations does not in itself warrant the provision of similar accommodations at Troy University. The final determination of appropriate and reasonable accommodation rests with Troy University.
4. All reports must be in narrative form, typed on professional letterhead and signed by the appropriate clinical professional. Chart or clinic notes or Social Security information is not acceptable as documentation.

Forward all documentation to the Disability Services Office.

## **DEAF OR HEARING IMPAIRMENT:**

Students requesting accommodations on the basis of deafness or hearing impairment must provide documentation from the appropriate clinical professional consisting of the following:

1. An audio evaluation and/or audiogram
2. A narrative interpretation of the functional implications of the diagnostic data and hearing aid/implant evaluation, when appropriate.
3. Suggestions as to how the functionally limiting manifestation of this condition may be accommodated. A history of accommodations does not in itself warrant the provision of similar accommodations at Troy University. The final determination of eligibility for services and accommodations rests with Troy University.
4. All reports must be in narrative form, typed on professional letterhead and signed by the appropriate clinical professional. Chart or clinic notes or Social Security information is not acceptable as documentation.

Forward all documentation to the Disability Services Office.

## **BLINDNESS AND VISUAL IMPAIRMENTS:**

Students requesting accommodations on the basis of blindness or visual impairments must provide the following documentation.

1. An ocular assessment or evaluation from an ophthalmologist.
2. A low vision evaluation of residual visual function when appropriate.
3. Suggestions as to how the condition may be accommodated in a college setting. A history of accommodations does not in itself warrant the provision of similar accommodations at Troy University. The final determination of eligibility for services and accommodations rests with Troy University.
4. All reports must be in narrative form, typed on professional letterhead and signed by the physician. Chart or clinic notes or Social Security information is not acceptable as documentation.

Forward all documentation to the Disability Services Office.

## **MEAL PLAN ACCOMMODATIONS:**

Some students may have medical conditions that require special diets and/or special care through our Dining Services. Students may request exceptions to the meal plan through the Disability Services Office. In order to ensure that each request is considered in a consistent and appropriate manner, students should adhere to the following guidelines for documentation:

Students who request medical exceptions to the meal plan should have their physician submit a letter containing the following information.

1. A current statement of diagnosis and date of onset
2. A summary of diagnostic procedures and laboratory results used to diagnosis the disorder
3. Explain why the regular menu of self-selection is detrimental to the student's health
4. List the diet recommended for this specific student
5. Indicate if this student should receive guidance in how to select foods appropriate for his/her diet
6. Estimate a length of time that this diet treatment will be necessary

This letter should be on the physician's letterhead, dated and signed by the physician.

Documentation on prescription pads or scrapes of paper is unacceptable. "Physician" is defined as an authorized practitioner of medicine, as one who graduated from a college of medicine or osteopathy and licensed by the appropriate board.

Once documentation is received, it will be reviewed and a consultation with a physician will be scheduled as necessary. The student will be notified of a decision as soon as possible.

## **TEMPORARY DISABILITIES:**

Whenever possible, the Disability Services Office will try to offer limited services to students with temporary illnesses or injuries that are expected to last more than a term but are not expected to last more than six months.

Students must submit documentation of their illness or injury. This documentation must be from the treating physician and must include a diagnosis, functional limitations, expected duration and a prognosis. Suggestions of how the injury or illness might be accommodated should also be included.

Students must meet with the Disability Services Coordinator to discuss accommodations that will be reasonable and appropriate given the functional limitations of the illness or injury. Together a convalescence plan will be drawn up and a Letter of Accommodation for temporary services will be sent to the student's class instructors.

Usual accommodations may include use of a tape recorder, scribe, extra time on exams, demonstration of adaptive technology. The student will need to purchase or rent any such technology for him/herself. Troy University does not provide transportation, or otherwise lend or provide medical equipment or home computers. The Disability Services Office does not notify faculty of student absences, nor do we provide excuses for doctor's appointments, lab work, or therapy.

## **MEDICAL EMERGENCIES:**

Students who may possibly have medical emergencies in the classroom are encouraged to share the information with their instructors so that they are better prepared to assist in the



event of an emergency. It is a good idea to get some idea of the frequency of potential problems and what is expected in the way of assistance especially in the event of seizures, diabetic coma, heart problems and other serious episodes. If you receive a Letter of Accommodation with the phrase: **“Possibility of medical emergency. See student for details.”** The student has agreed to make this knowledge available to the instructor. The student and faculty should discuss the following points: the student does not have to disclose the exact nature of the disability, but students are encouraged to share information so that faculty can be better prepared to assist in the event of an emergency or distress. It is a good idea to have some idea of what illness is problematic and the frequency of episodes. Students are encouraged to develop an emergency plan in advance and discuss it with faculty. Students should be able to describe specific signs and symptoms that indicate an immediate need for emergency assistance. Staff and faculty should advise their supervisor of the possibility of a medical emergency and depending upon the severity of the problem, may want to alert a co-worker.

**In the event of an unresponsive individual or one that requests assistance, do not hesitate to contact emergency help. Call 911 for any perceived emergency, if you are uncomfortable or distressed by an individual’s condition.**