



**Accessibility Resource Center
Student Handbook**

University of the District of Columbia

**Division of Student Development & Success
Revised April 2019**

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University of the District of Columbia Accessibility Resource Center

The University of the District of Columbia's Accessibility Resource Center ("ARC") is the campus office recognized as the authority on all aspects of academic accommodations for qualified¹ students with disabilities at the University of the District of Columbia ("University" or "UDC") and its component colleges and schools at both the graduate and undergraduate levels, including the University of the District of Columbia Community College and the David A. Clarke School of Law. The mission of the ARC is to provide students with disabilities equal educational opportunities to participate fully in all University programs and activities by coordinating accommodations (including academic adjustments and accessibility to campus facilities) and support services (including individual counseling, advocacy for student needs, and referral to appropriate external governmental and community agencies). The ARC also partners with other areas of the campus community to implement accommodations and to increase awareness of the rights of students with disabilities.

When determining the appropriate accommodations, the ARC considers several factors, such as documentation from professionals specializing in the area of the student's diagnosed disability, the student's functional limitations, and the student's input and accommodation history with regard to particular needs and limitations. The ARC then works with the student and relevant faculty and staff through an interactive process designed to achieve an accommodation that meets the needs of all parties. The first step in this process is initiating the request. It is required that students identify themselves to allow the University to best serve and plan for their needs. Students registered with the ARC are required to abide by its guidelines at all times.

The ARC is open weekdays between 9:00 AM-5:00 PM and located in the Division of Student Affairs, Building 39, Suite 102.

University Commitment

The University is deeply committed to providing equal educational opportunities for qualified enrolled or admitted students with disabilities in accordance with District and federal laws and regulations, including the Americans with Disabilities Act of 1990 and 2008 (ADA) and Section 504 of the Rehabilitation Act of 1973.

The policies and procedures outlined in this publication are intended to comply with both the letter and the spirit of District and federal statutes. The goal is to ensure that qualified students with disabilities have access to the same opportunities to succeed as other students at the University. According to the ADA and Section 504 of the Rehabilitation Act of 1973, an individual is considered disabled when (1) a physical or mental impairment substantially limits one or more major life activities; (2) has a record of such impairment; or (3) is regarded as having such impairment.

¹ With respect to post-secondary education, "qualified" refers to a person who meets the academic and technical standards requisite to admission or participation in the educational program or activity, with or without reasonable modifications to rules, policies or practices.

Rights and Responsibilities

Rights and Responsibilities of Students with Disabilities

To provide equality of access for qualified students with disabilities, accommodations (including academic adjustments and auxiliary aids and services) will be provided to the extent necessary to comply with District and federal laws. For each student, accommodations will specifically address those functional limitations of the disability which adversely affect equal education opportunity. UDC has established the ARC to assist qualified students with disabilities in securing such appropriate accommodations.

Accommodations include those modifications to the course, program, or educational requirements as are necessary and appropriate so that such requirements do not discriminate or have the effect of discriminating on the basis of disability. Academic requirements that are deemed essential to the course or to the program of instruction being pursued by the student or which relate directly to licensing requirements will not be regarded as discriminatory within the meaning of this section. Potential modifications that may be considered include, but are not limited to, changes in the length of time permitted for completion of degree requirements, extended time on an examination or paper, and other appropriate accommodations which do not fundamentally alter the essential nature of a course or academic program.

These determinations are made on an individualized basis for each student. It is the responsibility of students, however, to seek assistance from the University and to make their needs for accommodations known by registering with the ARC and submitting all relevant documentation as early as possible as a prerequisite to receiving accommodations. Undergraduate and graduate students are eligible for consideration for accommodations if they have a documented disability and the ARC has met with the student and determined that functional limitations of the disability require such an accommodation.

Additionally, students are required to provide timely notification to faculty of approved accommodations by submitting the ARC letter certifying accommodations to all faculty with whom they are registered for classes. Students also have the responsibility to notify the ARC when an accommodation is not being provided correctly. Last, students are required to meet the same standards – academic performance, technical, and conduct – expected of all students at the University.

Rights and Responsibilities of the University of the District of Columbia ARC

The University, through its ARC, must receive professional and current documentation that supports requests for accommodations, academic adjustments, and/or auxiliary aids and services in a timely manner prior to services being initiated. Students and faculty should work cooperatively with the ARC to facilitate academic accommodations. The ARC will determine the appropriate accommodation by engaging in an interactive process with the student, reviewing all documentation submitted, and selecting among equally effective accommodations, adjustments, and/or auxiliary aids and services.

The ARC may deny requests for accommodations, academic adjustments, and/or auxiliary aids and services if the documentation demonstrates that the request is not warranted based on the information provided, or if the individual fails to provide appropriate documentation. Further, the ARC does not grant unreasonable accommodations, adjustments, and/or auxiliary service that impose an undue hardship or a fundamental alteration of a program or activity of the University.

The ARC has the responsibility to maintain the confidentiality of records and communications except where permitted or required by law, and to respect a student's privacy about disability information and related accommodations.

The ARC also assures that qualified students with disabilities have equal access to University programs and services, and those programs and services are available in the most integrated and appropriate settings. The ARC provides for or arranges reasonable accommodations, academic adjustments, and/or auxiliary aids and services for qualified students with disabilities in programs and activities in a timely manner, and in collaboration with the student and faculty. The ARC will also assist faculty in facilitating accommodations. In so doing, the ARC is responsible for maintaining the academic and conduct standards of the University.

Upon request, the ARC is responsible for providing information in accessible formats once the faculty member and student have identified the material to be converted. The ARC will provide assistive technologies and equipment based on its assessment of the student's need.

The ARC will advocate responsibly the needs of students with disabilities, and communicate its policies clearly to the University community.

Rights and Responsibilities of University of the District of Columbia Faculty:

The ARC collaborates with faculty to ensure that students with disabilities receive the accommodations as outlined on the ARC Accommodation Form. University faculty have the expectation that students will initiate accommodation requests in a timely manner throughout the semester to ensure the appropriate implementation of such requests. In addition, faculty have the right and responsibility to provide disability-related accommodations only to students who are registered with the ARC. Faculty may consult with a student regarding a request for accommodation, but may not inquire as to the nature of the disability or request supporting documentation.

University faculty have the responsibility of identifying and establishing essential functions, abilities, skills, and knowledge of their courses and evaluating all students on this basis. Faculty also have the responsibility of acting immediately and appropriately upon receiving a student's ARC Accommodation Form, including: signing the form, keeping a copy of the form, and either providing the reasonable accommodation(s) or contacting ARC for further guidance.

Members of the faculty must maintain the confidentiality of students with disabilities in the classroom as well as in handling any disability-related correspondence.

Confidentiality

University employees have an obligation to maintain confidentiality regarding a student's disability. This information may include test data, grades, biographical history, disability information, performance reviews, and case notes.

When ARC staff is needed to consult with professors regarding a student's accommodations, ARC staff only discuss the provision of accommodations. ARC staff does not discuss personal information about the student or the student's disability, including diagnostic or related information. University officials merely need to know that the ARC has verified the disability and the student's right to appropriate disability-related needs.

Except where permitted by applicable law, disability information will not be released without the student's express written permission. Information about a student will not be released except in the following circumstances:

- The student states the intent to harm himself/herself or others.
- A student's file may be released pursuant to a court order or subpoena.
- A student may give written authorization for the release of information (Appendix A) when he/she wishes to share it with others. Before giving such authorization, the student should understand the information being released the purpose of the release, and to whom the information is being released.

The Accessibility Resource Center will retain a copy of all information provided for a minimum of 7 years.

A student has the right to review his or her own file at any time.

Attendance Expectations

The ARC does not play a role in determining individual course policies. Attendance policies for individual classes as stated on the course syllabus and University attendance policies apply to all students. The ARC does not issue excuses for absences. If you have a medical or personal emergency, please contact your professors or Dean's Office directly.

Requesting an Accommodation

I. Eligibility for Services

- A. Students requesting accommodation for disabilities are required to register with the ARC **prior to receiving an accommodation.**
- B. Students seeking accommodations and/or services are encouraged to contact ARC prior to or upon admission to UDC, but may register at any point during their academic career.
- C. In order to receive ARC services, students **must register with the ARC at the beginning of each semester** that the student is enrolled in classes. Students are advised to submit a copy of their registration for the current semester and relevant documentation prior to or at the beginning of the semester.
- D. In subsequent semesters, students may be asked to provide additional documentation to verify continuing need of services.
- E. If there is a disruption in services because of a disabling condition and/or withdrawal from the University, the student may be required to provide updated documentation upon re-entry to the University.

II. Registration and Interactive Process

- A. To register with the ARC, a student:
 - i. Must be officially enrolled at UDC;
 - ii. Have a documented disability (reasonable level of third-party documentation alone with the counselor's professional judgment and student self-report may be considered);
 - iii. Submit documentation of the disability to the ARC, as described below; and
 - iv. Engage in the interactive process with the ARC to assist in the determination of the appropriate accommodation(s).
- B. Application / Documentation
 - i. Students registering with the ARC must complete the ARC Registration Form, attached here as Appendix C. The form is available in the ARC office and on its website.
 - ii. Documentation of any disability must include the following eight elements in order to be considered acceptable by the ARC:

- a) The evaluation must be conducted by a qualified professional.

Acceptable documentation is provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is expected (e.g., an orthopedic limitation might be documented by a physician, but not a licensed psychologist). The name, title and professional credentials of the evaluator, including information about license or certification (e.g., licensed psychologist), the area of specialization, employment, and state/province in which the individual practices should be clearly stated in the documentation.

- b) The documentation must be current.

Generally, documentation must be no more than 3 years old or conducted no more than 3 years prior to the student's admission to the university. There are some variations for different disabilities, but all documentation must reflect the student's current condition, limitations, and needs.

An Individualized Educational Program (IEP) or 504 Plan does not constitute sufficient documentation for any disability.

- c) A diagnostic statement identifying the disability must be included.

Quality documentation includes a clear diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition. Diagnostic terminology from the Diagnostic Statistical Manual – Fourth Edition (DSM-IV TR) of the American Psychiatric Association or the International Classification of Functioning, Disability and Health (ICF) of the World Health Organization must be used in the report.

- d) A description of the diagnostic methodology used must be included.

Quality documentation includes a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with the norming population identified) within the report is recommended.

Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended. Methods may include formal instruments, medical examinations, structured interview protocols, performance observations and unstructured interviews.

- e) A description of the current functional limitations must be included.

Information on how the disabling condition(s) currently impacts the individual provides useful information for both establishing a disability and identifying possible accommodations. A combination of the results of formal evaluation procedures, clinical narrative, and the individual's self-report is the most comprehensive approach to fully documenting impact. The best quality documentation is thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency, and pervasiveness of the condition(s).

- f) A description of the expected progression or stability of the disability must be included.

Documentation should provide information on expected changes in the functional impact of the disability over time and context. Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts. If the condition is not stable, information on interventions (including the individual's own strategies) for exacerbations and recommended timelines for re-evaluation are helpful.

- g) A description of current and past accommodations, services, and/or medications should be included.

Comprehensive documentation will include a description of both current and past medications, interventions, auxiliary aids, assistive devices, support services, and accommodations, including their effectiveness in ameliorating functional impacts of the disability. While accommodations provided in another setting are not binding on the current institution, they may provide insight in making current decisions.

- h) Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services should be included.

The report should include specific recommendations for accommodations that are reasonable to meet the individual's needs. When possible, a detailed explanation of the clinical rationale for each accommodation is recommended. Further, the rationale should be associated with specific functional limitations determined through the testing, interview, and/or observation.

- iii. Documentation guidelines for specific disabilities are included at Appendix B.
- iv. ARC may request additional documentation from students if the determination of a disability is inconclusive, if the documentation does not support the accommodations requested, and/or if the documentation is otherwise deemed incomplete or unacceptable.
- v. In the case of incomplete or unacceptable documentation, ARC may decide to provide provisional accommodations, determined on an individualized or case-by-case basis, not to exceed one semester in length.

C. Interactive Process

- i. The ARC Counselor will engage the student in an interactive process to consider recommended reasonable accommodations necessary to enable the student to have an equal opportunity to benefit from services, programs, or activities at the University.
- ii. This process will include (as appropriate) the consideration of
 - a) Documentation substantiating a request for particular accommodations;
 - b) The student's prior accommodations;
 - c) Specific course or program requirements;
 - d) Available course options or alternatives;
 - e) Available accommodations, modifications, or auxiliary aids;
 - f) A review of the nature and extent of the disability and the effect of the disability on performance within the course and/or the program.
- iii. The student and the ARC Counselor will review the information described above and discuss potential accommodations. The ARC Counselor will provide the student with information about how to access the accommodations which have been deemed as reasonable and appropriate for the individual student.

D. Consultation

- i. Under some circumstances, the interactive process may include consultation with course instructors or specialists familiar with the student's disability, where appropriate.
- ii. The course instructors or specialists will be knowledgeable and informed about the nature of the student's disability, and the effect of that disability on the student's performance in all aspects of the program.
- iii. The ARC will ensure that any determination regarding auxiliary aids and academic adjustments includes reasoned deliberation, consultation with course instructors or specialists familiar with the student's disability, a review of course or program requirements, and available options and alternatives.

III. Approved Accommodations

- A. If the ARC determines that academic accommodations are appropriate, the ARC will issue Letters to Professors outlining the necessary academic accommodation(s) and which will serve to document the student's registration with the ARC. Letters to Professors will be issued to the student each semester. Students may obtain Letters to Professors from the ARC office, after meeting with an ARC Counselor and completing an ARC Student Accommodation Request Form (Appendix D) with the ARC Counselor. Letters to Professors are completed within 48 hours of receipt of the Accommodation Request Form.
- B. The student is responsible for delivering a Letter to Professors to each of his or her professors for signature. A copy will be provided to the student for the professor. The student must return the signed Letter to Professors to the ARC.
**Law School Students: Letters to professors from ARC are facilitated through the Office of the Associate Dean of Students, David A. Clarke School of Law.*
- C. Faculty members are responsible for carrying out accommodations recommended by the ARC. **Law School Students: Accommodations recommended by ARC are facilitated to the faculty through the Office of the Associate Dean of Students, David A. Clarke School of Law.*
- D. If there is a disagreement regarding the accommodation, a procedure has been established to resolve the conflict (see Student ADA/Section 504 Grievance Procedure, below).
- E. Potential accommodations may include, but are not limited to, the following:
 - i. Adaptive/Assistive Technology
Assistive technology for the visually impaired is located in a computer

lab within the Learning Resources Division (LRD), Building 41. Students are welcome to utilize the resources in the Learning Resources Division independently or students may consult with ARC and/or LRD staff regarding the use of assistive technology in the Learning Resources Division. In addition the assistive technology that is located in the Learning Resources Division, the ARC office houses the following assistive equipment and software:

- JAWS
- ZOOM-TEXT
- KURZWEIL 3000
- INSPIRATION 8
- MATH PLUS

ii. Classroom Access

In the event that a class is scheduled in an inaccessible location, the student can contact the ARC office to arrange for a classroom relocation.

iii. Interpreting Services

ARC provides sign language and oral interpreting services for classes and special events by request. Real-time captioning services and assisted listening devices may also be made available.

Hearing impaired students are asked to complete the Classroom Interpreter Request Form immediately upon registration to help ARC secure interpreters.

iv. LD and/or AD/HD Consultation

ARC staff is available to conduct consultations and brief screenings with students to assess the possible presence of a learning disability and/or attention deficit hyperactivity disorder. To give each student uninterrupted and full attention, advance appointments are requested. Where indicated, students are referred to community resources for formal diagnostic evaluation, which would be at the student's expense.

v. Note-taking Support

Note-taking support may be considered appropriate for students with physical disabilities or chronic health impairments that compromise graphomotor competence, as well as students presenting auditory or written language processing deficits related to learning disabilities, attention deficit hyperactivity disorders, or psychological disorders.

Students are responsible for obtaining a Note-taker Request Form (Appendix E) from the ARC office and for meeting with the professor during the first week of class to request assistance with acquiring a note-taker. ARC requests that the professor assist the student in locating a note-taker from the class in which the student is enrolled. Once the professor, student or ARC has obtained the name of at least one potential note-taker, the student should

return the Note-taker Request Form to ARC for processing. Notes must be submitted to the ARC by assigned note-taker. ARC will contact student upon receipt of notes.

Students registered with ARC are expected to participate fully in managing their notetaking services throughout the semester. This service is not a substitute for class attendance. Frequent non-disability related absences may result in a suspension of the service.

vi. Preliminary Registration Services

ARC offers preliminary registration assistance for certain students whose disabilities are complex in nature and require lead time to arrange for the services, instruction, and/or a course schedule that best meets their needs. ARC staff determines who is eligible for this accommodation and bases the decision on supporting disability documentation. Students are required to contact his/her academic advisor during the registration process.

vii. Reading Services

ARC provides in-person reading (through the accommodation of a reader) or reading onto tape (Books on tape, if applicable) for students who are blind or have print disabilities such as dyslexia. ARC staff can also provide referrals to other resources for assistance with reading. For adaptive equipment locations, please see the Adaptive/Assistive Technology section.

viii. Test Accommodations

Test accommodations are provided for in-class examinations only. ARC administers exams for students whose disabilities prevent regular classroom administration. For example, students whose documentation includes a diagnosed disorder of reading comprehension, reading speed, information processing or expressive writing deficit may be eligible for test accommodations that can include extended time, readers, scribes, and/or use of adaptive equipment. Standard practice is time and a half for exams. Students with more severe or multiple disabilities may be granted additional time as determined by ARC.

Professors are encouraged to make every effort to accommodate most students' needs; however, access to special equipment or personnel needed for exams, as well as basic test proctoring, can be arranged through ARC. It is the student's responsibility to inform the instructor and ARC of the need for test accommodations by completing the Test Accommodation Request Form (Appendix F) at least seven (7) days prior to the exam date. Students and professors should also note that last minute requests for test accommodations or changes to an exam schedule already processed may not be met.

Testing accommodations may include:

- Reduced-distraction testing environments (for students whose concentration is impaired);

- Extended-time testing (for students with impaired concentration, difficulty reading or writing, or a need for time-consuming technology use during testing);
- Test enlargement, on screen or in photocopy (for students with visual impairments and some students with impaired concentration);
- Test reformatting (for students whose disabilities make the results of particular kinds of testing unrepresentative of their abilities);
- Testing with access to adaptive technology (for students who have difficulties in the communication or interpretation of data);
- Orally-proctored tests (for students with certain visual or language processing deficits).

Students who require testing accommodations must submit a completed Test Accommodation Request Form (Appendix F) for each test for which the student needs an accommodation. Students must complete a separate form for each test taken. Each form must be submitted no later than one week before the date of the associated test. The student is responsible for having his/her instructor complete a portion of the form, and the student returns the fully completed form to the ARC office, at least seven (7) days before the date of the test. As stated previously, in order for a student to obtain accommodations, including test accommodations, the student must be registered with ARC and have reviewed and approved documentation on file, prior to submitting a Test Accommodation Request Form.

Lateness, Illness, No Show, Cancellation and Final Exams:

- Students are expected to arrive at the ARC at the designated time on the Test Accommodation Request Form and approved by their professor.
- If students arrive late for exam, they must take the remaining time to complete exam or reschedule exam with professor.
- There is no guarantee that the professor will permit a makeup exam.
- This guideline also applies to students if they are late due to illness.
- If students are unable to take an exam due to illness or emergency, students need to contact their professor immediately.
- Students are responsible for coordinating the makeup of any missed exam or quiz with their professor.
- If a student fails to show up for a scheduled exam, the ARC will contact professor and the student will have to reschedule with that professor.
- Students will be responsible for making contact with the ARC to ensure that future exams for that class are scheduled.
- If for any reason, a student has decided not to take exam at the ARC after completing and returning the Test Accommodation Request Form, student is responsible for notifying the ARC so that space can become available for other students. This includes withdrawing from a course.

Guidelines Regarding Academic Misconduct

- Students are monitored by ARC staff during testing.
- Any student caught cheating will lose the privilege of testing with ARC.

- Any student observed utilizing unauthorized resource(s) during an exam will be reported to his/her professor.
- Any unauthorized notes and any scrap paper used during the exam will be collected and turned in to the professor.
- Any suspected evidence of cheating will be documented by the ARC staff and reported to the appropriate faculty member.

Delivery and Return of the Exams

- Exams can be delivered or emailed to ARC by 4:00 PM the day before the exam or no later than two hours before exam start time on the day of the exam.
- Professors will be notified by ARC Staff when examination period is complete. Professors can pick up exams or have ARC Staff deliver exams to them. Professor signature is required on the Test Accommodation Request Form at the time of receipt of exam.

ix. Course Substitution

Students who have disabilities which may prevent them from being able to complete a required course in a foreign language or quantitative area may petition his/her academic department/college for a course substitution when the following criteria are met:

- Current, relevant, and comprehensive documentation has been furnished which specifically explains the disability's influence on learning the materials of the course for which the student is requesting a substitution;
- A personal statement from the student indicating the reason(s) for the request; and
- A history of attempts to successfully complete the course (or similar materials) in the past while using accommodations.

Course substitution cannot be considered as an option when the course is deemed essential for a degree requirement (e.g., substitution in math for an engineering major).

x. Out-Of-Class Academic Assistance

Out-of-class academic assistance is offered through ARC or through ARC referrals to other appropriate services (includes professional evaluations). Students may contact their ARC counselor for additional information. Although ARC does not provide tutorial services, the ARC staff is able to provide referrals to programs that offer tutoring for students.

xi. Management of Facilities

The ARC works with Department of Facilities and Real Estate to ensure that architectural barriers that may interfere with program access are removed and/or ameliorated.

Grievance Procedures

I. Applicability of Grievance Procedure

- A. Students who believe that they have been subjected to discrimination on the basis of disability, or have been denied access to services or accommodations as required by law, or denied participation in University programs and activities, have the right to use this grievance procedure.
- B. This grievance procedure is designed to address disputes regarding:
 - Disagreements regarding a requested service, accommodation, or modification of a University practice or requirement;
 - Inaccessibility of a program or activity; and
 - Harassment or discrimination on the basis of disability.

For the purposes of this policy, the above conduct is termed “discrimination or harassment.”

II. Informal Resolution Process

- A. As an alternative to the formal complaint procedure described below, students are encouraged to submit the matter in writing with the ARC. The written complaint should specify the time, place, and nature of the act claimed to be in violation and may be supplemented by supporting documents and/or written statements from persons having firsthand knowledge of the facts or other documentation and evidence, which the student believes supports the complaint.
- B. Within twenty (20) working days of receipt of the claim, the ARC will collect and investigate all pertinent facts and circumstances in support of the alleged violation. Investigation will include review and verification of all documentation, evidence and testimony by involved and/or knowledgeable parties.
- C. The ARC may attempt resolution of a complaint through mutual agreement of the affected parties at any point during the course of the investigation. Should such resolution be achieved, the investigation shall be ended.
- D. If no resolution results, or if direct contact is inappropriate under the circumstances, the student should then consult with the Section 504-ADA Coordinator who will attempt to facilitate a resolution through the formal grievance process.

III. Formal Grievance Process

If the informal grievance process above does not result in a successful resolution, then the student may file a formal grievance as follows.

- A. Complaints should be filed as soon as possible with the University Section 504-ADA Coordinator, located in the Office of Human Resources, Administration Building (39), 4200 Connecticut Ave., NW, Washington, D.C. 20008; (202) 274-5442 (voice); e-mail: william.ramsay@udc.edu.
- B. A complaint must be in writing and shall include the relevant name(s), date(s), and time(s), a detailed description of the allegations of discrimination or harassment, the type of discrimination alleged occurred, the names of any witnesses to the discrimination or harassment, requested corrective action and any other relevant information on which the complaint is based. A complaint of discrimination or harassment in educational programs or activities must be filed with the University within one hundred and eighty (180) calendar days following the date the alleged discrimination or harassment took place.
- C. The Section 504-ADA Coordinator will promptly initiate an investigation consistent with the University's Anti-Discrimination and Harassment Policy.
- D. In undertaking the investigation, the Section 504-ADA Coordinator may interview, consult with and/or request a written response to the issues raised in the grievance from any individual the grievance officer believes to have relevant information, including faculty, staff, and students.
- E. The Section 504-ADA Coordinator will investigate the allegations brought by the complainant and work to conclude the investigation and conduct the exit interviews within sixty (60) calendar days, depending on the allegations presented. During the investigation, the Section 504-ADA Coordinator will:
 - i. Formally apprise the respondent of the charge of discrimination or harassment, in writing.
 - ii. Elicit from the respondent an explanation of what occurred from his/her perspective.
 - iii. Arrange for interim relief for the complainant, if appropriate.
 - iv. Provide both parties with the opportunity to provide information and identify witnesses.
 - v. Investigate the allegations by conducting interviews or gathering other relevant information.
 - vi. Attempt in a non-legalistic, non-threatening manner to facilitate a solution acceptable to both the complainant and the respondent.
- F. The Section 504-ADA Coordinator evaluates allegations and evidence to determine if, based on the totality of the circumstances, it is more likely than not that the alleged conduct in the complaint occurred. The findings of the Section 504-ADA

Coordinator is memorialized in a written report, which is solely for the University's use.

- G. At the conclusion of the investigation, the Section 504-ADA Coordinator shall conduct an exit interview with the parties and issue exit letters notifying the parties of the outcome.
- H. Students who believe that they have been subjected to discrimination and/or harassment may be able to file a complaint with Federal and/or District government agencies, e.g., the D.C. Office of Human Rights or the U.S. Department of Education's Office for Civil Rights. The University encourages students to utilize the internal complaint process prior to filing an external complaint.

Contact Information

The Accessibility Resource Center is located in Building 39, Suite
102

Phone: (202) 274-6417

Mailing Address: Accessibility Resource Center
University of the District of Columbia
Building 39, Suite 102 Washington,
D.C. 20008

Website: <http://www.udc.edu/ARC/>

Email: ARC@ udc.edu

Appendix A: Release of Information Form

AUTHORIZATION TO RELEASE / EXCHANGE CONFIDENTIAL INFORMATION

I _____, authorize the Accessibility

Resource Center to:

- _____ release to:
- _____ obtain from:
- _____ exchange with:

The following information pertaining to myself:

- _____ treatment summary
- _____ history/intake
- _____ diagnosis
- _____ psychological test results
- _____ psychiatric evaluation/medication history
- _____ dates of treatment attendance
- _____ other (specify) _____

for the purpose of:

- _____ evaluation/assessment and/or coordinating treatment efforts
- _____ providing academic accommodation
- _____ other (specify) _____

This consent will automatically expire one (1) year after the date of my signature as it appears below, or on the following earlier day, condition, or event as described herein: _____

I understand I have the right to refuse to sign this form, and that I may revoke my consent at any time (except to the extent that the information has already been released).

Signature of Student

Student ID # _____
Date: _____

Signature of Witness

Date: _____

This form cannot be used for the release of confidential documents provided to the Accessibility Resource Center by other individuals or agencies. Such requests should be referred to the original individual or agency.

RECORD OF AUTHORIZATION EXTENSIONS

I hereby confirm that I have reviewed this form and agree to its extension for an additional:

Check one:

6 months

other (specify) _____

Signature of Student

Date

Signature of Witness

Date

Check one:

6 months

other (specify) _____

Signature of Student

Date

Signature of Witness

Date

Appendix B: ARC Registration Packet with Form

ACCESSIBILITY RESOURCE CENTER REGISTRATION PACKET

Dear Student,

The University of the District of Columbia is committed to providing reasonable accommodation and access to persons with documented disabilities in accordance with the American with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and this institution. Through the Accessibility Resource Center (ARC), the University assists eligible students with disabilities in meeting their academic goals and objectives.

In order to receive disability services, you must register with ARC. The completion of these forms serves as your statement of disclosure of your disability. However, the completion of these forms alone does not merit access to accommodations. You must submit document-station which substantiates the presence of a disability and assesses its impact on your academic performance. This documentation is necessary in assisting the staff of the ARC to work more effectively in the provision of support services. Please note that all records kept in our office are strictly confidential and are not a part of a student's academic record. **You are strongly advised to make an appointment with ARC to review your personal situation and go over any questions you may have. Please keep this cover page for your records before submitting the attached forms.**

We look forward to working with you and wish you success as you matriculate here at the University of the District of Columbia.

Sincerely,

Accessibility Resource
Center

4200 Connecticut Avenue, NW. Washington, DC 20008. p: (202)274-6417 f: (202)274-5016 www.udc.edu/ARC

ARC REGISTRATION FORM

Name: _____ Date: _____

Address: _____

City: _____ State: _____ Zip: _____ Ward: _____

Home Phone: _____ Work Phone: _____ Cell: _____

Email address: _____@udc.edu Age: _____ Male Female

Emergency Contact: _____ Phone: _____ UNIVERSITY

STATUS

- Associates
- Freshman
- Sophomore
- Junior
- Senior
- Graduate/Masters
- Law Student
- Special
- Transfer from:

SCHOOL INFORMATION

- GPA: _____
- Major: _____
- Community College
 - College of Arts & Sciences
 - CAUSES
 - School of Engineering & App. Sciences
 - School of Business & Public Admin.
 - David A. Clarke School of Law
 - other: (specify) _____

OTHER INFORMATION

- Marital Status:
- Single
 - Married
 - Widowed
 - Divorced
 - Separated

Receive Financial Aid?

- Yes No

ETHNIC ORIGIN

- Asian
 - Black / African American
 - Caucasian
 - Hispanic
 - Native American
 - other (specify) _____
 - International Student
- Country of Origin: _____
- English – 2nd language (ESL) Yes No

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DISABILITY CLASSIFICATION:

- | | |
|---|--|
| <input type="checkbox"/> Attention Deficit/Hyperactivity Disorder | <input type="checkbox"/> Learning |
| <input type="checkbox"/> Chronic Health | <input type="checkbox"/> Physical |
| <input type="checkbox"/> Cognitive | <input type="checkbox"/> Psychological |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Temporary |
| <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Visual Impairment |

When was your disability first diagnosed? _____

Describe the academic implications of your Disability. _____

What accommodations are you requesting? _____

Are you a Vocational Rehabilitation client: Yes No. If yes, what state? _____

Vocational Rehabilitation Counselor Contact Information:

Name: _____ Telephone Number: _____

Email Address: _____

Please list any medications which you are taking and how they may affect your academic work: _____

Please describe any additional concerns you have. _____

Student's Signature: _____

Date: _____

Counselor's Signature: _____

Date: _____

Appendix C: Documentation Guidelines for Specific Disabilities

Following are documentation guidelines for specific disabilities:

I. Attention-Deficit / Hyperactivity Disorders

A. Evaluator Qualifications

A current neuropsychological or psycho-educational assessment (within the last 3 years) completed by a qualified professional is required to validate your need for relevant accommodations/services. Professionals conducting assessments and rendering diagnoses of AD/HD must have training in differential diagnosis and pertinent psychiatric disorders. The following professionals would generally be considered qualified to evaluate and diagnose AD/HD provided they have direct experience with an adolescent and/or adult AD/HD population: psychologists, neuropsychologists, psychiatrists, and other relevantly trained medical doctors. Use of diagnostic terminology indicating an AD/HD by someone whose training and experience are not in these fields is not acceptable.

B. Documentation Requirements

The documentation report for a diagnosis of AD/HD must include the following:

1. Evidence of Early Impairment

Since AD/HD is, by definition in the DSM-IV TR, first exhibited in childhood (although it may not have been formally diagnosed) and manifests itself in more than one setting, relevant historical information is essential. The following should be included in a comprehensive assessment: clinical summary of objective historical information establishing symptomology indicative of AD/HD throughout childhood, adolescence, and adulthood as garnered from transcripts, report cards, teacher comments, tutoring evaluations, and/or past psychoeducational testing; as well as third party interviews when available.

2. Evidence of Current Impairment

In addition to providing evidence of a childhood history of impairment, the following areas must be investigated:

a) Statement of Presenting Problem

A history of the individual's presenting attentional symptoms should be provided, including evidence of ongoing impulsive/hyperactive or inattentive behaviors that significantly impair functioning in two or more settings.

b) Diagnostic Interview

The information collected for the summary of the diagnostic interview should consist of more than self-report, as information from third party sources is

critical in the diagnosis of AD/HD. The diagnostic interview with information from a variety of sources should include, but not necessarily be limited to, the following: history of presenting attentional symptoms, including evidence of ongoing impulsive/hyperactive or inattentive behavior that has significantly impaired functioning over time; developmental, family, and psychosocial history; relevant medical history, including the absence of a medical basis for the symptoms being evaluated; thorough academic history including results of previous standardized testing; relevant employment history; and description of current functional limitations pertaining to an educational setting that are presumably a direct result of problems with attention.

3. Relevant Testing Information Must be Provided

The diagnosis of an attention-deficit/hyperactivity disorder should be based on a comprehensive assessment that does not rely on any one test or subtest. The assessment of the individual must establish the diagnosis of AD/HD, but must also demonstrate the current impact of the AD/HD on the individual's ability to perform on standardized tests. Standard test scores and percentiles should be provided for all measures. The tests should be deemed reliable and valid for use with the adult population. Standard scores and percentiles should be provided, as well as subtest scores for each measure administered. Please refer to Page 9 of this document for specific examples of appropriate tests.

The following domains must be evaluated and addressed:

- a) Aptitude: a complete assessment of the student's intellectual ability or aptitude
- b) Academic Achievement: a comprehensive battery which assesses current levels of academic functioning and fluency in relevant areas such as reading (decoding and comprehension), mathematics (calculation and applications), and oral and written language
- c) Information Processing: areas to be assessed include short and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning and motor ability

4. Alternative Diagnoses or Explanations Should be Ruled Out

The evaluator must investigate and discuss the possibility of dual diagnoses and alternative or coexisting mood, behavioral, neurological, and/or personality disorders that may confound the diagnosis of AD/HD. This process should include exploration of possible alternative diagnoses and medical and psychiatric disorders, as well as educational and cultural factors affecting the individual that may result in behaviors mimicking an Attention-Deficit /Hyperactivity Disorder.

5. Identification of DSM-IV TR Criteria & Specific Diagnosis

The report must include a specific diagnosis of AD/HD based on the DSM-IV TR diagnostic criteria. The diagnostician must use direct language in the diagnosis, for example DSM-IV TR terminology clarifying subtype such as AD/HD-inattentive type, when appropriate.

6. Clinical Summary

A well-written diagnostic and interpretive summary is a necessary component of the documentation report. It must include:

- a) An interpretation of the test findings which indicates how the pattern of scores reflects the influence of an attention-deficit/hyperactivity disorder
- b) Discussion of the clinical rationale for ruling out alternative explanations for the academic problems reported
- c) A determination of the substantial limitation to learning presented by the disorder and the degree to which it impacts upon the individual's performance in an academic setting
- d) Recommendations for specific accommodations, which are linked to testing results and manifestations of the disorder, as well as clear justification for such accommodations.

II. Learning Disorders

A. Evaluator Qualifications

The following professionals would generally be considered qualified to evaluate specific learning disabilities provided they have additional training and experience in differential diagnosis and the assessment of learning problems in adolescents and/or adults: clinical or educational psychologists, school psychologists, neuropsychologists, and learning disabilities specialists. Use of diagnostic terminology indicating a learning disability by someone whose training and experience are not in these fields is not acceptable.

B. Documentation Requirements

A current psycho-educational assessment (within the last 3 years for incoming students, 5 years for students previously assessed with adult norms) completed by a qualified professional is required to validate the student's need for accommodations/services.

The documentation report for the diagnosis of a Learning Disorder **must** include the following components:

1. Diagnostic Interview

Relevant information regarding the student's academic history and learning processes in elementary, secondary and post-secondary education should be investigated. The diagnostic interview should include: a description of the problem(s) being presented; developmental, family, and psychosocial history; thorough academic history including results of prior standardized testing; reports of classroom performance, relevant employment and psychosocial history; a discussion of dual diagnoses, alternative or co-existing mood, behavioral, neurological, and/or personality disorders, where indicated.

2. Assessment

The diagnosis of a learning disorder should be based on a comprehensive review that does not rely on any one test or subtest. Standard scores and percentiles should be provided, as well as subtest scores for each measure administered. The tests should be deemed reliable and valid for use with an adolescent/adult population. Please refer to Page 9 of this document for specific examples of appropriate tests. Evidence of a substantial limitation to learning must be apparent. The domains to be addressed must include:

- a) Aptitude: a complete assessment of the student's intellectual ability or aptitude
- b) Academic Achievement: a comprehensive battery which assesses current levels of academic functioning and fluency in relevant areas such as reading (decoding and comprehension), mathematics (calculation and applications), and oral and written language
- c) Information Processing: areas to be assessed include short and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning and motor ability

3. Specific Diagnoses

The diagnostician must use direct language in the diagnosis of a learning disorder, using DSM-IV TR terminology where appropriate.

4. Clinical Summary

A well-written diagnostic and interpretive summary is a necessary component of the documentation report. It must include:

- a) An interpretation of the test findings to indicate how the pattern of scores reflect the presence of a learning disorder
- b) Discussion of the clinical rationale for ruling out alternative explanations for any academic problems noted

- c) An assessment of the substantial limitation to learning presented by the Learning disorder and the degree to which it impacts upon the individual's performance in an academic setting
- d) Recommendations for specific accommodations linked to those academic needs identified as associated with the disorder, as well as clear justification of the need for such accommodations.

III. Psychological /Psychiatric Disability

A. Evaluator Qualifications

The following professionals would generally be considered qualified to evaluate and diagnose psychiatric disabilities provided they have comprehensive training in differential diagnosis and direct experience with an adult population: licensed clinical psychologists, licensed clinical social workers, psychiatrists, and other relevantly trained medical doctors. Use of diagnostic terminology indicating a psychiatric disability by someone whose training and experience are not in these fields is not acceptable.

B. Documentation Requirements

Documentation for verification of a psychological or psychiatric disability must include:

1. A description of symptoms, history of onset with severity and duration, a definitive diagnosis using DSM-IV TR terminology, and statement of prognosis
2. An indication of the substantive impact of the disability on the student's functioning associated with academic performance, work completion, concentration, class attendance, self-care, social interactions, and any other relevant aspects of collegiate life
3. Medication management plan (if relevant), including side effects, and/or other treatment issues which further compromise the student's functioning, such as sleep problems and impaired memory or judgment
4. Recommendations for accommodations or services which are linked to the assessment of functional limitations, as well as the clinical rationale for such accommodations

IV. Brain Injury

A. Evaluator's Qualifications

Professionals conducting assessments and rendering diagnoses of Brain Injury (BI) must have post-doctoral training in identification and treatment of Brain Injury (i.e. Acquired Brain Injury, Traumatic Brain Injury). The following professionals would generally be considered qualified to evaluate and develop learning strategies for persons with BI:

neuropsychologists, educational psychologists with post graduate concentration in cognitive strategy development and remediation, and relevantly trained clinical psychologists. Use of diagnostic terminology indicating a BI by someone whose training and experience are not in these fields is not acceptable.

B. Documentation Requirements

In addition to meeting the general criteria for appropriate documentation of a disability, documentation verifying the presence of BI must include:

1. Assessment of current neuropsychological functioning: In most cases, documentation for ABI should not be older than two years
2. 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
3. Utilization of particular evaluation techniques will be at the clinical discretion of the evaluator. However, measures, such as the following, will be expected to appear in the selected battery: Bender-Gestalt, Halstead Reitan Battery (or selected parts), selected parts of the Illinois Test of Psycholinguistic Ability (ITPA) (or other psycholinguistic tests); Detroit Tests of Learning Aptitude - 4 (DTLA-4) or Detroit Tests of Learning Aptitude - Adult (DTLA-A); Luria Nebraska Battery (or selected parts); Peabody Individual Achievement Test (PIAT) (or other adult individual achievement tests); Woodcock Reading Mastery Tests- Revised; Woodcock-Johnson Psychoeducational Battery III; and the Spache Written Language Assessment
4. An interview including a description of the presenting problem(s); developmental, medical, psychosocial and employment histories; family history; and a discussion of dual diagnosis where indicated
5. An integrated clinical summary which:
 - a) Indicates the substantial limitations to major life activities posed by the specified brain injury
 - b) Describes the extent to which these limitations impact the academic context for which accommodations are being requested
 - c) Suggests how the specific effects of the brain injury may be accommodated, and
 - d) States how the effects of the brain injury are mediated by the recommended accommodations

V. Hearing and Visual Impairments, Physical Disabilities, and Chronic Health Impairments

A. Evaluator Qualifications

Practitioners who provide documentation for students with hearing or visual impairments, physical disabilities, or chronic health impairments must be medical doctors (M.D.) or other qualified medical specialists (i.e. D.O. or P.A.) who are qualified in the diagnosis of such conditions and who have appropriate training and board certification in the relevant medical specialty.

B. Documentation Requirements

Documentation for verification of a hearing or visual disability must include:

1. Description of symptoms, history of onset with severity and frequency, definitive diagnosis, and statement of prognosis
2. An indication of the impact of the disability on the student's functioning in areas including academic performance, class attendance, work completion, self-care, social interactions, and other relevant aspects of collegiate life
3. Medication management (if relevant), including side effects, and/or other treatment issues that might further compromise the student's functioning, such as sleep problems and impaired memory judgment
4. Recommendations which are linked to the assessment of functional limitations, as well as the clinical rationale for such accommodations

VI. Temporary Disabilities

Students may present with a temporary disability, typically a physical injury (e.g. broken arm or recovery from surgery), which may impact their academic performance. Although temporary disabilities are not covered under Section 504 of the Rehabilitation Act of 1973 or the ADA Act of 1990, the ARC may provide accommodations or services, determined on a case-by-case basis, to students with documented temporary disabilities.

A. Evaluator Qualifications

Practitioners who provide documentation for students with temporary disabilities must be medical doctors (M.D.) or other medical specialists who are qualified in the diagnosis of such conditions and who have appropriate training and board certification in the relevant medical specialty.

B. Documentation Requirements

Documentation to verify a temporary disability must include:

1. A description of the problem

2. An assessment of how the injury compromises the student's academic performance
3. A prognosis or expected length of impact on the student
4. Recommendations for needed accommodations or services, such as notetaker support or scribe for exams