

CAMERON UNIVERSITY

Student Disability Accommodations Policy

Policy Statement

Cameron University is committed to providing educational opportunities and support services for students with disabilities based upon documentation of a disability covered under the Americans with Disabilities Act (ADA), as amended, and Section 504 of the Rehabilitation Act of 1973, as amended. It is the university's philosophy that a student with a disability must have equal educational opportunities.

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Who Should Know This Policy

President
Vice Presidents
Deans
Department Chairs
Directors

Faculty
Students
Other Groups
All Employees

Responsibilities

Responsible for Policy

University Officer Responsible

Director of Student Development

Procedure

STATEMENT OF PURPOSE: In support of the above policy statement, the following procedures and information are provided:

1.0 General Guidelines

1.1 The federal definition of a disability includes a person who has a physical or mental impairment that substantially limits one or more of the major life activities of such individual; has a record of such impairment; or being regarded as having such impairment.

1.2 A student needing an accommodation in the classroom environment must provide documentation of the disability that shows that the disability restricts his/her ability to perform a major life activity.

2.0 Documentation Needed to Provide an Accommodation in the Classroom Environment

2.1 It is the responsibility of the student to provide appropriate documentation from a physician/diagnostician to the Office of Student Development verifying the presence and functional impact of the disability.

2.2. Recent documentation is recommended in most cases, but older documentation for chronic, non- progressive disabilities may be accepted. Disabilities with symptoms or features that tend to change over time may warrant more frequent updates in order to provide an ongoing and accurate picture of the student's limitations.

2.3 The Office of Student Development reserves the right to deny services or a reasonable accommodation until appropriate disability documentation has been received.

2.4 Documentation of a disability must be provided by a licensed or otherwise properly credentialed professional who has undergone appropriate training, has relevant experience, and has no personal relationship with the individual being evaluated. There should be a match between the credentials of the individual making the diagnosis and the condition being reported (e.g. an orthopedic disability documented by a physician but not a licensed psychologist). The documentation of a disability must be provided on the letterhead of either the practitioner or the agency hosting the practice.

2.5 Documentation of a disability must include a clear statement of the specific diagnosis of each disability. Documentation should include evaluation methods and tests and dates of administration, along with specific results.

2.6 Documentation of a disability must include information on how the disability currently impacts the student's major life activities. A statement on the severity, frequency, and pervasiveness of the condition should be included. If applicable, the documentation also should include a description of current medications or services used to treat the condition.

2.7 Documentation of a disability may include specific recommendations as to the types of reasonable accommodations needed (e.g. extra time for testing, special table/chair, note taking

assistance).

3.0 Requesting an Accommodation

3.1 In order to access disability services, the student must make their requests by submitting an application requesting accommodations and all necessary documentation to the Office of Student Development as soon as possible to ensure timely provision of any accommodation.

Contacts

Policy Questions: Director of Student Development, (580) 581-2209

Forms

In support of this policy, the following forms are included:

[Disability Accommodation Request Form](#)

Policy History

Policy

Issue Date: June 29, 2009
Reviewed, no revision: September 2018
Revised: