Colorado State University
GLOBAL CAMPUS

Disability Services Handbook

This informative guide explains the rights, responsibilities, and services provided for Students with Disabilities at Colorado State University-Global Campus.

THE FIRST PUBLIC UNIVERSITY CREATED TO PROVIDE 100% ONLINE DEGREE PROGRAMS

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Services for Students with Disabilities

The mission of Disability Services at CSU-Global is to provide equal access to students with disabilities while maintaining the academic integrity standards of the University. Disability Services at CSU-Global collaborates with instructors and staff to create effective, equitable, and inclusive learning environments so that qualified students may achieve their educational goals.

Contact Information

Disability Services
Colorado State University Global Campus
7800 East Orchard Road, Suite 200
Greenwood Village, CO 80111
Phone: 720-279-0650
Fax: 720-302-1596
Email: *ADA@CSUGlobal.edu*

Requesting Accommodations

Information about how to request accommodations is available for students in the following locations: Student Policies on CSU-Global website, Student Portal, all course syllabi, and this manual.

Students with disabilities who have been admitted to Colorado State University-Global Campus may request reasonable academic accommodations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended by following the process below.

1. Self-identify as a student with a disability to Disability Services by emailing *ADA@CSUGlobal.edu* or by calling 720-279-0650. Disability Services will send you an email requesting documentation, two forms to complete and return, and provide the Disability Services Handbook. These forms are:

    - ADA Request for Academic Accommodations. Students requesting academic accommodations with CSU-Global Campus must complete and return this form to Disability Services to be eligible for documentation review.

    - ADA Informed Consent for Information Release. This form authorizes the release of information regarding a student condition or disability to appropriate personnel strictly for the purposes of providing and/or coordinating academic services for reasonable accommodation requests.

2. Submit supportive documentation of disability and the completed forms noted above. While the Disability Services Handbook contains specifics about the information needed for your disability, the documentation must include:

    - Diagnosis of disability by an appropriate professional (e.g., medical doctor, psychologist, psychiatrist, licensed counselor).

    - Current functional limitations in an academic setting due to the disability. (See Documentation Guidelines for your specific disability.)

    - Recommendations for academic accommodations appropriate in a post-secondary degree program (each requested accommodation must be supported in the documentation).

    - The name, address, telephone and professional credentials of the evaluator on official letterhead.

3. Once you have submitted the required information, it will be reviewed within 5 business days. Follow up with Disability Services if you have not heard back within 5 days of submitting your documents.

4. If academic accommodations have been approved, you will receive a "Student Notification of Academic Accommodations" detailing accommodations that have been approved.

5. Prior to the beginning of each academic term, you must request "Faculty Notification of Academic Accommodations" letters from Disability Services. You are responsible for sending the letter and discussing accommodations with each of your instructors during the first week of the term. Accommodations become effective the date the letter is delivered to your instructor and are not retroactive.

6. If you have not been approved for academic accommodations at CSU-Global, you will be provided an explanation or be asked to submit additional documentation.

Students may request an appointment or email Disability Services to discuss the process, documentation

guidelines, or any concerns during the application process. Disability documentation, Request for Academic Accommodations form, and Informed Consent for Information Release form may be submitted by the following means:

Email - *ADA@CSUGlobal.edu*
Mail - CSU-Global Disability Services
7800 East Orchard Road, Suite 200
Greenwood Village, Colorado 80111
Fax - 720-302-1596

Alternate Format and Captioning

Students approved for materials in alternate format (e.g., electronic textbooks, captioning of audio materials) must submit requests a minimum of four weeks prior to the start of the course. Your Student Notification letter will provide more detailed instructions about the process. Disability Services will assist the professor and review course materials for accessibility and make adjustments as needed.

Confidential Records Maintenance

Disability Services will maintain files for all students. These files may include requests for accommodations, informed consents, disability documentation, accommodations letters, and correspondence with student, faculty, staff, physicians, diagnosticians, and support staff. Files are kept separate from student accounts. Any electronic documents will be kept in a secure, folder on the network drive. Disability Services will keep a current spreadsheet of students who have contacted and/or registered with Disability Services.

Definitions

These definitions are taken from ADA.GOV, U.S. Department of Justice, Civil Rights Division and Section 504 Compliance Handbook.

The two federal laws governing institutions of higher education are The Americans with Disabilities Act of 1990 (ADA), as amended and The Rehabilitation Act of 1973.

The ADA prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, State and local government services, public accommodations, commercial facilities, and transportation. It also mandates the establishment of TDD/telephone relay services.

Section 504 of the 1973 Rehabilitation Act states:

> *"No otherwise qualified individual with a disability in the United States...shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance..."*

An individual with a disability is defined as a person who has a physical or mental impairment that substantially limits a major life activity, or has a record of such impairment, or is regarded as having such impairment.

Qualified Individual with a Disability

A qualified person with a disability in regard to education is defined as a person who meets the requisite academic and technical standards required for admission or participation in the institution's programs and activities. Factors such as safety may be considered in determining whether a person with a disability is qualified.

Reasonable Accommodations

Reasonable accommodations are the adaptation of a program, facility, or workplace that allows an individual with a disability to participate in the program or services or perform a job. Accommodations may consist of changes in policies, practices, services, or location and the use of auxiliary aids. Accommodations must be made unless it can be demonstrated that the accommodations would impose an undue hardship on the operation of the program. A modification is not mandated if it would fundamentally alter the goods, services, or operations of the public accommodation.

Auxiliary Aids

Auxiliary aids include services or devices such as qualified interpreters, assistive listening headsets, captioning, Telecommunications Devices for the Deaf, videotext displays, readers, texts in alternate format, Braille, and large print materials. Applicable auxiliary aids are provided when necessary to ensure effective communication.

Student Rights and Responsibilities

In addition to providing notification and documenting the need for accommodation(s), students with disabilities also have the following rights and responsibilities:

Rights

- to an equal opportunity to participate in and benefit from courses, programs, services, and/or activities;
- to an equal opportunity to work and to learn, to receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services;
- to the assurance that all disability-related records will be confidential and maintained;
- to choose which courses to deliver Faculty Notification letters, while not affecting the right to have accommodations in other courses or terms.

Responsibilities

- to meet qualifications and maintain essential institutional standards for courses, programs, services or activities;
- to give the institution advance notice of needed accommodation(s) and to initiate all requests for accommodations and services;
- to deliver Faculty Notification letters and discuss accommodations with instructors. Faculty must have the Faculty Notification letter in order to provide accommodations.

Documentation Guidelines

These documentation guidelines are provided for students who are seeking academic accommodations through Disability Services at CSU-Global Campus. A high school plan such as an Individualized Education Plan (IEP), a Summary of Performance (SOP) or a 504 Plan may be submitted, but may not provide sufficient information to determine accommodations. Further assessment by an appropriate professional may be necessary to support requested accommodations, particularly if a coexisting disability is indicated. In a general sense, documentation needs to address your functional limitations in an academic setting and potential accommodations needed while attending CSU-Global.

Attention Deficit/Hyperactive Disorder

Attention Deficit/Hyperactive Disorder (AD/HD) is considered a medical or clinical diagnosis. Individuals qualified to render a diagnosis for this disorder are practitioners who have been trained in the assessment of AD/HD and are experienced in assessing the needs of adult learners. Recommended practitioners include neurologists, psychiatrists, licensed clinical or educational psychologists, family physicians, or a combination of such professionals. The diagnostician must be an impartial individual who is not a family member of the student.

The following documentation requirements will assist Disability Services in collaborating with each student to determine appropriate accommodations.

- A clear statement of ADD or AD/HD with the DSM-IV or DSM-V diagnosis and alternative diagnoses or explanations ruled out;
- Current functional impact and/or limitations in an academic setting due to the disability as compared to the average person. The age of acceptable documentation is dependent upon the condition, the current impact, and the student's specific request for accommodations;
- A summary of the client's self-report including past history to demonstrate childhood onset and rule out other causes for difficulties, past treatment and/or remediation history (if no previous treatment or remediation, why not), and the chronic and pervasive nature of the condition as manifested in multiple settings;
- A summary of hard data to support the client's self-report (e.g., performance reviews, past academic reports, reports from significant others, testing measures used for diagnosis (including standardized test scores));
- A conclusive summary that presents the sound rationale for the diagnosis based on the information presented, information gathered, and tests administered;
- Medical information relating to the student's needs should include the impact of medication on the student's ability to meet the demands of the postsecondary environment;
- Recommendations for academic accommodations appropriate in a post-secondary degree program. Each accommodation must be supported in the documentation;
- The name, address, telephone and professional credentials of the evaluator on official letterhead as well as the date(s) of testing.

Blind/Low Vision

Ophthalmologists are the primary professionals involved in diagnosis and medical treatment of individuals who are blind or experience low vision. Optometrists provide information regarding the measurement of visual acuity as well as tracking and fusion difficulties. The diagnostician must be an impartial individual who is not a family member of the student.

The following documentation requirements will assist Disability Services in collaborating with each student to determine appropriate accommodations.

- A clear statement of a vision-related disability and presenting symptoms that meet the criteria for diagnosis;
- Current functional impact and/or limitations in an academic setting due to the disability. The age of acceptable documentation is dependent upon the condition, the current impact, and the student's specific request for accommodations;
- A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results including standardized scores;
- Medical information relating to the student's needs, the status of the individual's vision (static or changing) and its impact on the demands of the postsecondary environment;
- A statement regarding the use of corrective lenses and ongoing visual therapy, if appropriate;
- Recommendations for academic accommodations appropriate in a post-secondary degree program. Each accommodation must be supported in the documentation;
- The name, address, telephone and professional credentials of the evaluator on official letterhead as well as the date(s) of testing.

Deaf/Hard of Hearing

Physicians, including Otorhinolaryngologists and Otologists are qualified to provide diagnosis and treatment of hearing disorders. Audiologists may provide audiograms. The diagnostician must be an impartial individual who is not a family member of the student.

The following documentation requirements will assist Disability Services in collaborating with each student to determine appropriate accommodations.

- A clear statement of deafness or hearing loss along with an audiogram;
- Current functional impact and/or limitations in an academic setting due to the disability. The age of acceptable documentation is dependent upon the condition, the current impact, and the student's specific request for accommodations;
- Medical information relating to the student's needs, the status of the individual's hearing (static or changing), and its impact on the demands of the postsecondary environment;
- A statement regarding the use of hearing aids and/or cochlear implants, if appropriate;
- Recommendations for academic accommodations appropriate in a post-secondary degree program. Each accommodation must be supported in the documentation;
- The name, address, telephone and professional credentials of the evaluator on official letterhead as well as the date(s) of testing.

Head Injury/Traumatic Brain Injury

Head Injury and Traumatic Brain Injury are considered medical or clinical diagnoses. Individuals qualified to render a diagnosis for these disorders are practitioners who have been trained in the assessment of a Head Injury or Traumatic Brain Injury. Recommended practitioners may include physicians, neurologists, licensed clinical, rehabilitation/school psychologists, neuropsychologists, and psychiatrists. The diagnostician must be an impartial individual who is not a family member of the student.

The following documentation requirements will assist Disability Services in collaborating with each student to determine appropriate accommodations.

- A clear statement of the head injury or traumatic brain injury, the probable site of lesion, and the date of injury;
- Current functional impact and/or limitations in an academic setting due to the disability as compared to the average person. The age of acceptable documentation is dependent upon the

condition, the current impact, and the student's specific request for accommodations;

- A summary of cognitive and achievement measures used to make the diagnosis and evaluation results including standardized scores;
- A summary of present residual symptoms which meet the criteria for diagnosis;
- Medical information relating the student's needs should include the impact of medication on the student's functioning;
- Recommendations for academic accommodations appropriate in a post-secondary degree program. Each accommodation must be supported in the documentation;
- The name, address, telephone and professional credentials of the evaluator on official letterhead as well as the date(s) of testing.

Physical Disabilities and Systemic Illnesses

Physical disabilities include but are not limited to: mobility impairments, Multiple Sclerosis, Cerebral Palsy, chemical sensitivities, spinal cord injuries, Cancer, AIDS, Muscular Dystrophy and Spina Bifida. Any physical disability and/or systemic illness is considered to be in the medical domain and require the expertise of a physician, including a neurologist, psychiatrist or other medical specialist for diagnosis. The diagnostician must be an impartial individual who is not a family member of the student.

The following documentation requirements will assist Disability Services in collaborating with each student to determine appropriate accommodations.

- A clear statement of the medical diagnosis of the physical disability or systemic illness;
- Current functional impact and/or limitations in an academic setting due to the disability. The age of acceptable documentation is dependent upon the condition, the current impact, and the student's specific request for accommodation. Disabilities that are sporadic or degenerative may require more frequent evaluation;
- If applicable, a summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results;
- A description of presenting symptoms that meet the criteria for diagnosis;
- Medical information relating to the student's needs should include the impact of medication on the student's ability to meet the demands of the postsecondary environment.
- Recommendations for academic accommodations appropriate in a post-secondary degree program. Each accommodation must be supported in the documentation;
- The name, address, telephone and professional credentials of the evaluator on official letterhead as well as the date(s) of testing.

Psychiatric/Psychological Disabilities

Psychiatric and/or psychological disabilities include but are not limited to: Depressive Disorders, Post-Traumatic Stress Disorder, Bipolar Disorders, and Dissociative Disorders. A diagnosis by a licensed mental health professional including licensed clinical social workers (LCSW), licensed professional counselor (LPC), licensed psychologists, psychiatrists, or neurologists is required and must include the license number. The diagnostician must be an impartial individual who is not a family member of the student.

The following documentation requirements will assist Disability Services in collaborating with each student to determine appropriate accommodations.

- A clear statement of the disability including the DSM-IV or DMS-V diagnosis and a summary of presenting symptoms;
- Current functional impact and/or limitations in an academic setting due to the disability as compared to the average person. The age of acceptable documentation is dependent upon the condition, the current impact, and the student's specific request for accommodations;
- If applicable, a summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results;
- Medical information relating to the student's needs should include the impact of the current medications to meet (and be compliant with) the demands of the postsecondary environment;

- Recommendations for academic accommodations appropriate in a post-secondary degree program. Each accommodation must be supported in the documentation;

- The name, address, telephone and professional credentials of the evaluator on official letterhead as well as the date(s) of testing.

Please Note: Not all conditions listed in DSM are disabilities or even impairments for the purposes of Section 504 and ADA. Therefore, a diagnosis does not in and of itself meet the definition of a disability necessitating reasonable accommodations under these laws. In order to assist Disability Services in determining a disabling condition under Section 504, ADA, and institutional policies, students should address all the above listed items.

Specific Learning Disability

Professionals conducting assessment and rendering diagnoses of Specific Learning Disabilities (SLD) must be qualified professionals who hold a degree in a field related to the diagnosis of SLD and have at least one year of diagnostic experience with adults and/or late adolescents. Recommended practitioners include certified and/or licensed psychologists, Learning Disabilities Specialists and educational therapists. The diagnostician must be an impartial individual who is not a family member of the student.

The following documentation requirements will assist Disability Services in collaborating with each student to determine appropriate accommodations.

- A clear statement that a learning disability is present along with the rationale for this diagnosis. Individual "learning deficits," "learning styles," and "learning differences," do not, in or of themselves, constitute a learning disability;

- Current functional impact and/or limitations in an academic setting due to the disability as compared to the average person. The age of acceptable documentation is dependent upon the condition, the current impact, and the student's specific request for accommodations;

- Testing that is comprehensive, including measures of Aptitude and Achievement. The Aptitude and Achievement assessments listed below are strongly recommended:

Aptitude

- Weschler Adult Intelligence Scale III or IV (WAIS III or WAIS IV)
  - Full Scale IQ, Verbal IQ, Performance IQ, and all subtest scores

- Woodcock Johnson III or IV (WJ III or WJ IV) Tests of Cognitive Ability
  - General Intellectual Ability score, Cluster scores and all subtest scores

- Stanford-Binet Intelligence Scales, 5th Edition

Achievement Tests in the *relevant* areas of Reading, Mathematics and/or Written Language

- Wechsler Individual Achievement Test III (WIAT III)

- Woodcock Johnson III or IV (WJ III or WJ IV) Tests of Achievement
  - Individual subtest scores and Cluster scores where appropriate

- Woodcock Johnson IV (WJ IV) Tests of Oral Language
  - Individual subtest scores and Cluster scores where appropriate

- A narrative summary, including all standardized scores (subtest as well as overall scores) which supports the diagnosis;

- Recommendations for academic accommodations appropriate in a post-secondary degree program. Each accommodation must be supported in the documentation;

- The name, address, telephone and professional credentials of the evaluator on official letterhead as well as the date(s) of testing.

Temporary Medical Conditions

Students experiencing temporary injuries and medical conditions are not covered under federal disability laws. Students who experience a temporary medical condition that affects their academic work during a trimester should contact their instructor and student advisor. The student should provide their instructor with medical documentation specifying the condition and duration of the condition. Medical conditions that are considered temporary can include injuries, surgeries, or acute illnesses.

In the event of a temporary medical condition it is important to stay current in your classes. If you feel your attendance will be affected by a temporary medical condition it is important to contact your instructor and student advisor. Review the following policies available to support you during this time. Take time to communicate and discuss these policies with your instructor and student advisor about what will best support you during this time.

Late Policy: *https://csuglobal.edu/student-policies/academic-expectations-policies*

Incomplete Grade Guidelines: *https://csuglobal.edu/student-policies/credit-and-grading-system-policies*

Leave of Absence: *https://csuglobal.edu/student-policies/enrollment-status-policies*

Grievance Procedure for Disability Related Issues

This grievance procedure is intended to find efficient resolution of disability related student issues and provide the opportunity to resolve issues at each level of the reporting structure. It is not intended to be adversarial or punitive.

If the grievance is with the instructor, the student is encouraged to resolve their concerns directly with the instructor. If concerns are not resolved, the student should contact Disability Services who will work with the student, the faculty member and other relevant CSU-Global personnel to resolve the situation.

If the grievance is with the accommodation process or with Disability Services, the student is encouraged to resolve the concerns directly with Disability Services within ten business days of the initial complaint. If the initial complaint is made after ten days, the complaint/grievance will be deemed untimely.

If an informal resolution cannot be reached, students have the option of filing a formal grievance with the Grievance Committee. This must be received, in writing, within ten days of the date the informal grievance process ends. To pursue a formal investigation, students should be prepared to provide the name of the staff member, a detailed summary of the issue or concern, an account of previous communication that was attempted to resolve the concern, and a brief statement describing the desired outcome. Students can request a Grievance Form from Student Advising, which must be submitted with supporting documentation to substantiate the claim.

The grievance is reviewed by the Grievance Committee which is a subcommittee of the Student Affairs committee. The Grievance Committee will review the grievance and communicate the decision that is made to all parties involved within five days.

Any decision of the Grievance Committee may be appealed by the student if there is evidence that a significant impropriety in the review process occurred. The appeal must be in writing, specify in detail the alleged procedural impropriety, and must be filed in the Office of the Provost within ten business days of the date of receipt of the Grievance Committee's decision. The Provost shall review the appeal and the Grievance Committee records and issue a decision within ten days. The decision of the Provost is final

Students may also go to the Office for Civil Rights to file a complaint.

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Greenwood Village, CO 80111

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Colorado State University-Global Campus offers career relevant bachelor's and master's online degree programs for working adults and nontraditional learners. As the first and only 100% online, fully accredited public university in the United States, CSU-Global is focused on student success as its number one priority. Embracing the land grant heritage as part of the Colorado State University System, CSU-Global sets the standard for quality and innovation in higher education through its expert faculty who are recognized as industry leaders and trained in working with adults in an online learning environment. CSU-Global offers a streamlined enrollment process with accelerated eight week courses that start every four weeks. Visit CSUGlobal.edu or call 1-800-920-6723 for more information.