

Troy University
Policies and Procedures
For Disability Services
Approved October 21, 2003

TROY UNIVERSITY
POLICIES

Assurance Policy

It is the policy of Troy University to provide accessible programs, services, activities, reasonable accommodations, and a harassment-free environment, for any student or employee with a documented disability as defined by Section 504 of the Rehabilitation Act of 1973, as amended, and by the Americans with Disabilities Act of 1990.

Statement of Non-Discrimination

Troy University does not discriminate on the basis of sex, age, color, race, national origin, religion, or handicap in its admissions, education, employment, or access to its programs. Troy University complies with the Civil Rights Act of 1964 as amended; Federal Executive Order 11246; Educational Amendments of 1972 and 1974; the Vietnam Era Veterans Readjustment Assistance Act of 1972; Age Discrimination Act of 1975; and Family Educational Rights and Privacy Act of 1974.

Confidentiality

Troy University Disability Coordinators and Directors of Human Resources are committed to ensuring that all information regarding students and employees is maintained as confidential as required or as permitted by law. Disability information collected for the benefit of any

University and extends federal civil rights protection to persons with a disability. ADA mandates
reason of such disability, be excluded
from participation in or be denied the benefits of the services, programs or activities of a public

4.2 All students must meet the same academic standards for admission established by each Troy University campus. Faculty may be consulted to assist in determining which academic requirements are essential or fundamental to a major course of study. Such requirements will not be modified, nor will the standards by which a student/employee is graded or evaluated be altered. All employees must be able to perform the essential duties of the required position with reasonable accommodation.

4.3 Troy University campuses strive to eliminate barriers to learning /

The University is not required to make modifications that would pose an undue financial burden or violate the code of conduct.

4.5 Students/employees with disabilities are responsible for identifying themselves to the campus Disability Services Coordinator/Director of Human Resources in order to assure timely provision of accommodations. Students should register with the Disability Services Office and make requests for accommodations prior to the beginning of the term.

[Contact information](#)

5.

Findings that should include: findings of fact, conclusions, a description of a remedy for each violation found, and notice of the rights available to a complainant who is not satisfied with the resolution or decision rendered by the reviewing authority (See 6.8 below).

6.7 Findings will be reported within 30 working days upon receipt of the formal complaint, if possible. A Letter of Findings will be provided to the parties involved via certified mail, return receipt requested, informing each of the determinations.

6.8 The right of an individual to a prompt and equitable resolution of a complaint filed under this Grievance Procedure shall not be impaired by his/her right to pursue other avenues of resolution such as filing an ADA complaint with an appropriate federal agency or department. If a satisfactory resolution is not achieved, complaints may be directed to the Regional Office for Civil Rights, U.S. Department of Education, Atlanta, GA 30301-3104.

6.9 The reviewing authority will maintain files and records of ADA complaints and reports of investigations for a minimum of five (5) years.

[Contact information](#)

7. Responsibilities

7.1 Students

Unlike the K-12 system, in higher education it is the responsibility of the student to self-

make application to be accepted as a student with a disability, provide documentation, cooperate with the Disability Services Coordinator to determine appropriate accommodations, deliver Accommodation Letters to the faculty, etc. In other words, students with disabilities in higher education (just as those without disabilities) are expected to take an active role in managing all aspects of their academi

signed by the Disability Services Coordinator, verifies that the student is registered as a student with a disability and entitled to the accommodations specified on the letter. Faculty are responsible for reviewing the information in the letter and discussing how the accommodation will be implemented in the course. Any questions or concerns about the information contained in the letter should be directed to the Disability Services Coordinator.

Faculty utilizing Distance Learning media are responsible for ensuring that students with disabilities have full access to distance learning course materials just as they are for students in the classroom. Examples include: ensuring fully accessible websites, use of captioned media, an

responsible for reviewing the information in the letter and discussing with the employee how the accommodations will be integrated into duties. The Disability Services Coordinator and the Director of Human Resources are available to assist the supervisor in determining how best to implement reasonable accommodations. Supervisors should not offer accommodations to employees who have not followed established policies for obtaining assistance.

Supervisors remain responsible for evaluating whether or not an employee is able to perform his or her job (given reasonable accommodation) just as the supervisor would for any other employee under his/her supervision.

Reasonable accommodation in the workplace is an individual civil right guaranteed by federal legislation (ADA and Section 504). Reasonable accommodations are not optional and must be provided. Supervisors who refuse reasonable accommodations may be held personally liable for their actions. However, there may be options regarding the provision of the accommodations. Most workplace accommodations are easily arranged and the Disability Services Coordinator and Director of Human Resources stand ready to assist. When questions arise as to a specific accommodation, it is the responsibility of the supervisor to contact the Director of Human Resources or Disability Services Coordinator to resolve the matter.

NOTE: The policies and procedures set forth in this document will be periodically reviewed and revised to reflect compliance with existing legislation, amendments to current statutes, or enactment of additional statutes. Each such revision shall supersede, as does this document, all previous publications, or excerpts published or cited elsewhere.

Appendix A

Troy University

Criteria For Disability Documentation

Based upon Guidelines from
The Association on Higher Education and Disability (AHEAD)

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 state that qualified students/employees with disabilities who meet the admission, academic or employment standards of Troy University are entitled to reasonable accommodations. Under these laws, a disability is defined as any physical or mental impairment that substantially limits a major life activity. Having a history of impairment, or being perceived as having impairment may also qualify one as an individual with responsibility to disclose his/her needs and provide appropriate documentation to the Disability Services Coordinator / Director of Human Resources on the respective campus. Appropriate documentation is defined as follows:

Health Condition, Mobility, Hearing, Speech, or Visual Impairment

A letter or report from the treating physician.

4. to meet the demands of a postsecondary academic or work environment
5. Current treatment and medication
6. Current letter/report (post-rehab within 1 year), dated and signed
7. Necessary accommodations

Learning Disabilities (LD)

A comprehensive evaluation report written in narrative form by an impartial individual not related to the student/employee, i.e., licensed psychologist, psychiatrist, learning disabilities specialist, licensed professional counselor, educational therapist or diagnostician, which includes:

1. Clearly stated diagnosis of a SPECIFIC learning disability in reading, math, or written language based upon current DSM criteria.
2. Educational/work history documenting the impact of the learning disability
3. Alternative explanations and diagnoses are ruled out
4. Relevant test data with standard scores provided to support conclusions of the measures of intellectual/cognitive/information processing abilities by at least one of the following instruments: (a) WAIS-II or III (b) Woodcock-Johnson Psychoeducational Battery-Revised (c) Stanford-Binet IV (d) Peabody Individual Achievement Test (e) Stanford Test of Academic Skills
5. Statement of the functional impact or limitations of the disability
6. Current report (within 3 years), dated and signed
7. Necessary accommodations

Note: High School IEP, 504 Plan, and/or letter from a physician or other professional will not be sufficient to document a learning disability. The evaluation must be comprehensive.

Attention Deficit Hyperactivity Disorder (ADHD)

A comprehensive evaluation report written in narrative form by an impartial individual not related to the student/employee, i.e., a developmental pediatrician, psychiatrist, neurologist, licensed clinical or educational psychologist, which includes:

1. Clearly stated diagnosis of ADHD based upon current DSM criteria
2. Evidence of early and current impairment in at least two diffe

8. Necessary accommodations

Note: High School IEP, 504 Plan and /or letter from a physician or other professional will not be sufficient to document ADHD. Prescription medication cannot