At MNU, all disability documentation will be reviewed on an individualized, case-by-case basis. Determination of accommodations is an interactive process which includes diagnostic information, the student’s self-report, and the professional judgment of the MNU Academic Support Center. Determinations as to whether accommodation requests would fall short of fundamental academic standards will be based upon the professional judgment of faculty and academic administrators. An interview will be conducted with each student and is extremely valuable in substantiating the existence of a disability, understanding its impacts, and identifying appropriate accommodations.

Reasonable accommodations are individually determined and should be based on the functional impact of the condition and its likely interaction with the environment (course assignments, program requirements, physical design, etc.) As such, accommodation recommendations may vary from individual to individual and from environment to environment for students with same disability diagnosis. Documentation of a specific disability does not translate directly into specific accommodations.

WHAT SHOULD YOUR DISABILITY DOCUMENTATION INCLUDE?

The MNU Academic Support Center is often asked what disability documentation is needed in order to determine eligibility for accommodations. Documentation that is submitted by students or obtained by the university will need to be prepared and evaluated by professionals with appropriate credentials. Each student's situation and documentation is evaluated on a case-by-case basis. Complete and thorough information is necessary. Please note that documentation should be dated within three (3) years of the request to be considered current unless the documented disability is one that does not substantially change over time. Guidelines regarding what we look for in appropriate documentation for specific disabilities is as follows:

Learning Disability
- Current diagnosis by a qualified professional in that area (e.g., licensed psychologist or licensed educational diagnostician)
- Information regarding tests and assessments used to make the diagnosis, including any test scores used
- Specific diagnosis
- Clinical summary indicating substantial limitations to learning or other major life activities
- Current IEP/records of prior accommodations used and rationale for using them.
- Suggestions for educational accommodations (should be supported by the diagnosis).

**Attention-Deficit/Hyperactivity Disorder (ADHD)**

- Current diagnosis by a qualified professional in that area (i.e. licensed psychologist or psychiatrist)
- Information regarding tests and assessments used to make the diagnosis, including any test scores used
- Current medication and/or treatment plan, if any
- Suggestions for educational accommodations (should be supported by the diagnosis).

**Brain Injury**

- A current statement of residual symptoms/limitations caused by the brain injury
- A current neuropsychological report or summary of assessment procedures and evaluation instruments used to make the diagnosis
- Medical information to be considered in a college environment, including medication needs
- Suggestions for reasonable accommodations (should be supported by the diagnosis).

**Blind and Low Vision Students**

- A current diagnosis of visual impairment including acuity, prognosis, and prescription of corrective and/or low vision aids
- A summary of present functioning (include prognosis if vision loss is progressive)
- Suggestions for reasonable accommodations (should be supported by the diagnosis)

**Deaf and/or reduced hearing students**

- A current audiologist report
- A summary of present functioning
- Suggestions for reasonable accommodations (should be supported by the diagnosis).

**Physical/Orthopedic/Health Disabilities**

- Doctor's verification and diagnosis
- Relevant medical history stating functional limitation(s)
- Current medications, including side effects which may affect educational performance
- A description of present symptoms, fluctuating conditions/symptoms, and prognosis
- Suggestions for reasonable accommodations (should be supported by the diagnosis)
- A description of personal care concerns, if applicable.

**Psychiatric Disabilities**

- A current diagnosis, including pertinent history, from a qualified professional in that area (i.e. psychiatrist/psychologist)
- A description of current symptoms, fluctuating conditions/symptoms, and prognosis
- A summary of assessment procedures used to make the diagnosis
- Current medications, including side effects which may affect educational performance
- Suggestions of reasonable accommodations (should be supported by the diagnosis).

**Temporary Disabilities**

- Doctor's verification and diagnosis
- A description of present symptoms, fluctuating conditions/symptoms, and prognosis
- Suggestions for reasonable accommodations (should be supported by the diagnosis). Should also state the length of time they will be needed.
KRESGE CENTER ADA AND SECTION 504 PROCESS

Notification to Students
Students are notified by instructors, course syllabi and the MNU website that requests for accommodations should be directed to the Kresge Academic Support Center.

Initial Appointment Scheduling
Students contact the Kresge Center to arrange an appointment with the director. They are then advised that they should present documentation from a qualified professional bearing the official letterhead of the professional. It is recommended that the letter include a description of the professional’s credentials, area of specialty and information about any special qualifications that the professional has in helping people with your specific type of disability. Documentation should include a description of your disability-related impairments as they relate to your ability to learn and participate in your academic program. Documentation should include a description of any tests, assessments, facts, observations, records, other materials, and/or evaluations that the professional relied on in arriving at their specific diagnosis. The professional’s letter should also provide a list of accommodations which they believe would allow you to fully and equally participate in your educational program. In providing this proposed list of accommodations, the professional should describe how they decided on these accommodations and how they expect the accommodations will help you. Finally, students will also need to provide a copy of their course schedule.

Initial Appointment
During the initial meeting, documentation is inspected by the director. MNU reserves the right to request further documentation if the initial document does not provide sufficient information. If documentation sufficiently describes the condition, the student is then asked to sign a release of information form. This allows the director to contact other parties who may need to facilitate/provide the requested accommodations.

Some of the typical accommodations offered:

Extended time on exams
Readers/taped exams
Reduced distraction rooms
Tape recorded lectures
Sign language interpreters
Specific classroom seating
Note takers

This is not an all-inclusive list.

Accommodations Implementation
Accommodations request forms are prepared for the instructor of each course listed the course schedule. These forms show the requested accommodations and what action should be taken to accomplish each. Students are instructed to take the forms to instructors and return signed copies to the Kresge Academic Support Center. Signed copies are placed in students’ accommodations files.
which are stored securely within the center. If instructors have questions about the process or concerns about the requested accommodations affecting the integrity of the course, they should contact the Director of the Kresge Academic Support Center.

**Verification of Services Provided**
During the semester a follow up form is sent to each instructor to confirm that the requested accommodations is indeed being facilitated/provided.

**MNU ADA AND SECTION 504 STUDENT GRIEVANCE PROCEDURE**

1. Attempt to resolve issue informally by contacting the Director of the Kresge Academic Support Center.
2. If direct discussion is unsuccessful, an informal discussion with the Compliance Coordinator is the next step.
3. A meeting with the student and the involved personnel is arranged by the Compliance Coordinator in an attempt to resolve the dispute.
4. If the dispute is unresolved at the informal level, the Student Grievance Procedure is followed with the following modifications:
   - Committee of 4-5 persons is formed within 10 days.
   - Copy of the findings or recommendations are gathered within 15 working days of committee formation.
   - Appropriate action carried out within 5 working days based upon committee recommendation.
   - Compliance Coordinator adheres to the decision of the committee and oversees the implementation of the recommendation.