



# ARGOSY UNIVERSITY®

**Schaumburg**

## **Disability Services Registration Packet**

*Evelyn Humphries, Director  
Of Student Services*

Argosy University/ Schaumburg  
999 North Plaza Drive Suite 111

Schaumburg, IL 60173

Phone: 847-969-4983

Fax: 847-969-4999



# ARGOSY UNIVERSITY. Notification Form

The Disability Services Coordinator organizes services for qualified disabled students requiring reasonable accommodations. Notifying Argosy University/Schaumburg that you have a disability is optional. However, if you are requesting a disability-related accommodation, we need as much advance notice as possible.

If you have a disability and need to request accommodations, please complete the following information and return to Evelyn Humphries, Director of Student Services.

Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

Country: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Nature of disability and functional limitations resulting from it:

\_\_\_\_\_  
\_\_\_\_\_

Term you plan to enroll: \_\_\_\_\_ Year: \_\_\_\_\_

Program in which you are enrolling: \_\_\_\_\_

Please indicate the type of accommodations you are requesting. Describe the documentation you intend to provide to support your request for accommodation and attach to this form.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

AU/Schaumburg does not discriminate on the grounds of race, color, religion, national origin, sex, age, or disability in the administration of any of its educational programs, activities or with respect to admission and employment.

Return this form to: Evelyn Humphries, Director  
Student Services  
Argosy University/ Schaumburg  
999 North Plaza Drive Schaumburg IL 60173  
Phone: 847-969-4983 and Fax: 847-969-4999



## ARGOSY UNIVERSITY

### Information for Students Requesting Accommodations Related to A Disability:

Students with disabilities who are requesting accommodations are asked to make timely and appropriate disclosures and requests **at least six weeks** in advance of the class for which the accommodation is being requested. The Office of Student Services coordinates accommodations for students with disabilities.

Each student eligible for accommodations and/or services has certain responsibilities to fulfill. **The student must provide AU/Schaumburg with medical or other diagnostic documentation that confirms the following: his/her impairment, the limitations resulting from the impairment, and recommendations for specific accommodations.** (Documentation means a report based on an evaluation that was made —usually within the last three years – by a qualified professional). A copy of specific guidelines follows:

#### Documentation of a Specific Learning Disability

Students seeking accommodations from AU/Schaumburg on the basis of a diagnosed specific learning disability are required to submit documentation from an appropriate health care professional regarding that disability. The documentation should reflect the individual's present level of information processing as well as his/her achievement level. **The cost and responsibility for providing this professional evaluation shall be borne by the student.**

The following guidelines are provided in the interest of assuring that the evaluation and report contain the information needed by the school. Student Services is available to answer questions from a health care professional regarding any of these guidelines.

The documentation must:

- ♦ Be prepared by a professional qualified by education and experience to diagnose learning disabilities, which include but are not limited to, a licensed neuro-psychologist, learning disability specialist or other appropriate professional certified to administer the psychological tests identified below. Experience in evaluation of adults with learning disabilities is essential.
- ♦ Be comprehensive. One test is not acceptable for the purpose of diagnosis. All tests administered must be age appropriate, nationally normed, and individually administered.
  - Aptitude.** *The Wechsler Adult Intelligence Scale (WAIS-III) with subtest score is preferred. The Woodcock-Johnson Psycho-Educational Battery III: Test of Cognitive Ability is acceptable.*
  - Achievement.** Current levels of functioning in all areas for which accommodations are sought. Acceptable instruments include the *Woodcock-Johnson Psycho-Educational Battery Revised: Tests of Achievement; Stanford Test of Academic Skills (TASK); or specific achievement tests such as the Test of Written Language-2 (TOWL-3); Woodcock Reading Mastery Test Revised or the Stanford Diagnostic Math Test.* (Wide Range Achievement Test Revised is NOT a comprehensive measure of achievement and therefore is not suitable).
  - Information Processing.** Specific areas of information processing (e.g., short and long term memory, sequential memory, auditory and visual perception

processing, and processing speed) must be assessed. Use of subtests from the WAIS-III or the *Woodcock-Johnson Tests of Cognitive Ability* is acceptable.

- ♦ Be current. In most cases, this means **within the past three years**. Since assessment constitutes the basis for determining reasonable accommodations, it is in the student's best interest to provide recent and appropriate documentation to serve as the basis for decision-making about a student's need for accommodations in an academically competitive environment. **Learning assessment must be based on adult-level learning**. Assessments made at a secondary school level will qualify as acceptable documentation only if they reflect adult capabilities and the academic demands of higher education.
- ♦ Be clear and specific. Present clear and specific evidence which identifies and states specific learning disabilities. Individual "learning styles" and "learning differences" in and of themselves do not constitute learning disabilities.
- ♦ List exact instruments used. Specify any exceptions to standardized procedures, test score data in percentile or standard scores, a written interpretation of the results by the professional doing the evaluation, the name of the evaluator and dates of testing.
- ♦ List recommended academic accommodations with supporting data. Relate accommodations to the specific individual who was assessed. Requests which are not supported by documentation may not be approved without additional verification and documentation.

### **AU/Schaumburg Campus Policy Regarding Documentation of a Physical Disability**

Students who are seeking accommodations from AU/Schaumburg on the basis of a diagnosed physical disability are required to submit documentation to verify eligibility. Documentation of a physical disability consists of a typed or written letter/medical documentation that addresses specific academic needs of the student. The cost and responsibility for providing this information **shall be borne by the student**.

The following guidelines are provided in the interest of assuring the letter is appropriate for documenting eligibility. Documentation presented to the Disabilities Coordinator will remain in a private confidential file in the Coordinator's office. The Coordinator is available to consult with physician(s) regarding these guidelines. The letter should:

1. Be prepared by a *licensed professional* (e.g. physician, audiologist, ophthalmologist, etc). Additional information may be necessary from other physicians or from other allied health care providers, such as but not limited to physical therapists, occupational therapists, psychologists, speech pathologists, etc.
2. Be *comprehensive*. The documentation should provide sufficient data to support the particular academic adjustment(s) requested. Since the documentation provided constitutes the basis for determining reasonable accommodations, it is in a student's best interest to **provide recent and appropriate documentation** to serve as the basis for decision making about a student's need for accommodations in an academically competitive environment.

The letter should be on professional letterhead, signed, and include the licensed professional's title, license number, address, and phone number.

3. Present *clear and specific evidence*, which identifies the individual's disability/condition, present level of functioning and how the student's education may be impacted.

4. Provide *sufficient data* to support the particular academic adjustment(s) requested. The documentation should demonstrate the individual has a disability as defined in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Requests that are not supported by documentation may not be approved without additional verification.

### **Policy Regarding Documentation of a Psychological/Psychiatric Disability**

Students who are seeking accommodations from AU/Schaumburg on the basis of a psychological/psychiatric disability are required to submit documentation to verify eligibility. Documentation of a psychological/psychiatric disability consists of a written report, which includes a diagnosis and addresses specific academic needs of the student. The cost and responsibility for providing this professional evaluation **shall be borne by the student**.

The following guidelines are provided in the interest of assuring that the report is appropriate for documenting eligibility. Documentation presented to the Disability Services Coordinator will remain in a private confidential file in the Coordinator's office. The Coordinator is available to consult with diagnosticians regarding these guidelines. The report should:

1. Be prepared by a professional (e.g. licensed psychiatrist or psychologist) *qualified* to diagnose a psychiatric or psychological disorder.
2. Be *comprehensive*. The documentation should include a diagnosis which is consistent with the diagnostic criteria found in the *American Psychological Association: Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV)* or the *DSM-IV-TR (Text Revision)* and how the disorder impacts the student's functioning and education. Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated.

The report should be in professional letterhead, signed by the individual making the diagnosis, and include the following information:

- How long the diagnostician has treated the student and the date of last contact;
  - Instruments and/or procedures used to diagnose;
  - Current symptoms that satisfy the DSM-IV or DSM-IV-TR criteria and the approximate date of onset;
  - DSM-IV or DSM-IV-TR diagnosis;
  - Treatment being used (e.g. medication, counseling, etc.);
  - How this disorder impacts the student in the postsecondary environment; and
  - Diagnostician's name, title, license number, address, and phone number.
3. Be current. In most cases, this means within the past year. Due to the nature of some psychological and psychiatric disorders, updated reports may be requested. Since assessment constitutes the basis for determining reasonable accommodations, it is in a student's best interest to provide recent and appropriate documentation to serve as the basis for decision-making about a student's need for accommodations in an academically competitive environment.
  4. Present *clear and specific evidence*, which identifies the individual's present level of functioning and how the student's education may be impacted.
  5. Provide *sufficient data* to support the particular academic adjustment(s) requested. The documentation should demonstrate the individual has a disability as defined in the Americans

with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Requests that are not supported by proper documentation may not be approved.

### **AU/Schaumburg. Policy Regarding Documentation of Attention Deficit/Hyperactivity Disorder (AD/HD)**

Students who are seeking accommodations from AU/Schaumburg, on the basis of a diagnosis of AD/HD are required to submit documentation to verify eligibility. Documentation of AD/HD consists of the provision of professional testing and evaluation and a written report that addresses specific academic needs of the student. The cost and responsibility for providing this professional evaluation **shall be borne by the student.**

The following guidelines are provided in the interest of assuring that the evaluation and report are appropriate for documenting eligibility. Documentation presented to the Disability Services Coordinator will remain in a private confidential file in the Coordinator's office. The Coordinator is available to consult with diagnosticians regarding these guidelines. The report should:

1. Be prepared by a professional (e.g. licensed psychologist, psychiatrist or physician) *qualified* to diagnose AD/HD. Experience in evaluation of **adults** with AD/HD is essential.
2. Be *comprehensive*. The use of a single test and/or informal screening instruments is not acceptable for the purpose of diagnosis. Written reports should be consistent with the diagnostic criteria found in the *American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV)* or *DSM-IV-TR (Text Revision)*. A battery of psychological tests and behavior rating scales, a thorough social and educational history and interviews with the student and family are essential. Current research states that paper and pencil tests that are commonly used to diagnose learning disabilities are not definitive for diagnosing AD/HD, but they do serve to alert the examiner to possible concomitant disabilities.

The report should be on professional letterhead, signed by the individual making the diagnosis, and include the following information:

- How long the diagnostician has treated the student and the date of last contact;
  - Instruments, procedures and data sources used to diagnose;
  - Current symptoms which satisfy the DSM-IV or DSM-IV-TR criteria and their approximate date of onset;
  - DSM-IV or DSM-IV-TR diagnosis;
  - Treatment being used (e.g. medication, counseling, etc.);
  - How this disorder impacts the student in the post-secondary environment; and
  - Diagnostician's name, title, license number, address, and phone number.
3. Be *current*. In most cases, this means within the past **three** years and the assessment was completed when the individual was an adult (age 18). Since assessment constitutes the basis for determining reasonable accommodations, it is in a student's best interest to provide recent and appropriate documentation to serve as the basis for decision-making about a student's need for accommodations in an academically competitive environment.
  4. Present *clear and specific evidence*, which identifies the individual's present level of functioning and how the student's education may be impacted.
  5. Provide *sufficient data* to support the particular academic adjustment(s) requested. The documentation should demonstrate the individual has a disability as defined in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Requests which are not supported by proper documentation may not be approved."



**ARGOSY  
UNIVERSITY  
Documentation Verification Form**

Verification of disability is needed in order to make a determination about whether or not a student is eligible to receive accommodations.

**To Be Completed by Professional Providing Diagnosis:**

\_\_\_\_\_ is seeking accommodations through the Office of Student Services at AU/Schaumburg. To ensure provision of reasonable and appropriate services, Argosy University requires documentation of disability and information from a qualified professional that provides the diagnosis of disability and a description of the functional limitations associated with the disability. To facilitate the gathering of the information, we ask that you respond to the following questions:"

1. Date of diagnosis: \_\_\_\_\_

2. Date of last contact with student: \_\_\_\_\_

3. What procedures were used to assess/diagnose the disability? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Describe the symptoms that meet the criteria for diagnosis, with approximate date of onset. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Describe this student's functional limitations in an education setting resulting from this disability. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Please attached a diagnostic report and any information that you feel is relevant in determining appropriate accommodations for this student \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature: \_\_\_\_\_ Address: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_



## Student Acknowledgment of Responsibility for Services

*As a student eligible for accommodations*, I understand that I also have certain responsibilities. I will do my part in meeting these responsibilities so that appropriate accommodations may be arranged.

I \_\_\_\_\_ *will:*

1. Discuss with my instructors any approved accommodations that I will be utilizing in their classes, if it is necessary to do so in order to implement these accommodations.
2. Provide instructors with approved letters of accommodation.
3. Regularly attend classes that I am enrolled in.
4. Arrange an appointment to meet with the Disability Services Coordinator if I have questions or concerns related to my accommodations(s) or disabilities.
5. Coordinate with my instructor, well in advance of the test date, the testing site, dates and times of any testing to be proctored. Be on time for all pre-arranged testing or call a day in advance if I am unable to keep a scheduled appointment.
6. Arrive on time for all meetings with my tutor, interpreter, or scribe, or make prior arrangements in advance if I am to be late or absent.
7. Meet with my Department Director to obtain information regarding course content and prerequisites as required, at least two weeks prior to registering for classes.
8. Meet with Disability Services in week six of each semester to review the effectiveness of accommodations and to request accommodation for future quarters. Accommodations are not retroactive.

I have read this acknowledgment form, understand it, and I am aware that services are dependent on my fulfillment of these responsibilities.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Student's ID Number

\_\_\_\_\_  
Student's Email

\_\_\_\_\_  
Student's Phone

\_\_\_\_\_  
Date