

Chaminade University Accessibility Policy

DOCUMENTATION GUIDELINES FOR ACADEMIC ACCOMMODATIONS

Chaminade University students requesting academic accommodations in order to access the postsecondary educational environment must submit documentation concerning their disability. Documentation is evaluated by the Kōkua 'Ike staff and used to verify a student's disability. Every case is evaluated individually.

Students who have a readily observed disability (e.g. wheelchair user, cane user, cast or sling) may not need to submit documentation.

Those students whose disabilities can only be diagnosed through extensive psychoeducational testing (i.e. learning disorders) may be eligible for accommodations if documentation was obtained within three (3) years of a student's request for an accommodation. Students should update any documentation requiring psychoeducational testing for the purposes of qualifying for accommodations on testing such as graduate entry or licensure exams.

Professionals who can provide documentation:

- Professionals preparing and providing documentation must have comprehensive training and experience in the relevant speciality and hold appropriate licensure and/or certification.
- Documentation from a family member or someone with a personal relationship with the student (even if they may be qualified by training and licensure) **will not be accepted.**
- Documentation must be in English, typed on official letterhead with the title and credentials (including licensure information) of the professional writing the report, dated, and signed.

Requested contents of documentation:

- Summary of the professional relationship to the student, including duration of time providing care, identification of assessment instruments, testing procedures, or other methods of evaluation.
- Current disability, including diagnosis and diagnostic code(s).
- Relevant medical, developmental, cognitive, and/or psychosocial history.
- Severity of the condition, and if applicable, prognosis or expected duration of disability.
- Information regarding treatment plan, necessary elements of daily living, disability management, medication and possible side-effects.
- Description of the current functional limitations experienced as a result of the condition. This should address the student's disability experience in a manner that adequately illustrates substantial limitations on one or more life activities in an academic setting.
- Recommended accommodations and rationale that directly ties the accommodation(s) need to the functional limitations of the disability.