Zelpha McKinnon Wellness Center
Office of Disability Services
1700 University Avenue
1-701 Campus Center
Flint, MI 48504
Voice: 810.762.9650
Fax: 810.762.9929
Email: wellness@kettering.edu
Hours: Monday – Friday 8 AM – 5 PM
Cristina Reed, MA, LPC, Director
Amanda Lambert, MA, LLPC, University Counselor
Felicia Chaney, Administrative Specialist

Introduction
The purpose of this handbook is to provide students who are disabled as well as faculty and
staff at the University a reference for the procedures and policies of the Wellness Center. The
information included should be read by students using the services of the WC. The contents of
this handbook are for informational purposes only and may be changed from time to time.

The Law
State and federal law, including the Rehabilitation Act of 1973 and the Americans with
Disabilities Act and University policy protect “qualified persons with disabilities” from
discrimination in education and employment.
OVERVIEW

WELLNESS CENTER DISABILITY SERVICES
The office will:

- Require current documentation that supports the need for reasonable accommodations and/or auxiliary aids and services.
- Identify and establish, with the assistance of the student and upon proper documentation, reasonable accommodations for courses, programs, services, activities and facilities.
- Promote awareness of disability issues for university staff and be a liaison between students and employee.
- Provide assistance and information regarding university, government and community agencies that offer services.
- Make referrals to appropriate departments and organizations on campus.

The office will not:

- Provide formal diagnostic evaluations. The student is responsible for providing current written documentation at their own cost.
- Alter course requirements and/or lower program standards for students with disabilities.
- Provide equipment, technology, or services of a personal/private nature e.g., personal attendants, wheel chairs, tutor, etc.

QUALIFIED STUDENTS WITH DISABILITIES
Qualified students with disabilities will:

- Have access to courses, programs, services, activities, and facilities offered through the university.
- Have disability related record maintained separately from academic records and all such information will not be disclosed except as required or permitted by law.
- Meet qualifications and maintain the essential university standards for courses, programs, services, and activities.
- Self-identify as an individual with a disability and seek information, counsel, and assistance when necessary.
- Document (from an appropriate licensed professional) the disability and how it limits participation in courses, programs, services, or activities.
- Follow procedures for obtaining reasonable accommodations or auxiliary aids.
- Follow up with required check-ins with office staff.

The faculty and staff will:

- Receive faculty notification letter from the Wellness Center delivered via email from the WC staff regarding requested reasonable accommodation(s).
• Contact the Counselor to discuss appropriateness of the accommodations requested and strategies that assist the learning process.
• Establish course/program standards and essential requirements.
• Refuse unreasonable accommodations, academic adjustments or auxiliary aids that impose a fundamental alteration to a program.
• Maintain the same standards for students with disabilities as are applied to all other students.
• Evaluate students on the basis of their abilities and not their disabilities.

GENERAL GUIDELINES FOR DOCUMENTATION
The following data should be included in documentation:
• The student’s name, the date of the examination or testing, the examiner’s name and signature. An examiner may be a physician, psychologist, rehabilitation counselor, social worker or other examiner qualified or certified to diagnose the disability. The examiner cannot be related to the student.
• Name the disability, a diagnosis, a description of the functional limitations that may affect academic performance, a rating of the severity and what accommodation is requested.
• A list of tests administered, including the names and the versions used.

A detailed list of documentation requirements for reasonable accommodations involving certain disabilities is found at the end of this document. Locate the specific requirements for the disability, as these are only general guidelines. The Wellness Center reserves the right to change the documentation asked for and from time to time may request additional or different documentation.
PROCEDURES FOR RECEIVING REASONABLE ACCOMMODATIONS

1. Students are responsible for initiating contact with the Wellness Center/Office of Disability Services staff regarding self-disclosure as a student requiring disability accommodations.

2. Students are to provide documentation of their disability. Documentation must be dated no more than three years prior to the date of requesting accommodations. Review of documentation can take up to five business days.

3. Meet with University Counselor to review materials and accommodation requests.

4. Accommodations letters are addressed to individual faculty members verifying that the student has a documented disability.

5. Students should schedule an appointment with their professors and discuss specific arrangements for reasonable accommodations after the faculty notification letters have been sent out. Revealing your diagnosis to faculty is not required but sharing information about how the disability impacts your learning can give the professor insight into teaching methods helpful to you.

6. Follow-up with the Office of Disabilities Services staff before mid-term and finals. Additional follow-ups are determined based on need by the University Counselor.

7. If student does not receive requested accommodations after speaking to their professor, return to the Wellness Center and speak to the Disability Services staff.

8. Students must request accommodations prior to the beginning of every term that accommodations will be needed. Request forms are available in the WC office or online at the Wellness Center website.

CONFIDENTIALITY AND RELEASE OF INFORMATION

Medical information is treated as confidential and not disclosed unless required or permitted by law. Information from a student’s file, including information regarding disability may be released to a third party in the event of a serious health or safety threat to self or others or as otherwise provided by law.

FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA), affords a Kettering University student certain privacy rights with respect to their educational records. This right is afforded to students. With limited exception, the Wellness Center will share student information with parents and other third parties only with a written release from the student. Information about FERPA is available online at: http://www.kettering.edu/academics/academic-resources/office-registrar/family-educational-rights-and-privacy-act-ferpa.

GRIEVENCE PROCEDURE

It is unlawful discrimination and against University policy to discriminate on the basis of a disability. Students who believe they have been the victims of unlawful discrimination,
involving for example, the denial of reasonable accommodations, auxiliary aids or the denial of classroom materials in accessible format, should follow the process outlined below.

Resolving conflict with the University, Faculty and/or Staff, Department, Program or Organization:

1. Discuss the issue with the Director of the Wellness Center. The Director may call the faculty/program head in an effort to resolve the issue. Sometimes a meeting is held to discuss the issue with all parties involved. In most instances, a resolution can be established at this stage.

2. The Dean of Students may be contacted to explore possible resolution of the complaint where the complaint involves another student (student-student complaint).

3. The student may at any time file a complaint with the Dean of Students. The Dean of Students investigates complaints involving students and faculty/staff members.
GENERAL SERVICES

Accessible Parking
Accessible parking is identified by blue lines and handicapped signs in parking lots. State authorized disability parking permits are required and must be visibly displayed in designated window or on license plates. The University also requires a registered parking permit each year. Request the permit at https://aimsweb.kettering.edu/.

Advocacy
The Wellness Center acts as an advocate for students with disabilities. In addition to helping students understand university policies and practices, we assist students in addressing personal and academic concerns. We supply referrals to other university offices when appropriate.

Alternative Testing
Students may be approved for Extended Time Only Testing or Individualized Testing arrangements. The appropriate method is based upon the findings in the documentation and a discussion about the particular functional limitations of the student’s disability.

When the impact of the disability requires additional support i.e. double time, test readers or scribes, assistive technology, word processor, the office will recommend the Individualized Testing method. The Academic Success Center (ASC) is prepared to provide this level of support in test administration.

When the functional limitation of the disability requires time and one half, Extended Time Only, will be the recommended method. The Professor will provide the student with the accommodation.

  1. **Procedures for Extended Time Only Testing (Professor Provides):**
     Complete and submit the Accommodations Request form. Faculty notification letters will be prepared by the WC. Students can speak to professors to discuss specific testing arrangements.

  2. **Procedures for Individualized Testing (ASC Provides):**
     Complete and submit the Accommodations Request form. Faculty notification letters will be prepared by the WC. Students can pick up letters and deliver to professors to discuss testing arrangements. Student is responsible for notifying ASC to schedule test date and time and in accordance with the professor’s instructions.

No Show/Late Exam Policy:
ASC administers exams according to prearranged instructions from the professor. The instructor, the student and ASC have agreed to a specific date and time for each exam. For ASC to effectively administer and schedule exams these practices are followed:

**No Shows** – Your professor will be notified that you did not take the exam. It is then the student’s responsibility to meet with his/her instructor to make other arrangements.
Late — Students arriving late will be given only the remaining time to complete the exam.

Illness — The student is responsible for contacting the instructor when illness occurs to make other arrangements. If the instructor agrees to a make-up exam, the student should call the ASC office to reschedule.

Exam Proctoring Policy
ASC has the responsibility to administer the exam according to faculty instructions.

- Faculty instructions will be reviewed with the student before he/she begins the exam.
- The student is responsible for following these instructions at all times.
- During the test, only the necessary items may be brought into the testing room. All other items are not allowed, e.g., cell phones, palm pilots, bags, purses, hats, jackets, food, drinks, etc. DO NOT BRING VALUABLES WITH YOU.
- Breaks during testing are not customary. Please tend to hygiene needs before beginning your exam.

All tests are proctored. Proctoring within the Academic Success Center is conducted remotely with the use of surveillance cameras. All test-taking is recorded, and any evidence of cheating is documented and reported immediately to the appropriate faculty member. As a result, the student may be charged with academic misconduct.

Readers:
- Can be asked to repeat information.
- Will only read what is on the printed page. They cannot be asked to explain, substitute words, define or interpret the meaning of statements or words.
- Need information from you to be effective. Let your reader know the reading speed/rate, tone etc. that works best for you.

Scribes:
- Will write down verbatim what you have dictated. At any time, you will have the opportunity to review what the scribe has written either by reading or having it read to you. Direct the scribe to make corrections, i.e. spelling, punctuation etc.
- Are not responsible for organizing or paraphrasing your thoughts into final form.

Identification of Sign Interpreters
1. Students who qualify for sign interpreters should contact the WC a minimum of six (6) weeks before classes begin so arrangements can be made and to discuss specific interpreting needs.
2. Provide the WC with a course schedule as soon as possible. The longer the delay, the greater the possibility that interpreters will not be available. Changes in course schedule should be reported as soon as possible so that interpreters can be notified.
3. When interpreter services are not needed (ie. a student will not be in class), the student must notify the WC office so that the interpreter can be cancelled. If you fail to notify the WC when services are not needed on 2 instances, services will be suspended until a meeting with the director is held.

4. Students are responsible for informing the WC when arriving late for a class. In the event that the WC is not notified, the interpreter(s) will wait twenty (20) minutes before leaving. If you are sufficiently late to warrant the interpreter's leaving for two classes, services will be suspended until you meet with the director.

Library Services
The reference or circulation staff is available to retrieve materials and books. Basic reference questions can be addressed over the phone 810.762.7814 or email library@kettering.edu.

Tutoring
The Academic Success Center, 3-322 AB, phone 810.762.9775, offers a variety of services and programs for students to succeed academically. All ASC services and programs are free to the Kettering students. Current tutoring hours as well as the profiles of tutors can be found at https://www.kettering.edu/academics/academic-resources/academic-success-center/subject-tutoring.

Writing Center
The Academic Success Center, 3-322 AB, phone 810.762.9775, offers writing support to students with all academic and co-op related writing needs (including resume and thesis assistance). Current hours as well as the profiles of the consultants can be found https://www.kettering.edu/academics/academic-resources/academic-success-center/writing-help.
APPENDIX A

DOCUMENTATION GUIDELINES

This document contains a detailed list of documentation requirements for certain disabilities. DSS reserves the right to change the documentation requested and from time to time may request additional or different documentation.

*An Individualized Educational Plan (IEP) or 504 Plan cannot serve as the stand alone documentation for accommodations and services at the university level.* It is your responsibility to provide the appropriate documentation which identifies the nature of your disability, discusses how your disability will impact you in the learning environment, and outlines the necessary reasonable accommodations to be provided in the classroom or on campus. Your documentation must be prepared by a person who is not a family member and by a person who is qualified by professional training and practice to diagnose and treat those impairments associated with your disability.

Documents must be typed and printed on the letterhead of the practitioner, agency, clinic, or hospital. The documentation must contain the name, title, professional credentials, licensure or certification information, original signature, and contact information of the professional. The university reserves the right to ask for more recent documentation or additional documentation for clarification as appropriate. *Handwritten notes on prescription pads will not be accepted.*
Documentation Guidelines for 
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 developmental pediatricians, neurologists, psychiatrists, licensed clinical or educational psychologists, family physicians, or a combination of such professionals. The diagnostician must be impartial and not a family member.

The following guidelines assist the university in collaborating with each student to determine appropriate accommodations. Documentation includes:

1. A clear statement of ADD or AD/HD with the DSM-5 diagnosis and a description of supporting past and present symptoms.

2. Documentation must be current, within the last three years.

3. A summary of assessment procedures and evaluation instruments used to make the diagnosis.

4. A narrative summary, including scores, which supports the diagnosis.

5. A statement of the functional impact or limitations of the disorder or disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

6. Medical information relating to the student needs to include the impact of medication on the student’s ability to meet the demands of the postsecondary environment.

7. Reasonable accommodation recommendations/suggestions that will assist the student based on the diagnosis.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabiling conditions are indicated. The student and the Counselor collaboratively determine reasonable accommodations.
Documentation Guidelines
For Specific Learning Disability

Professionals conducting assessment and rendering diagnoses of specific learning disabilities (SLD) must be qualified. A qualified professional needs to hold a degree in a field related to the diagnosis of SLD and have at least one year of diagnostic experience with adults and late adolescents. Recommended practitioners include: certified and/or licensed psychologists, learning disabilities specialists, educational therapists, diagnosticians in public schools or colleges and rehabilitation services and private practitioners with the above characteristics are typically considered qualified. The diagnostician must be an impartial individual who is not a family member of the student.

The following guidelines assist the university in collaborating with each student to determine appropriate accommodations. Documentation includes:

1. Testing that is comprehensive, including a measure of both aptitude and achievement in the areas of reading, mathematics, and written language.

2. The current impact the learning disability has on the student’s functioning. The age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student’s specific request for accommodations.

3. A clear statement that a learning disability is present along with the rationale for this diagnosis. (Note: individual “learning deficits”, “learning styles”, and “learning differences” do not, in or of themselves, constitute a learning disability.

4. A narrative summary, including all scores, which supports the diagnosis.

5. A statement of strengths and needs that will impact the student’s ability to meet the demands of the postsecondary environment.

6. A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

7. Reasonable accommodation recommendations/suggestions that will assist the student based on the diagnosis.

Further assessment by an appropriate professional may be required if co-existing AD/HD or other disabling conditions are indicated. The student and Counselor collaboratively determine reasonable accommodations.
Documentation Guidelines For
Head Injury/Traumatic Brain Injury

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

The following guidelines assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation includes:

1. A clear statement of the head injury or traumatic brain injury and the probable site of lesion.

2. The current impact the head injury has on the student’s functioning; the age of acceptable documentation is dependent upon the disabling condition but generally best if within 3 years from occurrence, the current status of the student and the student’s specific request for accommodations.

3. A summary of cognitive and achievement measures used and evaluation results including standardized scores or percentiles used to make the diagnosis.

4. A summary of present residual symptoms which meet the criteria for diagnosis.

5. Medical information relating to student’s need to include the impact of medication on the student’s ability to meet the demands of the postsecondary environment.

6. A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impact the individual in the learning context for which accommodations are being requested.

7. Reasonable accommodation recommendations/suggestions that will assist the student based on the diagnosis.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Counselor collaboratively determine reasonable accommodations.
Documentation Guidelines For
Physical Disabilities and Systemic Illnesses

Examples of physical disabilities and systematic illnesses include but are not limited to mobility impairments, multiple sclerosis, cerebral palsy, muscular dystrophy, spina bifida, spinal cord injuries, chemical sensitivities, cancer, and AIDS.

Any physical disability and systemic illness are considered to be in the medical domain and require the expertise of a physician, including a neurologist, psychiatrist or other medical specialist with experience and expertise in the area for which reasonable accommodations are being requested. The diagnostian must be an impartial individual who is not a family member of the student.

The following guidelines are provided to assist the university in collaborating with each student to determine reasonable accommodations. Documentation includes:

1. A clear statement of the medical diagnosis of the physical disability or systemic illness.

2. The current impact the physical disability or systemic illness has on the student’s functioning. The age of acceptable documentation is dependent upon the disabling condition, the student’s request for accommodations, and the current status of the student. Therefore, disabilities that are sporadic or degenerative may require more frequent evaluation.

3. A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable.

4. A description of present symptoms which meet the criteria for diagnosis.

5. Medical information relating to the student’s need include the impact of medication on the student’s ability to meet the demands of the postsecondary environment.

6. A statement of the functional impact of limitation of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

7. Reasonable accommodation recommendations/suggestions that will assist the student based on the diagnosis.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Counselor collaboratively determine reasonable accommodations.
Documentation Guidelines For
Psychiatric/Psychological Disabilities

Examples of psychiatric/psychological disabilities includes but are not limited to depressive disorders, post-traumatic stress disorder, bipolar disorders, and disassociative disorders.

A diagnosis by a licensed mental health professional including licensed clinical social workers (LCSW), licensed professional counselor (LPC), 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 guidelines assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation includes:

1. A clear statement of the disability, including the DSM-5 diagnosis and a summary of present symptoms;

2. The current impact the psychiatric/psychological disability has on the student’s functioning. The age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student’s request for accommodation.

3. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results, including standardized or percentile scores;

4. Medical information relating to the student’s needs to include the impact of medication on the student’s ability to meet the demands of the postsecondary environment.

5. A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

6. Reasonable accommodation recommendations/suggestions that will assist the student based on the diagnosis.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Counselor collaboratively determine reasonable accommodations.
Documentation Guidelines For Deaf/Hard of Hearing

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

The following guidelines assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student’s request for appropriate accommodations. Documentation includes:

1. A clear statement of deafness or hearing loss, with an audiogram that reflects the current impact the deafness or hearing loss has on the student’s functioning, (the age of acceptable documentation is dependent upon the condition, the current status of the student and the student’s request for accommodations.

2. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a narrative summary of evaluation results if appropriate.

3. Medical information relating to the student’s needs, and the status of the individual’s hearing (static or changing), and impact on the demands of the academic program.

4. A statement regarding the use of hearing aids (if appropriate).

5. A statement of the functional impacts or limitation of the hearing loss on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

6. Reasonable accommodation recommendations/suggestions that will assist the student based on the diagnosis.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Counselor collaboratively determine reasonable accommodations.
Documentation Guidelines For 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 guidelines assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation includes:

1. A clear statement of vision-related disability with supporting numerical description that reflects the current impact the blindness or vision loss has on the student’s functioning. The age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student’s request for accommodations.

2. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results including standardized scores.

3. Present symptoms that meet the criteria for diagnosis.
4. Medical information relating to the student’s needs and the status of the individual’s vision (static or changing) and its impact on the demands of the academic program.

5. Narrative or descriptive text providing both quantitative and qualitative information about the student’s abilities which might be helpful in understanding the student’s profile including the use of corrective lenses and ongoing visual therapy (if appropriate).

6. A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which reasonable accommodations are being requested.

7. Reasonable accommodation recommendations/suggestions that will assist the student based on the diagnosis.

Further assessment by an appropriate professional may be required if co-existing disabling conditions are indicated. The student and the Counselor collaboratively determine reasonable accommodations.