Handbook for Students with Disabilities

Gettysburg College

Office of Academic Advising

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Dear Student:

Early self-disclosure of a learning or physical disability is a key to success at college. Through its tradition of strong faculty-student relationships, Gettysburg College provides a supportive environment for students with disabilities.

This handbook contains information about the College’s policies on accommodating students with disabilities. If you anticipate requesting accommodation or want to know more about our policies, please take the time to read through this booklet.

At the back of the handbook you will find a copy of our **Disability Accommodation Student Request Form**. If you have documented evidence of a disability for which you seek accommodation, copy the form, answer the questions, and attach or send the appropriate documentation. **FORMS for documentation from health care professionals** are available at the back of the Handbook. Please give this completed information to the Office of Academic Advising.

The Office of Academic Advising will not be informed automatically of any condition you disclose to the College’s Health or Counseling Services or to the Admissions Office. You should inform the Office of Academic Advising directly, if you have any condition for which you are seeking academic or housing/residential accommodation. All information and documentation relating to disabilities that is sent to the Office of Academic Advising will be treated with the utmost respect for your privacy.

You are welcome and encouraged to consult with one of the Deans in the Office of Academic Advising if you have any questions about these matters.

Sincerely,

[Signature]

Dr. GailAnn Rickert
Dean of Academic Advising
Statement on Access and Accommodation

Gettysburg College provides equal opportunities to students with disabilities admitted through our regular admissions process. The College promotes self-disclosure and self-advocacy for students with disabilities, recognizing that students with disabilities have the legal right and responsibility to present requests for reasonable accommodation. As a residential college, this applies to reasonable accommodations related to housing as well as academic needs. **The determination of what are reasonable educational and housing accommodations is made by the College after reviewing students' documentation, requests, and petitions.** The Office of Academic Advising assists students with disabilities with their requests for accommodation and works closely with students' faculty advisors and instructors in order to provide coordinated academic support and with Residential and First-Year Programs to coordinate appropriate housing.

All Students seeking accommodation must submit the Disability Accommodation Request Form and appropriate documentation as outlined in this Handbook to the Office of Academic Advising.

**For students with physical disabilities,** the College provides accessibility within its facilities and programs and will, within the spirit of reasonable accommodation, adapt or modify those facilities and programs to meet individual needs on a case-by-case basis. Although not all facilities and programs are accessible, students with physical disabilities can expect classes, activities, or housing to be moved to accessible buildings, adaptive environments created, or auxiliary equipment allowed on an individual basis and in a manner reasonable for both the student and the College. Documentation of a physical disability should be prepared by an attending physician.

**For students with disabilities that affect learning,** the College accommodates on a case-by-case basis. Documentation in support of accommodation requests must meet the College’s standards and include rationales for requests that are consistent with test results and diagnoses. Psychoeducational documentation of a learning disability must be prepared by a qualified psychologist within three years of the request for accommodation. The College reserves the right to make educational and housing decisions on a case-by-case basis about what are the most reasonable accommodations. **Reasonable accommodation may involve some curricular modifications only if they do not substantially alter course content or requirements essential to the academic program.** Some examples of reasonable accommodation are: extended time on exams and assignments; use of auxiliary equipment (recording devices, lap top computers, calculators); modified exam formats and/or oral exams. Subject and writing tutoring is available to all Gettysburg students through our Peer Learning Program and the Writing Center.

Students who suspect that a disability may be interfering in their life on campus or who are referred by faculty or faculty advisors should contact the Office of Academic Advising and make an appointment with one of the deans who will counsel those students about options -- assessment, accommodation, learning strategies, etc. -- and will explain Gettysburg College's disability policy.

**Please note that Gettysburg College does not provide assessment or documentation for students with suspected disabilities.**
The Process for Classroom Accommodations

1. Self-disclosure or referral:

- In the late spring, all students expected in our FY class are invited to self-disclose all disabilities and to send documentation so that *DRAFT* IEAPs (Individual Education Accommodation Plans) can be prepared by the time new students arrive on campus.
- Students are also referred to Academic Advising by faculty if a learning disability is suspected or students themselves may seek help because of difficulties in class. In these cases, in an initial conversation, a dean explains the College's policy and testing requirements and directs the student to the online **Handbook for Students with Disabilities**. Students are advised about getting extra help in current classes and other options as circumstances indicate.

2. Documentation required for accommodation includes the following:

- Completed **Disability Accommodation STUDENT Request Form**
- See Documentation Guidelines and FORMS in the **Handbook for Students with Disabilities**. Documentation is required from a physician, psychologist, psychiatrist, or other medical provider who is currently treating the student for the disability for which the student is requesting accommodation. The student’s clinician should complete our forms or provide a comprehensive report outlining all of the components found in these forms. Reports in lieu of these forms must include discussion of the accommodations requested by the student, a rationale for those accommodations, and a statement of disability.

The Office of Academic Advising maintains all disability records and treats them with utmost care for the privacy of our students.

3. All documentation received is reviewed and a *DRAFT* Individual Educational Accommodation Plan (IEAP) is prepared for each student. After the IEAP has been prepared, the Office of Academic Advising makes an appointment with the student to discuss the accommodations and sign the IEAP when accepted; assist in developing strategies for academic success and talking with faculty; discuss plans for satisfactory progress toward the degree if summer school or reduced load are indicated; and explore other related concerns. The Office of Academic Advising provides the student with several copies of the IEAP to share with instructors. Students are encouraged to discuss their accommodations and strategies with their faculty advisors and their instructors, and to consult with and stay in touch with one of the deans in the Office of Academic Advising. Students should contact the Office of Academic Advising with any new requests for accommodation.

4. The IEAP includes the student’s accommodations and a statement of student responsibilities to be reviewed and signed by the student. This signed IEAP is normally shared with the student's advisor in order to assist the student in making educational
choices. It is up to the student to determine whether she/he wishes to seek accommodation in a particular course. The student is responsible for initiating that conversation and providing the instructor with a copy of the signed IEAP.

*Students seeking accommodation who do not have or provide a copy of their signed IEAP should be referred to the Office of Academic Advising.*

5. Implementing Accommodations: Students are responsible for requesting accommodation from their individual instructors. Using the IEAP as a guide, the student and course instructor, with the assistance of the Office of Academic Advising as requested by the student or instructor, establish how accommodations, if any, will be implemented for that course. See Academic Accommodations: Policy and Grievance Procedure for more information.

6. We strongly encourage faculty advisors and instructors to consult with the deans in the Office of Academic Advising about any students they believe are in need of assistance. Through our online Progress Reports and Midterm Deficiency Reports system, faculty advisors and the deans in the office of Academic Advising are able to monitor the academic progress of all students, including students with disabilities. In addition, we have the services (part-time) of two experienced learning specialists and Academic Coaches. Students can see a specialist or coach through referral by one of the deans in Academic Advising.
Housing/Residential Accommodations

Gettysburg College provides reasonable housing accommodations for students with disabilities. The Office of Residential & First Year Programs will collaborate with other relevant staff at the College (including the Office of Academic Advising, Health Services, and Counseling Services) to determine the most appropriate housing accommodations. Housing accommodations are determined on a case-by-case basis according to documented need and prevailing standards for reasonable accommodations.

Students desiring to request special housing accommodations are required to submit the Disability Accommodation STUDENT Request form along with verification of the disability and need for accommodations from the appropriate diagnosing professional. This information must be submitted to the Office of Academic Advising by the deadlines listed below.

**Deadlines:**

Accommodations for various disabilities take time to arrange. We receive many such requests, all of which affect the allocation of limited housing resources so it is very important that you follow the deadlines listed here.

- Upper class students with disabilities who request accommodations that may include but are not limited to air conditioning must submit the request form and supporting documentation to the Office of Academic Advising by **March 6th 2015**. The deadline for incoming first-year and transfer students is **July 1st**. All forms received after this date will be reviewed, but accommodations cannot be guaranteed for upper class students if information is received in the Office of Residential & First Year Programs after housing selection begins in the middle of March, and it cannot be guaranteed for first-year and transfer students after housing assignments are released at the end of July.

- Upper class students with disabilities who ONLY require air conditioning will participate in the regular housing selection process and will be required to submit the above mentioned information by **July 1st**. Incoming first-year and transfer students must also submit the above-mentioned information by **July 1st**. All forms received after this date will be reviewed, but we cannot guarantee installation of the air conditioner prior to your arrival for the fall semester if the request is received later than July 1st.
The Process for Housing Accommodations

The following is a summary of our process for accommodating students with disabilities that affect their housing.

1. Self-disclosure or referral:

   • Current/Upper-class students: If a current student has not self-disclosed any disability and requested housing accommodations, they will be reminded through the housing selection process in the early spring semester that they must do so prior to March 6th in order to be assured that approved housing needs are met.

   • Incoming First-Year students: In the late spring, all students expected in our FY class are invited to self-disclose all disabilities and to send documentation to Academic Advising so that housing needs can be accommodated through the housing placement process. Any accommodation requests must be received prior to July 1st to ensure that housing needs can be accommodated prior to the student’s arrival on campus in August.

   • Any students who do not meet the deadlines listed above can make requests through the Disability Accommodation STUDENT Request Form at any time, and approved accommodations will be made as soon as possible.

2. Documentation required for accommodation includes the following:

   • Completed Disability Accommodation Student Request Form
   • See Documentation Guidelines and FORMS in the Handbook for Students with Disabilities. Documentation is required from a physician, psychologist, psychiatrist, or other medical provider who is currently treating the student for the disability for which the student is requesting accommodation. The student’s clinician should complete our forms or provide a comprehensive report outlining all of the components found in these forms. Reports in lieu of these forms must include discussion of the accommodations requested by the student, a rationale for those accommodations, and a statement of disability.

   The Office of Academic Advising maintains all disability records and treats them with utmost care for the privacy of our students.

3. All documentation received is reviewed by our staff, in consultation with Counseling and/or Health Services as needed. If the request is approved, housing accommodation requirements will be sent to the Office of Residential & First Year Programs who will work with you to meet your approved housing needs. Students should note that the Office of Residential & First Year Programs will work to accommodate all approved accommodations. However, depending on the housing available, all student preferences may not be able to be
Housing/Residential Accommodations Frequently Asked Questions

1. Will I be able to select my roommates even though I have an approved housing accommodation? The Office of Residential & First Year Programs will attempt to honor roommate requests but the ability to do so and the placement of the students will be based on the need to meet the documented student accommodation.

2. Can I still live where I want to live even though I have an approved accommodation? Students with approved accommodations can preference building locations and floors. However, the Office of Residential & First Year Programs may not be able to accommodate all preferences. Meeting the required accommodation is the priority.

3. What if the only accommodation that is needed for my disability is air conditioning? Upper class students with disabilities that ONLY require air conditioning will participate in the regular housing selection process and will be required to submit the request form and supporting documentation by July 1st. Incoming first-year and transfer students’ deadline is also July 1st. If a student is approved for air conditioning and he/she is not living in an air-conditioned building, Facilities Services will install a college-owned window unit.

4. Does a documented diagnosis of ADD or ADHD automatically qualify me to live in a single? No. Each request for accommodation is made on a case-by-case basis and is considered based on the individual student’s disability and supporting documentation. Not all students with ADD or ADHD are best supported by living alone.

5. Does a documented diagnosis that impacts my eating automatically qualify me to live in an apartment with a full kitchen? No. Each request for accommodation is made on a case-by-case basis and is considered based on the individual student’s disability and supporting documentation in consultation with Health and/or Counseling Services. There are numerous dining options available on campus that can work to accommodate students’ dietary needs.
Documentation Guidelines for Learning Disabilities

This section outlines the psychoeducational testing required of students who seek accommodation for a specific learning disability as defined under Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended in 2008. Under the amended ADA:

- “The term ‘disability’ means, with respect to an individual, a physical or mental impairment that substantially limits one or more major life activities of such individual; a record of such an impairment; or being regarded as having such an impairment.”
- “Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. “In addition, “a major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.”

The College recommends students present the following information to the professionals preparing their testing reports.

The student seeking accommodation for a specific learning disability must present a full, recent psychoeducational testing report to the Office of Academic Advising. The report must contain appropriate scores, interpretations, evaluations, and recommendations derived from an approved battery of tests administered by a qualified psychologist. Professionals who can diagnose learning disabilities are Clinical Psychologists, School Psychologists, Educational Psychologists, Neuropsychologists, and Psychometrists. Reports from Educational Specialists, School Counselors, Vocational Counselors, Social Workers, Speech and Language Specialists, Occupational Therapists, Psychiatrists, and Physicians do not meet our criteria for testing. For clarification about which professionals are qualified to diagnose learning disabilities, visit the LD online article Who Can Diagnose LD and/or ADHD. Normally, the tests must have been administered within three years of the request for accommodation; adult-normed testing instruments are preferred; and results must include evidence of a specific learning disability.

The College normally recognizes a diagnosis of a specific learning disability when the following criteria are met:
1. average or above average intelligence as measured by a standardized intelligence test which includes assessment of verbal and nonverbal abilities;
2. the presence of a cognitive-achievement discrepancy or an intra-cognitive discrepancy indicated by a score on a standardized test of achievement which is minimally one standard deviation below the level corresponding to a student's sub-scale or full-scale IQ;
3. the presence of disorders in cognitive or sensory processing such as those related to memory, language, or attention; and
4. an absence of other primary causal factors leading to achievement below expectation, such as visual or auditory disabilities, emotional or behavioral disorders, a lack of opportunity to learn due to cultural or socioeconomic circumstances, or deficiencies in intellectual ability.

To enable the Office of Academic Advising to evaluate a request for accommodation properly, the test battery must include full intelligence testing, achievement testing and a social-emotional status assessment. The Office of Academic Advising will not accept reports of testing and diagnosis based on inadequate information (e.g., IQ testing without achievement testing or a report lacking an assessment of social-emotional status).
Specifically, Gettysburg College requires that the testing for all learning disabilities include:

1. Full intelligence testing (*Wechsler Adult Intelligent Scale-IV* or *Woodcock-Johnson IV: Tests of Cognitive Abilities*).

2. Assessment of cognitive strengths, weaknesses, and deficits in:
   a) visual processing
   b) auditory processing
   c) memory (auditory and visual; short-term and long-term)
   d) fine motor coordination and dexterity
   e) verbal and nonverbal reasoning, organizational skills, and cognitive flexibility
   f) attention (auditory and visual)

3. Assessment of oral language skills.

4. Full achievement testing in:
   a) written language
   b) reading decoding and comprehension: use of college level tests (i.e., Nelson-Denny) is especially helpful
   c) mathematics

   The *Woodcock-Johnson –IV: Tests of Achievement* is preferred for assessment of these functions. **Raw, scaled, standard, percentile and grade equivalence scores must be included in the report.**

5. A full clinical interview and appropriate testing to assess social-emotional status, addressing the presence of any psychiatric disorders and alcohol and chemical substance use patterns.

6. Diagnosis including DSM codes.

7. Summary of student's strengths and weaknesses, conclusions and recommendations for student compensations and course accommodations.
Documentation Guidelines for Attention Deficit/Hyperactivity Disorder

The diagnosis of an Attention Deficit/Hyperactivity Disorder (ADHD) requires a careful evaluation that draws on past and present educational, psychological, and medical testing. Gettysburg College’s Office of Academic Advising will not accept a diagnosis of ADHD that does not meet the diagnostic criteria detailed in the Diagnostic and Statistical Manual of Mental Disorders –5, published by the American Psychiatric Association.

The evaluation must be performed by a qualified evaluator who has training in and direct experience with adolescents and young adults with ADHD. Evaluation must be performed by a licensed psychologist, neuropsychologist, psychiatrist, neurologist, or physician known to specialize in adolescent/adult ADHD. Students wishing accommodation for a type of ADHD must provide the Office of Academic Advising with documentation substantiating the diagnosis.

A student must submit a current report (no more than three years old). Disabilities and accommodation needs change over time. Because provision of accommodations and services is based upon assessment of the current impact of the student’s disability on his/her academic performance, current documentation is necessary. The following guidelines include the necessary components of acceptable documentation for students with ADHD.

The College recommends students present the following information to the professionals preparing their reports.

To document ADHD, please include the following components:

1. Summary of a diagnostic interview including developmental, medical, and educational history that provides evidence that the condition was exhibited in childhood and in more than one setting. Additionally, provide history of symptoms across multiple settings.
2. Evidence of current symptoms that meet diagnostic criteria; level of severity; and discussion of symptoms that are currently producing significant impairment in one or more domains of current adaptive functioning. Specifically discuss the functional limitations and the impact of the condition on the student’s current participation in courses, services, or any other activities of the College.
3. Relevant Testing Results: Please include names of standardized assessment tools, the student’s standardized scores, and percentile ranks.
4. Discussion that the evaluation specifically reviewed and ruled out other possible causes of the presenting behavior (e.g., other psychiatric or substance abuse problems).
5. Recommendations for academic or other accommodations, including a rationale for each.
6. Information about the professional’s credentialing (including licensing, certification, and areas of specialization) must be clearly listed in the report.
Documentation Guidelines for Psychiatric/Neurological Disorders

If a student has a psychiatric or neurological disorder that meets the criteria for a disability and thus warrants accommodations, the student’s clinician should complete the Documentation for Psychiatric/Neurological Disorder Form or provide a comprehensive report that outlines all of the components found in the Documentation for Psychiatric/Neurological Disorder Form.

The College recommends students present the following information to the professionals preparing their reports.

Documentation Guidelines for Psychiatric/Neurological Disorders: Assessment must be completed by a licensed psychologist, neurologist, neuropsychologist, psychiatrist, or physician known to specialize in psychiatric disorders. Because psychiatric/neurological disorders can change over time, documentation must be up to date. The evaluation should have been completed or updated within the past year. The initial evaluation in which the psychiatric or neurological disorder was diagnosed should be included. The current psychiatric/neurological update can be the completion of the Documentation for Psychiatric/Neurological Disorder Form or a comprehensive report that outlines all the components of the form.

Please note that a one-page memo/letter or a script that merely outlines the diagnosis(es) and recommendations for accommodations is not acceptable. If the student has a learning disability or suspected learning disability, the student should be referred for a psychological or neuropsychological evaluation, if one has not been completed within the past three years.
A student with a physical disability or a medical condition will be required to provide documentation from appropriate licensed healthcare professional(s) to support a request for an academic or non-academic accommodation. A Documentation for Physical and Health Related Disability form must be completed by an appropriate healthcare provider relating the current impact of the condition to the requested accommodation.

Following are guidelines for the documentation of a health related disability that have been developed to provide necessary information to the Director of Health Services when arranging appropriate accommodations:

1. To provide accommodations to students with health related disabilities, the College requires that a student provide verification of his/her disability prior to or at the time services is requested.

2. A comprehensive written evaluation must have been completed within the past year. Upon request, exceptions may be made dependent upon individual circumstances.

3. Persons typically considered qualified to present supportive clinical documentation of the diagnosis are licensed healthcare providers (HCP), i.e. physicians, nurse practitioners, medical specialists with a demonstrated area of specialization in the diagnosis and/or treatment of the disease diagnosed. The documentation of disability will not be accepted if completed by a family member who is a medical professional.

4. The Documentation for Physical and Health Related Disability Form is provided for completion by a HCP and includes important areas that will assist the Director of Health Service in determining how the health related disability limits a major life activity in a postsecondary educational setting.
   a. Clear statement of diagnosis – including dates of diagnosis, ICD 10 code, and last medical evaluation.
   b. Diagnostic methodology - used to support the diagnosis and requested accommodation.
   c. Current and past treatment, and accommodation – as it relates to the disability and the need for accommodations.
   d. Recommendations for academic and other accommodations. Each recommended accommodation should include a detailed explanation of its relevance to the disability that is diagnosed. The evaluator also should indicate the level at which the individual is currently functioning with the benefit of treatment.
   e. The time period academic or non-academic accommodations are recommended.
   f. We recognize that each student’s situation is unique. Decisions regarding eligibility and accommodations are made after reviewing the documentation. A student may, also, be asked to meet with the Director of Health Services to clarify information contained in the documentation of the health related disability.

All documents should be submitted to:

Gettysburg College, Office of Academic Advising, 300 N. Washington Street, Gettysburg, PA 17325

Office: 717-337-6579   Fax: 717-337-6245
Requests for Course Substitution

Gettysburg College does not waive distribution or graduation requirements. A student who has a documented disability that affects learning can petition the Academic Standing Committee for course substitution. The Academic Standing Committee is the faculty committee that acts on student petitions for exceptions to the academic regulations. The petition is developed through consultation with one of the deans in Academic Advising and the student’s faculty advisor.

Students with a documented learning disability that interferes with their ability to learn a foreign language may petition to fulfill this requirement by selecting a cluster of courses that has been approved as a substitution. A list of current courses that substitute for this requirement is available on our website.

For substitution of the foreign language requirement: Petitions must be filed before the end of the first semester of Junior year.

A student’s petition for substitution of the foreign language requirement should include:

1. Verification of a disability that substantially interferes with language acquisition. To petition on the basis of a specific learning disability, the student must present the report of an acceptable psychoeducational test battery documenting the learning disability, explaining how the disability substantially interferes with language acquisition. For details, see the section in this booklet on Testing Required for Accommodation. Normally, Attention Deficit/Hyperactivity Disorder does not interfere with foreign language acquisition so as to warrant substitution.

2. Documentation from college and, if appropriate, high school foreign language instructors supporting the need for accommodation through substitution. (Students are responsible for obtaining written statements from high school language instructors in support of their petitions.) The Academic Standing Committee has a strong preference that a student attempt a foreign language at Gettysburg so that any significant difficulty in language acquisition can be assessed on the basis of the student’s experience at Gettysburg.

3. The student’s personal written statement in a petition which has been reviewed by the student’s academic advisor. This petition should include a request to allow any course(s) already completed to be considered to count for substitution.

The decisions of the Academic Standing Committee are final. However, a student may ask the Committee to reconsider its decision on the basis of additional evidence, for example, new test results or additional classroom experiences in studying foreign languages at Gettysburg.
Proactive Strategies for Student Success

1. Accommodation is a proactive strategy. To self-advocate well, students should understand the nature and extent of their learning problems. This information may be obtained from the person who evaluated the student.

2. Assertiveness and self-advocacy are keys to successful accommodation. Students must make every effort to understand their special needs, communicate those needs directly to faculty advisors, their professors, and administrators, and explain how and why a particular accommodation is important for their success.

3. It is imperative that students self-disclose to instructors early each semester so that appropriate planning and modifications can be considered. Accommodation is never retroactive: tests taken without accommodation cannot be retaken; grades posted for quizzes, exams or courses taken without accommodation cannot be changed.

4. Students must exhibit self-sufficiency and self-reliance in order to be successful in college. We expect our students to go to class, to hand in assignments on time, to study and prepare for examinations, and to seek help from their instructors and the Writing Center and Peer Learning Associates when needed. It is unreasonable and inappropriate to expect the College to monitor daily class attendance or instructors to excuse late or missed assignments and exams.

5. Perseverance is necessary for academic success. Learning strategies such as rereading, reviewing, rewriting, and reconsidering must be part of a student’s approach to academic tasks. Quality scholarship requires time and effort.
SELF-ADVOCACY: YOU AND THE OFFICE OF ACADEMIC ADVISING

Students are responsible for presenting documentation of their learning disabilities and their self-disclosure forms in a timely fashion and for articulating the accommodations which they are seeking. Students must communicate with the Office of Academic Advising throughout their career at Gettysburg. Some of the following recommendations may apply to your particular situation:

- **Students** with learning disabilities often benefit greatly from peer tutoring. Students should seek support from Peer Learning Associates for individual courses as necessary. Writing Center tutors are also available.

- **Students** must respond to phone calls, letters, and e-mail messages from the Office of Academic Advising. You cannot expect support from this office if you do not communicate with us.

- **If** you seek particular accommodations such as substitution of courses from the alternate track to satisfy the foreign language requirement, you must follow our procedures and processes. These include presenting documentation indicating a learning disability which substantially interferes with language acquisitions; presenting evidence from foreign language faculty that your disability cannot be accommodated in the classroom; and filing a petition (discussed with and signed by your faculty advisor) with the Academic Standing Committee for permission to substitute courses from the alternate track. **Normally, this process should begin in the first semester in which, with effort and tutoring, you are unable to be successful in a foreign language class at Gettysburg College, or no later than the end of sophomore year.**

- **If** you seek the services of one of our learning specialists for help with particular problems, it is your responsibility to set up—and to keep—appointments.

- **Students** should take the initiative in communicating with the Office of Academic Advising about all matters relating to their learning disability. Remember that we are keenly interested in your success at Gettysburg and are here to help you, but we cannot help you if we do not know what you need. Consider us your allies, and act accordingly.
SELF-ADVOCACY: YOU AND YOUR FACULTY

Students with Learning Disabilities must adopt a mode of self-advocacy. Self-advocacy includes the following strategies for academic success:

- **Present** your Individual Education Accommodation Plan (IEAP) to your faculty advisor and to your faculty in each course at the very beginning of each semester. Do not wait until you need the accommodation (such as extended time on tests). Be sure to explain any specific ways in which you might need to be accommodated in individual courses.

- **Discuss** your understanding of how you learn with each of your faculty. Describe the way you learn best. Indicate teaching methods which have been particularly helpful to you in the past, and discuss types of assignments with which you have particular difficulty.

- **Discuss** the “Course Accommodations” section of your IEAP with each of your faculty. Work out in advance how these accommodations will be implemented. (For example, if you are granted “testing in a non-distracting environment,” where would that be? How much time is “extended time”? Normally, extended time means time and a half. However, there may be particular occasions when time and a half is not needed or is inappropriate.)

- **Ask** your faculty for additional suggestions for strategies for success. (Remember that the IEAP is a tool to begin discussions, not a list of every possible idea to help you learn better.)

- **Convey** to your faculty your eagerness to learn and to do well in class. Communicate frequently with your instructors, and discuss your successes (and failures, if necessary) throughout the semester. Remember that a positive attitude and an eagerness to learn are key factors in your success.

- **If**, after full discussions with your professors, you believe you are not receiving the course accommodations specified in your IEAP, contact the Office of Academic Advising immediately (x6579) and ask to meet with one of the Deans.
Learning Strategies for Students with Disabilities

College can be challenging for all students; for students with disabilities, it can seem even more difficult. There are strategies, however, that can help lead to scholastic success and provide opportunities for students with disabilities to reach the same overall academic goals as their non-disabled peers.

General Learning Strategies
The following general suggestions are a compilation of strategies identified by college students with disabilities as basic techniques for achieving success in college.

1. Set personal and academic goals for yourself.
2. Recognize your strengths and weaknesses and know what you need to do in order to be successful.
3. Choose courses carefully, seeking a balance in workload (i.e., reading requirements, writing assignments, research).
4. Get to know your advisor and instructors.
5. Go to every class, be on time, bring necessary materials, sit in front, pay attention, and learn actively through discussion and participation.
6. Use a daily/monthly planner to record both short-term and long-term assignments.
7. Keep up with homework and hand assignments in on time. Monitor your progress in each class by knowing and recording the grades you have received for each assignment.
8. Use campus resources if you need help: see your instructor during office hours; contact the Peer Learning Associates and Writing Centers for specific help; arrange an appointment with your advisor and/or academic counselor; set up sessions with the learning specialist.
9. Manage your time. Set aside specific times each day for completing assignments and for studying. College students should expect to spend 2 hours of preparation time outside of class for every hour of class time per week.
10. Organize and keep the syllabus, notes, and handouts for each class by developing a notebook and filing system.

Specific Learning Strategies
Many students with disabilities have individual areas of weaknesses which effect classroom success. Listed below are specific academic activities and learning strategies that can be utilized to help make the college experience more successful.

Reading
1. Prior to reading, survey the assigned chapter in the text by using headings, type of print, and illustrations to preview the content. Read the chapter summary to help shape your interpretation of the information.
2. Read in short “chunks.” Determine how much of the chapter you will read at a sitting.
3. Take notes in topic outline form after each section you stop at, recording basic information, dates, and terms as needed.
4. Highlight main headings in your notes in one color and subheadings in another. Circle terms to study in a third color.
5. Review what you have read by answering the chapter questions and checking your notes for topics and information given in the summary.
6. If the assigned reading is organized only by chapters or main headings, stop after important events or at a logical point and record a brief summary of what you have read; use topic outline form and a simple list.
7. Keep up with reading assignments and set aside sufficient time each day to pace yourself according to the length and difficulty of the reading.
8. To study for tests based on reading assignments, use your reading notes. Do not attempt to re-read the material; it is usually impossible to do so and will take away significant time from your studying. Consult the original source only if your notes are sketchy or confusing in some sections.

**Writing**
1. Follow the basic steps in writing: planning (topic selection and brainstorming); organizing (graphic or formal outlining); drafting; proofreading/editing; and revising.
2. Use a word processor with spell-check/grammar-check for all written assignments.
3. Find a peer proofreader or use the Writing Center to help identify writing problems.
4. Use models from your text or from handouts to guide you in organization, content, and style requirements.
5. Read your writing aloud. Listening to what you have written helps you check for sense and coherence, as well as for grammatical correctness.
6. Seek help from your instructor by asking questions during class and getting support during office hours.
7. For research papers, use the resources available in the library and online for help with both content and format. Be sure to find out what documentation style is expected and use help from software programs or the library to incorporate that style in your paper.

**Math**
1. Attend every class and be an active participant by asking questions, taking notes, and working problems.
2. Go to the instructor’s office hours and get help for the concepts you find difficult. Be sure you have tried to work the problems on your own first and have specific questions about the areas that are not clear to you.
3. Contact the Peer Tutoring Center for a list of math tutors and use the tutor weekly.
4. Do the homework every day and practice working sample problems. Use the models given in class or in the textbook to help you understand step-by-step procedures needed to solve the problems.
5. Use a calculator for arithmetic computations.
6. Visualize word problems by drawing and labeling each part as it is given to help you see the steps required to solve the problem.
7. Study for a test by reviewing each section in the text and in your notes and “testing” yourself to see if you can still work the problems.
8. For studying difficult concepts, talk the steps aloud to help you learn the sequential strategies needed to solve the problems.
9. Study with a partner to help check your understanding of key terms and concepts.

**Note-Taking**
1. Keep separate notebooks for each course. A 3-ring binder is preferable because you will be able to add/insert additional notes and handouts in the appropriate sections.
2. Have a pocket insert in the notebook for handouts that have no holes punched in them. After class, be sure to hole punch them and insert into the correct section of your notebook.
3. Begin notes for each class by putting the date and topic at the top of a new page.
4. Use headings and subheadings to record the concepts presented during lecture. Cluster similar concepts together and provide white space as new concepts are introduced.
5. Include key vocabulary terms and definitions given in class.
6. If needed, use a tape recorder with a counter to replay information you may have missed in class.
7. If your notes are sloppy or incomplete, rewrite them after each class so that you can better organize key concepts, terms, and details needed for later studying.

**Listening/Attention**
1. Approach the class with a positive attitude. Become interested and motivated by focusing on your overall goals and the positive elements of the class and the instructor.
2. Sit near the front of the classroom to help you focus and eliminate distractions.
3. Be prepared and organized for the class so that you can relate the present lesson to material previously presented, which, in turn, helps you maintain attention.
4. Keep active in class: take notes, ask questions, and participate in discussions.
5. Use a tape recorder with a counter so you can focus on and understand the concepts being given in class without worrying about missing information in your notes.
6. Meet with the instructor during office hours to clarify concepts that may not be clear to you and to ask questions about assignments you are unsure of.

**Information Processing (Auditory, Visual, Cognitive)**
1. Sit near the front of the class to be able to hear important cues/directions and to see any notes/terms your instructor writes on the board or overhead.
2. Develop efficient note-taking skills; use a tape recorder with a counter to fill in areas you miss in your class notes.
3. Find a note-taking “buddy” so you can compare content and add/correct your notes.
4. Arrange to meet with your instructor during office hours to clarify concepts and answer questions you have about the class.
5. Review concepts and terms from the previous class before the next class so that you are better able to understand new information.
6. Expand newly presented concepts by using graphic displays such as diagrams, symbols, and drawings in your notes.
7. Develop learning strategies and study habits that provide multi-sensory input of new material (i.e., read aloud; highlight important concepts in text or notes; take notes when reading).
8. Check your understanding of how previously learned concepts relate to new ones by using a reasoning process that tests the “sense” of your ideas.
9. Monitor your learning. Ask yourself questions about concepts presented in class and answer them aloud. Identify problem areas and seek help to correct and fill in important facts, key vocabulary, and other course content.

**Memory/Studying**
1. Find study settings that maximize your ability to focus your attention on the material to be learned.
2. Develop a workable plan of action by budgeting your study time and reviewing frequently.
3. Repetition improves recall. Repeat information (“overlearn”) by reading your notes, reciting them aloud, “testing” yourself, summarizing, and putting in your own words. The greater number of repetitions, the greater the likelihood of remembering the material.
4. Use index cards and maps for studying key words and concepts.
5. Visualize the material. Make diagrams and draw pictures to help organize the information. Develop images of ideas, terms, objects, people, and/or places described in lectures to facilitate recall.
6. Use mnemonics to help you memorize important information. Create acronyms, acrostics, rhymes, image connection, and chaining to provide cues for what you need to recall.
7. Use motor techniques such as tapping or walking through steps in a process to help remember sequences and information.
8. Participate in review sessions and study groups to help expand your understanding of lecture notes, to share strategies, and to reorganize information.

**Organization**
1. Create an efficient workspace with the materials and supplies you need to complete your assignments: reference books, paper, pens/pencils, highlighters, paper clips, stapler, index cards, etc.
2. Maintain a workable notebook/filing system. Use a different color 3 ring binder for each course and insert dividers to separate into individual sections for notes, handouts, homework, and returned tests and quizzes. Buy a hole punch so you can add papers as needed.
3. Write short-term assignments in your daily/monthly planner and buy a large desk calendar to write in long-term assignments. As changes/additions are made, correct the dates in your planner to reflect the new information.
4. Consult each course’s syllabus frequently to keep up with assignments and their due dates.
5. Write a “to-do” list for the next day’s schedule and consult it the next morning to remind yourself what needs to be done that day.
6. Break lengthy assignments such as research papers into workable chunks and record the individual assignments on your desk calendar. Transfer the work dates to your daily/weekly planner as the designated time for each chunk approaches.

**Time Management**
1. Keep your academic goals in mind and set priorities; commit yourself to meeting them.
2. Use a daily/weekly planner to record regular activities such as classes, labs, tutoring, review sessions and less regular ones such as study groups, appointments, and meetings.
3. Designate daily study/homework times according to each day’s schedule.
4. Make a checklist of things to do each day and prioritize assignments.
5. For long-term assignments, list the steps needed to complete the work by the due date. Plan enough time to finish each step and then record each work step on your desk calendar and your monthly planner.
6. Provide “rewards” for yourself after you have completed parts of the designated work schedule but be sure to go back to your studies until each of the day’s assignments is finished.
Assistance with Notetaking

Some students with disabilities who would benefit from sharing a classmate’s notes, in addition to relying on their own class notes, need assistance identifying a classmate willing to assist them. Most frequently, students make these arrangements on their own. Students who do not already have friends or acquaintances in a class or students who are concerned about maintaining confidentiality about their disabilities should ask their instructors for assistance.

If you are not concerned about confidentiality and need help identifying someone to share notes, you can ask your instructors to recommend student volunteers they think would be willing to help, and then you can approach the recommended volunteers on your own.

If you are concerned about confidentiality, discuss the matter with your instructors who can assist you by asking appropriate students if they would be willing to copy and share their class notes.

In order to minimize the inconvenience for the student volunteers, we recommend permitting them to copy notes in the department’s office, assuming the office is near to the classroom, and leave them there for you to pick up. If this is not convenient for the department or the student volunteer, please contact the office of Academic Advising to make other arrangements.
Grievance Procedures

Establishing reasonable accommodations regarding teaching and evaluative methods in a particular course relies on an interactive process including the student, the instructor, and the Office of Academic Advising and may require adaptation on the part of the student and the instructor. Reasonable accommodation may involve some curricular modifications, but only if they do not substantially alter course content or requirements essential to the academic program.

Once a student has completed the process for establishing an IEAP (Individual Educational Accommodation Plan) through the Office of Academic Advising, it is the responsibility of the student to request accommodation from an individual course instructor and to discuss the implementation of accommodations in that course. Using the IEAP as a guide, the student and course instructor, with the assistance of the Office of Academic Advising as requested by the student or instructor, establish how accommodations, if any, will be implemented for that course.

The Dean of Academic Advising is responsible for making final decisions about accommodations in circumstances in which the student and instructor do not reach consensus. The student or course instructor can seek assistance from the Dean of Academic Advising in such circumstances. After reviewing the request, the Dean will provide his/her final decision in writing to both the student and the instructor in a timely way, normally, within a week.

The Provost is responsible for addressing any grievances from students or instructors arising from the final decision of the Dean of Academic Advising. The student or instructor who wishes to grieve a final decision by the Dean of Academic Advising should contact the Provost in writing to explain the nature of the grievance. After reviewing the case, the Provost will respond in writing to the student and the instructor in a timely way, normally, within a week. The Provost's decision is final and not subject to appeal.

The College prohibits retaliation against anyone in any way related to use of this Policy and Procedure.
Gettysburg College
Disability Accommodation STUDENT Request Form

NAME ____________________________ Class ____________ Date _________________

ID#: __________________________

Please Note: You may provide a typed copy of your answers to the following questions

   1.   a).  Do you have a physical (medical, sensory, mobility) disability? .................................................... ☐ ☐

               b).  Do you have a learning disability? ........................................................................................................... ☐ ☐

               c).  Do you have ADHD? ................................................................................................................................. ☐ ☐

               d).  Do you have a neurological or psychiatric disability? ..................................................................................... ☐ ☐

               e).  Are you receiving services from a state vocational rehabilitation agency?............................... ☐ ☐

If you responded yes to letter E, please indicate the state in which you are receiving service.

   ___________________________________________________________

DOCUMENTATION GUIDELINES: All students seeking accommodation for disabilities must provide
appropriate documentation of the disability including: formal diagnosis (DSM if appropriate), testing
results, and the rationale for the recommended accommodations. Please see our HANDBOOK for further
information about documentation.

   2.   Please describe your disability.

   ___________________________________________________________

   ___________________________________________________________

   ___________________________________________________________

DIRECTIONS: If you are in need of ACADEMIC ACCOMMODATIONS, please complete section A. If you are in need of HOUSING
ACCOMMODATIONS only, please skip section A and continue on to section B. Please complete the entire form if you require
both academic and housing accommodations.

SECTION A: Academic/Classroom Accommodations

   3.   What were your most difficult courses in high school? Why?

   ___________________________________________________________

   ___________________________________________________________

   ___________________________________________________________

25
4. Did you receive support services or accommodation in high school? □ Yes □ No
If yes, describe:

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

5. What did you do in high school to make yourself successful?

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

6. What classroom accommodations do you wish to request at Gettysburg College? Why?

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

7. Please list any medications which might affect your learning.

__________________________________________________________________________________

__________________________________________________________________________________
SECTION B: Housing Accommodations

8. As a result of your disability, what are your housing needs? Please describe below. Do you have documentation that the accommodations you seek are medically necessary? □ Yes □ No

9. If your housing accommodation is approved and you are assigned a space that requires roommates, how many roommates would you prefer to have and what are their names and ID numbers? (Please note: We will meet all approved accommodations and will attempt, based on availability, to house you with the people you list.)

Please select one of the options below and sign your name. If you have questions, please contact Dean GailAnn Rickert.

a). I DO WISH the Office of Academic Advising to share information about my disability and recommendations for accommodation with my faculty advisor and instructors. I understand that I have the primary responsibility to share this information and that the Academic Advising Office will supplement the information I have already provided to my advisor and instructors only when this is necessary or advisable.

______________________________
Signature

b). At this time, I DO NOT WISH the Office of Academic Advising to share information about my disability and recommendations for accommodation with my faculty advisor and instructors. If I do not wish Academic Advising to share information, I can still receive an Individual Education Accommodation Plan which I may share with my faculty advisor and instructors but the Academic Advising Office will not be able to share additional information about my disability and recommended accommodation with anyone.

______________________________
Signature
Gettysburg College
Documentation for Psychiatric/Neurological Disorders

I. Student
Name: Last______________________________  First___________________________ MI____
Date of Birth_________________________________Phone________________________________
Address__________________________________________________________________________

II. Certifying Professional
Name______________________________________________
Area of Specialty_____________________________________________________________________
License/certification number, and state:  ___________________________________________________
Phone________________________________ Email___________________________________________
Address___________________________________________________

Documentation Guidelines for Psychiatric/Neurological Disorders: Assessment must be completed by a licensed psychologist, neurologist, neuropsychologist, psychiatrist, or physician known to specialize in psychiatric disorders. Because psychiatric/neurological disorders can change over time, documentation must be up to date. The evaluation should have been completed or updated within the past year. The initial evaluation in which the psychiatric or neurological disorder was diagnosed should be included. The current psychiatric/neurological update can be the completion of the Documentation for Psychiatric/Neurological Disorder Form or a comprehensive report that outlines all the components of the form.

Please note: A one-page memo/letter or a script that merely outlines the diagnosis(es) and recommendations for accommodations is not acceptable. If the student has a learning disability or suspected learning disability, the student should be referred for a psychological or neuropsychological evaluation, if one has not been completed within the past three years.

III. Diagnosis
1. What were the dates you met with this student?

2. Please attach information to substantiate the diagnosis/diagnoses. Appropriate information could include, for example, thorough psychiatric or neurological evaluation. If standardized assessment was completed, please attach all scores/results and a brief discussion of each.

3. Please list DSM-5 or ICD-10 diagnostic codes, date(s) diagnosed, and indicate which constitutes the disabling condition.
IV. Statement of Disability

1. In your opinion, does any condition listed above **substantially limit a major life activity** and thereby rise to the level of disability? Yes_____ No_____ Not sure_____ (If yes, indicate which one(s) above with an asterisk.)

2. When was this student first determined to have a disabling condition? __________________________

3. What accommodations for this condition has the student received in the past?

V. Functional Limitations that may warrant accommodations. Please describe degree of limitation for each—mild, moderate, severe—and provide an example of how this limits a major life activity.

VI. Recommended accommodations For each recommendation, please indicate if this is ESSENTIAL or PREFERRED. “Essential” indicates that the student cannot participate equally in the educational experience unless this accommodation is in place—nothing else will do. “Preferred” indicates that an accommodation is desirable but not essential for equal participation.
VII. Supplemental Information

1. Is the student taking medication for this condition?

2. What symptoms remain despite medication treatment?

3. What is the student’s level of compliance with the treatment regime?

4. Will the student require therapy at college?

5. Prognosis: the likelihood of the student’s ability to function effectively in a college environment:

   With recommended treatment regime: Poor _____  Fair _____  Good _____  Excellent ______

   Without recommended treatment regime:  Poor _____  Fair _____  Good _____  Excellent ______

Other Comments/Recommendations:

________________________________________________

SIGNATURE

Please return this form to:

Gettysburg College
Office of Academic Advising
300 North Washington St
Campus Box 414
Gettysburg, PA 17325
Gettysburg College
Documentation for Physical and Health Related Disabilities
(To be completed by a Licensed Healthcare Provider)

A disability is defined under the Americans with Disabilities Act as “A physical or mental impairment that substantially limits one or more major life activities.”

A student with a physical or health related disability that is requesting accommodation(s) is required to provide documentation from an appropriate licensed healthcare professional to support academic and/or non-academic accommodation. The student requesting disability accommodation must submit this form that has been completed and signed by their healthcare provider with a demonstrated area of specialization in the diagnosis and treatment of the disease diagnosed.

I. Student: To be completed by student

Name: Last____________________________First__________________M____________
Date of Birth: ____ / ____ / ________Student ID # ________________________________
FR / SOPH / JR / SR (CIRCLE if Known)

II. Medical Condition Information: To be completed by Healthcare Professional

1. Type of physical or medical condition requiring accommodation:
   __________________________________________________________________________
   ICD 10 code(s) __________________________________________________________________

2. Date of original diagnosis: ___________Date of last evaluation for this diagnosis: __________

3. Diagnostic testing used to support the diagnosis and requested accommodation/dates performed:
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

4. Current and past treatment: _______________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   Current and past accommodations: _________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
III. Statement of Disability

1. In your opinion, does the student’s medical condition(s) **substantially limit a major life activity** and thereby rise to the level of disability?  
   ___ Yes  ___ No

2. Describe functional limitations that may warrant academic and/or non-academic accommodations: *(assess degree of each limitation as mild, moderate, severe)*

   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________

3. Describe accommodations requested: *(specify how the accommodation is related to the medical diagnosis)*

   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________

4. Duration of accommodation(s):
   Temporary/short termed  
   ___ Yes  ___ No  End date (if yes) ___ / ___ / _______
   Long termed  
   ___ Yes  ___ No  End date (if yes) ___ / ___ / _______

5. Other comments / recommendations:  

   __________________________________________________
   __________________________________________________

IV. Licensed Healthcare Provider

Name (Print): ___________________________ License #: ___________________________
Address:  
Office Phone #: ___________________________ Fax #: ___________________________
   ___________________________  ___ / ___ / _______
Signature  Date

Submit to:
Gettysburg College Office of Academic Advising  
300 North Washington Street  
Campus Box 414  
Gettysburg, PA.  17325
Office: 717-337-6579  Fax: 717-337-6245

Documentation of physical & health disability form / 06/2015 / sreynolds CRNP
Gettysburg College
Request for a Medically Necessary Air Conditioner
(To be completed by a Licensed Healthcare Provider)

While some medical circumstances do not rise to the level of a disability, Gettysburg College recognizes that reasonable accommodations may be necessary to assist students in the management of their healthcare needs. A student requiring an air conditioner must submit this request form that has been completed and signed by their licensed healthcare provider (MD, DO, CRNP, PAc, Medical Specialist).

I. Student
Name: Last______________________, First____________________, MI__________
Date of Birth: _____ / _____ / ____________, Student I.D.# ________________________________
Resident Hall: ____________________________, Room #: ___________________________
(if applicable)

II. Medical Condition Information
1. Type of medical condition or allergy requiring an air conditioner:
_______________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________

2. How long has this student been under your care for this medical condition: ______________________________

3. Last time you evaluated the student for the above medical condition: ________________________________

4. Symptoms: ____________________________________
_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________

Are symptoms: ___ Continuous ___ Intermittent ___ Seasonal
Severities: ___ Mild ___ Moderate ___ Significant

5. Prescribed medication or treatment taken to manage symptoms: ________________________________________
_______________________________________________________________________________________________________________
_________________________________________________________________________________________________________________

6. Please specify how the air conditioner will assist in the treatment of the student’s medical condition:
_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________

7. To manage the student’s allergies, is the use of an air conditioner:
Desirable: ___ Yes ___ No 
Essential: ___ Yes ___ No

8. To manage student’s other medical conditions, is the use of an air conditioner:
Desirable: ___ Yes ___ No 
Essential: ___ Yes ___ No

III. Licensed Healthcare Provider
Name (Print): ____________________________________________, License #: _____________________________
Address: _________________________________________________________________________________________
Office Phone #: _____________________________, Fax #: _____________________________
_________________________________________________________ / _____________/
Signature Date

Submit to: Gettysburg College Office of Academic Advising
Box 414, CUB 280
300 North Washington Street
Gettysburg, PA. 17325
Office #: 717-337-6579, Fax #: 717-337-6245