



Students with Disabilities

Policies and Procedures
Handbook

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Students with Disabilities: Policies and Procedures

This manual is intended to acquaint students with disabilities to the policies, procedures, resources, and strategies for ensuring access to courses, programs, services, activities, and facilities. The Learning Center and the Office of Human Resources are the designated offices at The College of Wooster that maintain disability-related documents, certify eligibility for services, determine reasonable accommodations, and develop an accommodation plan for each student with a documented disability.

To ensure the provision of reasonable and appropriate services and accommodations, students must provide current documentation (within the past three years) of their disabilities. Upon receipt of documentation, that meets specified criteria, accommodations for students with learning, psychological or physical disabilities will be developed and implemented by the Learning Center.

Individuals with questions about available services or procedures are encouraged to contact the Learning Center, located in the Rubbermaid Student Services Building (330-263-2595) or via email at Learning-Center@wooster.edu .

Statement of Nondiscrimination

It is the policy of The College of Wooster to provide equal opportunity to qualified individuals in both employment and enrollment without regard to race, color, creed, religion, sex, national origin, ancestry, age, disability, sexual orientation, or political affiliation.

Discrimination against an otherwise qualified individual on the basis of disability is a violation of College policy. Such discrimination includes a denial of the full and equal enjoyment of, and the equal opportunity to participate in and benefit from, the goods, services, facilities, privileges, advantages, and accommodations offered by the College, including, but not limited to, educational opportunities, access to facilities, right to confidentiality concerning medical records, and whatever other services may be relevant. Such discrimination may also include inappropriate or offensive comments, references, or jokes; the display or use of objects, pictures, or language which adversely reflect upon a person's disability; or intimidation or threatening behavior. It is the goal of the College to eliminate all manifestations of such discrimination from the campus, and any incidents, or allegations of incidents, or discrimination on the basis of disability will be promptly investigated and appropriate action taken.

Rights and Responsibilities of The College of Wooster and its Students

Rights and Responsibilities of The College of Wooster

The College of Wooster has the right to:

- identify and establish essential functions, skills, knowledge, and standards for courses, programs, services, jobs, activities, and facilities and to evaluate and determine reasonable accommodations on this basis;
- request and receive current and appropriate documentation that supports requests for accommodations;
- deny a request for accommodations if the documentation demonstrates that the request is not warranted, or if the individual fails to provide appropriate documentation, and to refuse an unreasonable accommodation that imposes a fundamental alteration on a program or activity of the College; and
- select among equally effective accommodations and/or auxiliary aids and services.

The College of Wooster has the responsibility to:

- recognize its responsibility to provide equal access to opportunity for persons with disabilities under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities act of 1990.
- provide information about services and accommodations to faculty, staff, students, and guests with disabilities in accessible formats upon request;
- inform faculty, students, and staff about published procedures for requesting accommodations;
- provide or arrange reasonable accommodations for students with disabilities in courses, programs, services, jobs, activities, and facilities; and
- maintain confidentiality of records and communication, to the extent permitted or required by law.

Rights and Responsibilities of Wooster Students

Students with disabilities at the College have the right to:

- equal access to courses, programs, services, jobs, activities, and facilities;
- equal opportunity to learn, work, and receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services;
- confidentiality of all information, including the right to choose to whom information about their disabilities will be disclosed; and
- information, in an accessible format, regarding the availability of auxiliary aids and accommodations.

Students with disabilities at the College have the responsibility to:

- meet and maintain the essential institutional standards for courses, programs, services, jobs, activities, and facilities;
- identify as an individual with a disability when an accommodation is needed and to seek information and assistance when necessary;
- demonstrate and/or documentation from an appropriate professional (see guidelines for documentation) how the disability limits participation; and
- follow published procedures for obtaining reasonable accommodations.

Statement of Confidentiality and Release of Information

The Learning Center is committed to ensuring that all information and communication pertaining to a student's disability is maintained as confidential as required or permitted by law.

The following guidelines about the treatment of such information have been adopted by The Learning Center and will be shared with students. These guidelines incorporate relevant state and federal regulations

1. No one will have immediate access to student files in the Learning Center except appropriate staff of the Learning Center. Any information regarding a disability is considered confidential and will be shared only with others within the college who have a legitimate educational interest.
2. This information is protected by the Family Educational Rights and Privacy Act (FERPA).
3. Sensitive information in the Learning Center student files will not be released except in accordance with federal and state laws.
4. A student's file may be released pursuant to a court order or subpoena.
5. If a student wishes to have information about his/her disability shared with others outside the institution, the student must provide written authorization to the Learning Center to release the information. Before giving such authorization, the student should understand the purpose of the release and to whom the information is being released. The student should also understand that there may be occasions when, within the College, the Learning Center staff will share information regarding a student's disability at his/her discretion if circumstances necessitate such sharing and the Learning Center staff has determined that there is an appropriate legitimate educational interest involved.
6. A student has the right to review his/her own Learning Center file with reasonable notification.

Guidelines for Documentation of a Learning Disability

Students who are requesting accommodations from the Learning Center at The College of Wooster are required to submit documentation to verify eligibility under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Information specific to Attention Deficit Disorder (ADD) and Attention Deficit/Hyperactivity Disorder (ADHD) may be found in Appendix C.

The following guidelines, developed by the Association on Higher Education and Disability (AHEAD), are provided in the interest of ensuring that the documentation is complete and appropriate:

1. Qualification of the Evaluator

A professional who is knowledgeable about learning disabilities and who is qualified to make appropriate recommendations must perform the evaluation. The name, title, and professional credentials of the evaluator, including information about license or certification (e.g., licensed psychologist), as well as the area of specialization, employment, and state/province in which the individual practices, should be stated in the documentation. All reports must be typed on letterhead and must be dated, signed, and otherwise legible.

2. Documentation

The provision of all reasonable accommodations and services is based upon assessment of the impact of the student's disabilities on his or her academic performance at a given time in the student's life. Therefore, it is in the student's best interest to provide recent and appropriate documentation relevant to his or her learning environment. The College of Wooster will consider evaluations conducted within the past three years.

3. Substantiation of the Learning Disability

Documentation should substantiate the need for services based on the individual's current level of functioning in the educational setting. A school plan such as an Individualized Education program (IEP) or a 504 plan is insufficient documentation, but it may be included as part of a more comprehensive assessment battery. A comprehensive assessment battery and the resulting diagnostic report should include information about a diagnostic interview, an assessment of aptitude, academic achievement, and information processing, and the resulting diagnosis.

Diagnostic Interview

Relevant information regarding the student's academic history and learning processes in elementary, secondary, and post-secondary education should be

investigated. The diagnostician, using professional judgment as to which areas are relevant, should conduct a diagnostic interview which may include: a description of the presenting problem(s); developmental, medical, psychosocial, and employment histories; family history (including primary language of the home and the student's current level of English fluency); and a discussion of dual diagnoses where indicated.

Assessment

The neuropsychological or psychoeducational evaluation for the diagnosis of a specific learning disability must provide clear and specific evidence that a learning disability does or does not exist. Assessment, and any resulting diagnosis, should consist of and be based on a comprehensive assessment battery which does not rely on any one test or subtest. Evidence of a substantial limitation to learning or other major life activity must be provided. The College of Wooster does not provide testing services, but suggests that families consult with their personal physician and/or local school administrators to obtain appropriate testing. A list of tests commonly administered by licensed professionals is included in Appendix D. Minimally, the domains to be addressed must include the following:

- a. Aptitude - a complete intellectual assessment with all subtests and standard scores reported.
- b. Academic Achievement - a comprehensive academic achievement battery is essential with all subtests and standard scores reported for those subtests administered. The battery should include current levels of academic functioning in relevant areas such as reading (decoding and comprehension), mathematics, and oral and written language.
- c. Information Processing - specific areas of information processing (e.g., short- and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning, and motor ability) should be assessed.

Specific Diagnosis

Individual "learning styles," "learning differences," and "test anxiety," in and of themselves, do not constitute a learning disability. It is important to rule out alternative explanations for problems in learning such as emotional, attentional, or motivational problems that may be interfering with learning but do not constitute a learning disability. The diagnostician is encouraged to use direct language in the diagnosis and documentation of a learning disability, avoiding the use of terms such as "suggests" or "is indicative of." If the data indicate that a learning disability is not present, the evaluator should state that conclusion in the report.

Test Scores

Standard scores and/or percentiles should be provided for all normed measures. The data should logically reflect a substantial limitation to learning for which the student is requesting the accommodation. The test findings should document both the nature and severity of the learning disability.

Clinical Summary

A written diagnostic summary based on a comprehensive evaluation process is a necessary component of the report. The clinical summary should include:

- a. Demonstration of the evaluator's having ruled out alternative explanations for academic problems as a result of poor education, poor motivation and/or study skills, emotional problems, attentional problems, and cultural/language differences;
- b. Indication of how patterns in the student's cognitive ability, achievement, and informational processing reflect the presence of a learning disability;
- c. Indication of the substantial limitation to learning or other major life activity presented by the learning disability and the degree to which it impacts the individual in the learning context for which accommodations are being requested; and
- d. Indication as to why specific accommodations are needed and how the effects of the specific disability are accommodated.

The summary should also include any record of prior accommodation or auxiliary aids, including any information about specific conditions under which the accommodations were used (e.g., standardized testing, final exams).

4. Recommendations for Accommodations

The diagnostic report should include specific recommendations for accommodations as well as an explanation as to why each accommodation is recommended. The evaluator should support recommendations with specific test results or clinical observations. The final determination for providing appropriate and reasonable accommodations rests with The College of Wooster.

Guidelines for Documentation of a Psychological Disability

Students who are requesting accommodations from the Learning Center at The College of Wooster are required to submit documentation to verify eligibility under the Americans with Disabilities Act (ADA) and Section 540 of the Rehabilitation Act of 1973. The following guidelines are provided in the interest of ensuring that the documentation is complete and appropriate:

1. Qualification of the Evaluator

The evaluation must be performed by a professional who is knowledgeable about psychological disabilities and who is qualified to make appropriate recommendations. The name, title, and professional credentials of the evaluator, including information about license or certification (e.g., licensed psychologist), as well as the area of specialization, employment, and state/province in which the individual practices, should be stated in the documentation. All reports should be typed on letterhead and must be dated, signed, and otherwise legible.

2. Documentation

The provision of all reasonable accommodations and services is based upon assessment of the impact of the student's disabilities on his or her academic performance at a given time in the student's life. Therefore, it is in the student's best interest to provide recent and appropriate documentation relevant to his or her learning environment. The College of Wooster will consider evaluations conducted within the past three years.

3. Recommendations for Accommodations

The diagnostic report should include specific recommendations for accommodations as well as an explanation as to why each accommodation is recommended. The evaluator should support recommendations with specific clinical observations. The final determination for providing appropriate and reasonable accommodations rests with The College of Wooster.

Procedures for Obtaining Accommodations

Step One

Students who require accommodations must identify themselves in a timely manner and submit proper documentation of their disability to the Learning Center. Notification should be prior to the start of classes for incoming students or as soon as a disability becomes known. A disability disclosure form (see Appendix A) is available on The College of Wooster's website at www.wooster.edu/policies/. Students should submit a completed form to the Learning Center. If the notification is not timely, the College cannot guarantee the immediate provision of appropriate accommodations.

Step Two

To ensure the provision of reasonable and appropriate accommodations, students must provide current documentation of their disability and how it limits their participation in courses, programs, services, jobs, activities, and facilities of the College. (A copy of the documentation guidelines for a learning or psychological disability is located within pages 8-13.) Discussions with the student regarding the interaction between the disability and the academic environment will help determine reasonable accommodations. Consultation with faculty, staff, and outside professionals regarding essential elements and reasonable accommodations will occur in situations that are new, complex, or sensitive. Disability-related documents are kept confidential and shared with College personnel only on a limited and need-to-know basis.

Step Three

Upon receipt of documentation that meets appropriate criteria, the Learning Center will file official documentation of the disability, determine reasonable accommodations, and notify the appropriate offices for the provision of reasonable accommodations.

Step Four

The Learning Center will outline the process for the provision of reasonable accommodations and present this to the student. In determining reasonable accommodations, the following questions will be answered: a) what accommodations will be provided? b) why will they be provided? c) when will they be provided? d) who is responsible for providing them? and e) how will they be provided?

Letters will be written to the student's faculty members of each semester certifying that the student has a documented disability and will state the determined reasonable accommodations. The letter will also invite faculty to contact the Learning Center if there are concerns or questions about the accommodations. Faculty members are expected to assist with the provision of accommodations when reasonable and necessary; they are not expected to compromise essential elements of their course or their evaluation standards.

Students with disabilities who are participating in a field experience, practicum, or internship should request a review of current accommodations with the participation of all appropriate parties. Should there be a change in students' class schedules or academic program, the student is responsible for notifying the Learning Center.

Step Five

Students with disabilities will be responsible for contacting the Learning Center if reasonable accommodations are not implemented in an effective or timely manner. Both offices will work with college personnel and students with disabilities to resolve disagreements regarding recommended accommodations.

Reasonable Accommodations

Reasonable accommodations are individualized and flexible, based on the nature of the disability, documentation, and the academic environment. Specific accommodations may include extended time tests (see Appendix B for a statement of policy and procedures), study skills and strategies training, taped lectures, and auxiliary aids and services (e.g., note takers, lab or library assistants, readers). For further information about specific accommodations, students should consult with the Learning Center.

Grievance Procedure

1. Students who believe that a College representative is not providing the specified accommodations should contact the Director of the Learning Center as soon as possible. They should submit their complaint of discrimination under the regulations of Section 504 of the Rehabilitation Act or the Americans with Disabilities Act in writing to the Director. If the Director is the person against whom the complaint is being brought, students should contact the Provost. Complaints must be filed no later than 30 days after the student has received notification of accommodations being provided or denied for the current semester.
2. The Director of the Learning Center or the Provost shall act to resolve the complaint as promptly as possible. It is expected that this normally will take place within ten (10) business days. If the Director or the Provost is unable to resolve the complaint or if the student chooses to appeal the decision, the complaint may be taken to the Associate Vice President for Human Resources for adjudication. If the complaint is with the Associate Vice President for Human Resources, the Provost, in consultation with the President, will adjudicate the situation for a final resolution.
3. The Associate Vice President for Human Resources, in consultation with the Provost, shall attempt to resolve the grievance as promptly as possible. It is expected that normally this will take place within five (5) business days. The Associate Vice President for Human Resources and/or the Provost will interview the complainant and the appropriate faculty and/or staff to gather information about the situation. Upon review of all of the facts, the Associate Vice President for Human Resources and the Provost will determine if the complaint is valid, and if it is, will determine appropriate corrective action. The Associate Vice President for Human Resources shall notify the complainant and the respondent(s) of the resolution of the grievance.
4. Students who wish to appeal the decision of the Associate Vice President for Human Resources may do so to the President or his/her designate, whose decision will be final. Appeals must be submitted in writing to the President within five (5) business days following notification of the decision by the Associate Vice President for Human Resources.

THE COLLEGE OF
WOOSTER

Disability Information Release Form

The College of Wooster offers qualified students with physical or mental disabilities, including specific learning disabilities, opportunities for complete participation in the educational and co-curricular programs and activities of the College. The Learning Center coordinates and administers all disability services and the Associate Vice President for Human Resources supervises these services under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (1990). Students who require accommodations are encouraged to identify themselves as early as possible so that appropriate accommodations can be arranged. In accordance with Section 84.42 (C), Section 504 of the Rehabilitation Act of 1973, failure to inform the College of a disability in advance of registration will not subject the individual to adverse treatment; however, it may result in a delay in the provision of services. In order to be recognized as a student with a disability and receive consideration/accommodation for disability-related needs, students must contact the Learning Center, as indicated below. While there may be other circumstances in which students discuss their disability with institutional personnel, official recognition of students protected status under the law begins with this contact.

The confidentiality of information concerning student disabilities will be maintained, except to the extent that it is necessary to notify persons or offices responsible for addressing any special needs. This disability information release will be used for that purpose. Parts of this form may duplicate information that is requested on the Student Health Information Form, but the material on that form is confidential to Wellness Center Staff and will not be shared with other offices.

Name (please print) _____ Gender _____

Street _____ City _____

State/Country _____ Zip _____ Telephone (____) _____

Entering Wooster for Academic Year _____

Semester I _____ Semester II _____ Summer Session _____

Student Status: First Year _____ Sophomore _____ Junior _____ Senior _____ Special _____

Brief **functional** description of disability:

I benefit from the following accommodations:

Students with specific physical, psychological or learning disabilities who are seeking accommodations from The Learning Center should have recent official documentation (prepared within the last three years) from an appropriate specialist (qualified physician, psychiatrist, psychologist, learning specialist) that identifies the specific disability. This form and documentation should be sent directly to:

The Learning Center
The College of Wooster
Wooster, Ohio 44691

Students who submit documentation will be contacted by the Learning Center and appropriate accommodations and notification of faculty will be arranged after a meeting with the Learning Center staff. Please contact the Learning Center at 330-263-2595 or at Learning-Center@wooster.edu with any questions.

More information is available in the publication entitled, "Students with Disabilities: Policies and Procedures," located on the College's website under "Other Policies" at www.wooster.edu/policies/

STATEMENT OF AUTHORIZATION

I hereby authorize The College of Wooster to release to the appropriate College office(s) the information I have provided.

Date

Student's Signature

Date

Parent/Guardian's Signature

June 2009

Policy and Procedures for Extended Time Tests

1. Documentation of the need for accommodation must be on file at the Learning Center in order to request a test accommodation.
2. A signed statement allowing for professor notification of a request for accommodation must be on file at the Learning Center.
3. The proper procedure for arranging extended time tests at the Learning Center will be as follows:
 - The student will pick up the extended test time form from the Learning Center staff and log in information about the date and time of the test.
 - The student will take the form to his/her professor for a signature and specific testing information.
 - The student will return the signed form to the Learning Center at least two (2) days prior to the exam.
 - The student will arrive at the Learning Center for his/her exam at the designated time.
4. All exams will be taken at the regularly scheduled exam time unless the student's class schedule does not allow for extended time and the professor agrees to an alternate time.
5. Extended time allowance will be time and a half or double time according to appropriate documentation.
6. The College of Wooster's *Code of Academic Integrity* applies to students taking tests in the Learning Center. Any student found in violation of the *Code* will be reported to the appropriate professor/dean and will no longer be allowed the accommodation of testing at the Learning Center.
7. Every effort will be made to provide a quiet, non-distracting test environment, but it must be recognized that students and staff will be entering and leaving the building.
8. An open door, walk-in policy will be in effect at all times. Students may be placed in rooms with others taking tests or with staff members.

Student signature indicates acceptance of policy:

_____ Date: _____

Commonly Administered Tests for Assessing Adolescents and Adults

The following list of commonly administered tests is provided as a helpful resource, but it is not intended to be definitive or exhaustive:

Aptitude

- Wechsler Adult Intelligence Scale - Revised (WAIS-R)
- Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability
- Kaufman Adolescent and Adult Intelligence Test
- Standard-Binet Intelligence Scale (4th ed.)

The Slosson Intelligence Test - Revised and the Kaufman Brief Intelligence Test are primarily screening devices which are not comprehensive enough to provide the kinds of information necessary to make accommodation decisions.

Academic Achievement

- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Achievement
- Wechsler Individual Achievement Test (WIAT)

Specific achievement tests such as:

- Nelson-Denny Reading Skills Test
- Stanford Diagnostic Mathematics Test
- Test of Written Language - 3 (TOWL-3)
- Woodcock Reading Mastery Tests - Revised

Resources for Students with Disabilities

Campus Resources

Career Service

<http://www3.wooster.edu/career/> ext. 2496

Dean of Students Office

<http://www.wooster.edu/Student-Life/Dean-of-Students> ext. 2545

Learning Center

<http://www.wooster.edu/Academics/Student-Academic-Support-Centers/Learning-Center> ext. 2595

Longbrake Student Wellness Ctr.

<http://www.wooster.edu/Student-Life/Health-and-Wellness-Services> ext. 2319

Writing Center

http://www3.wooster.edu/writing_center/ ext.2205

Math Center

<http://www.wooster.edu/Academics/Student-Academic-Support-Centers/Math-Center> ext. 2490

Internet Resources

Association of Higher Education and Disability

www.ahead.org

Bookshare

www.bookshare.org

Disability Access Information and Support

www.daisweb.com/node/15

International Dyslexia Association

www.interdys.org

LD Association of America

www.ldanatl.org/

National ADD Association

www.add.org

National Center for Learning Disabilities

www.nclld.org

Study Skills Websites

<http://www.studygs.net/>

<http://www.ucc.vt.edu/stdysk/stdyhlp.html>

<http://www.educationatlas.com/study-skills.html>

<http://www.howtostudy.org/>