# Table of Contents

Students with Disabilities: Policies and Procedures ............................................. 3

Statement of Nondiscrimination .............................................................................. 4

Rights and Responsibilities of the College of Wooster & Students ...................... 5-6

Statement of Confidentiality & Release of Information ........................................ 7

Guidelines for Documentation of a Learning Disability ...................................... 8-10

Guidelines for Documentation of a Psychological Disability ............................. 11

Procedures for Obtaining Accommodations ......................................................... 12-13

Grievance Procedure ............................................................................................. 14

Appendices

Appendix A: Commonly Administered Tests for Assessing Adolescents and Adults

Appendix B: Resources for Students with Disabilities
Students with Disabilities: Policies and Procedures

This handbook 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, dietary 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 APEX, Gault Library (330-263-2595).
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 provide documentation from a qualified and 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**
   Documentation for eligibility should be current, preferably within the last 3 years. Professionals conducting assessments, rendering diagnoses of a disability, and making recommendations for appropriate accommodations must be qualified to do so. The name, title and professional credentials of the evaluator, including information about licensure or certification (e.g., licensed psychologist) as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated in the documentation. For example, the following professionals would generally be considered qualified to evaluate specific learning disabilities provided that they have additional training and experience in the assessment of learning problems in adolescents and adults: clinical or educational psychologists, school psychologists, neuropsychologists, or learning disabilities specialists. Use of diagnostic terminology indicating the disability by someone whose training and experience are not in these fields is not acceptable. It is not considered appropriate for professionals to evaluate members of their families. All reports should be on letterhead, typed, dated, signed and otherwise legible. Any documentation turned in that is illegible may impede a student from receiving accommodations.

2. **Documentation**
   Since disabilities may change over time, given the nature of the condition, impact of medication, and other treatments, the documentation must be up to date; it is helpful when the documentation speaks to the current impact on the student and their living/learning environment. The documentation should include a description of the disability and any functional limitations, diagnostic information, a description of how the disability affects the student’s major life activities, and an explanation of any recommended or required academic or housing accommodations or auxiliary aids. Evaluators are encouraged to use the College’s Disability Information and Verification Form, which can be found on the Learning Center website. Inadequate information, incomplete answers and/or illegible handwriting will delay the eligibility review process by necessitating follow up contact for clarification.

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**
   Documentation for eligibility should be current, preferably within the last 3 years. Professionals conducting assessments, rendering diagnoses of a disability, and making recommendations for appropriate accommodations must be qualified to do so. The name, title and professional credentials of the evaluator, including information about licensure or certification (e.g., licensed psychologist) as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated in the documentation. For example, the following professionals would generally be considered qualified to evaluate specific learning disabilities provided that they have additional training and experience in the assessment of learning problems in adolescents and adults: clinical or educational psychologists, school psychologists, neuropsychologists, or learning disabilities specialists. Use of diagnostic terminology indicating the disability by someone whose training and experience are not in these fields is not acceptable. It is not considered appropriate for professionals to evaluate members of their families. All reports should be on letterhead, typed, dated, signed and otherwise legible. Any documentation turned in that is illegible may impede a student from receiving accommodations.

2. **Documentation**
   Since disabilities may change over time, given the nature of the condition, impact of medication, and other treatments, the documentation must be up to date; it is helpful when the documentation speaks to the current impact on the student and their living/learning environment. The documentation should include a description of the disability and any functional limitations, diagnostic information, a description of how the disability affects the student’s major life activities, and an explanation of any recommended or required academic or housing accommodations or auxiliary aids. Evaluators are encouraged to use the College’s *Disability Information and Verification Form*, which can be found on the Learning Center website. Inadequate information, incomplete answers and/or illegible handwriting will delay the eligibility review process by necessitating follow up contact for clarification.

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 Information Release form is available on The College of Wooster’s website at http://www.wooster.edu/academics/apex/disability/seeking/. 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, 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 complaint 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.
Appendix A

**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://www.wooster.edu/Academics/Student-Academic-Support-Centers/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/Health-Education  ext. 2319

Writing Center
http://www3.wooster.edu/writing_center/site/index.html  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