

Ursuline College
Students with Disabilities

STUDENT HANDBOOK

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Policy for Students

Housed in the Ursuline Resources for Academic Success (URSA), the Office of Academic Support and Disabilities Services (ASDS) provides reasonable accommodations for qualified persons with physical, psychological, or learning disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA).

All students receiving services from the Academic Support Center and Disabilities Services are subject to Ursuline College's policies and regulations. The student is required to become familiar with all college policies and requirements which are presented in detail in the Ursuline College Catalog as well as the Ursuline College Student Handbook. The following sections provide specific guidelines relating to academic policies and procedures developed by URSA's Academic Support and Disabilities Staff and the College for students with disabilities.

The Academic Support Center (ASC) of URSA:

The Academic Support Center (Mullen 312) provides academic assistance to all students in study skills, reading comprehension, writing, math and science. The professional staff includes a director, learning disabilities specialist, part-time writing tutors and part-time math/science tutors. Appointments may be made by calling or signing up outside Mullen 312 or the tutoring area in some cases.

The ASC provides reasonable accommodations for students with disabilities and offers a fee-paid program (FOCUS) for students with learning disabilities and ADHD. Students requesting assistance should call the URSA office at (440) 449-2049 to make an appointment for assistance.

Eligibility for Services for Students with Disabilities:

Services for students with disabilities at Ursuline College are based on documentation. In order to be eligible, all students must provide URSA's Office of Academic Support and Disabilities Services with a current diagnostic statement from a medical doctor or licensed psychologist which meets state and federal standards for indicating the presence of a disability. Documentation should be detailed enough to support the accommodations that are being requested. Accommodations are determined by assessing the impact of the person's disability on academic or work performance. **Prescription pads** with diagnoses **are not** an acceptable form of documentation. **It is the student's responsibility to provide the Office with this documentation.** URSA's Office of Academic Support and Disabilities Services have guidelines for documentation of a learning disability and Attention Deficit Hyperactive Disorder (ADHD). If a student needs assistance in getting tested for a learning disability or ADHD, the Academic Support and Disabilities Services Staff can provide him or her with a list of qualified psychologists. However, it is the student's responsibility to schedule and pay for the testing.

In order for a student to receive accommodations for a **learning disability**, there must be clear and specific evidence and identification of a learning disability. Individual "learning styles" and "learning differences" in and of themselves do not constitute a learning disability. Documentation required is typically a psycho-educational evaluation which should include information on the student's intellectual functioning, processing abilities, and achievement. Actual subtest scores and standard scores and/or percentiles must be included in the documentation. The evaluation must have been completed within the last 3 years for students just graduating high school. For students who have been out of school for a number of years, documentation that is more than 3 years old will be handled on a case by case basis. The student may be required to submit more recent documentation. Preferred testing instruments for learning disabilities include, but are not limited to the Wechsler Adult Intelligence Scale-Revised (WAIS-R) and the Woodcock-Johnson Psycho-Educational Battery-Revised: Tests of Achievement. According to the guidelines published by the Association on Higher Education and Disability (AHEAD), the Wide Range Achievement Test-Revised (WRAT-R) is NOT a comprehensive measure of achievement and therefore is not acceptable if used as the sole measure of achievement.

Students with emotional/psychological or physical disabilities must present up to date documentation of the diagnosis and treatment to URSA's Academic Support and Disabilities Staff. Again, providing a doctor's prescription pad note is **not sufficient** documentation in and of itself but it can be included with other documentation as part of a more comprehensive evaluation report.

Confidentiality of Records:

Testing information and prior records submitted to verify a disability is considered confidential information. They are kept in a secure place. URSA's Academic Support and Disabilities Services Staff will review the testing information. The student has the right to see diagnostic records at any time. In order to forward confidential records to another agency or individual, a Release of Information Form needs to be signed. URSA's Academic Support and Disabilities Staff maintain records of all parties to whom records have been forwarded.

Provision of Services:

Students with documented disabilities who want to request services must schedule an appointment with URSA's Academic Support and Disabilities Staff. At this meeting, reasonable accommodations will be determined. **It is the student's responsibility to schedule this appointment.** Services cannot be given until this meeting is held. **Although a student may be eligible for services, specific accommodations are not extended by URSA's Academic Support and Disabilities Services, unless they are requested.** (A student has the right to choose to use only a few of the accommodations available or to completely refuse special help. Ursuline College has the right to refuse to grant a requested accommodation that is not reasonable related to the documented disability.) URSA's Academic Support and Disabilities Services Staff will provide each student with letters for faculty listing reasonable academic accommodations based on the student's disability.

Next, the student must talk with each professor, identify herself/himself as a student with a disability and ask for the reasonable accommodations. The original letter for faculty must be returned to URSA's Academic Support and Disabilities Staff with both faculty and student signatures. URSA's Office of Academic Support and Disabilities Services can assist the student in requesting and obtaining accommodations. If students choose not to inform their instructors or URSA that they have a disability, but subsequently change their mind during the course of the semester, then such requests for accommodations are not retroactive. **To continue receiving these services while at Ursuline, a student needs to meet with URSA's Academic Support and Disabilities Services Staff and faculty at the beginning of each semester to discuss reasonable accommodations. At this time, new accommodation forms will be given to the student to provide to his/her instructor(s) for the specific semester.**

Accommodations:

Accommodations are special services for students with disabilities to help them compete in a fair manner without changing course requirements. The staff of the Academic Support and Disabilities Services works with each student in selecting reasonable accommodations. **Possible** accommodations include:

- Notetakers
- Scribes
- Taped texts
- Readers
- Test accommodations
- Priority registration
- Taped lectures
- Interpreter
- Course substitution
- Reduced course load

Arrangements for Test Accommodations:

It is the student's responsibility to discuss test accommodations with a faculty member. In order for appropriate arrangements to be made, the Test Arrangement Form must be completed by the student and faculty member and returned to ACS as soon as the test is announced and no later than **three** school days before the exam date. It is the student's responsibility to fill out a Testing Arrangement Form **for each** test/quiz/exam in which the student wants to take the in the URSA office. Testing Arrangement Forms may be picked up both in and outside Mullen 312, in the Disability Specialist's office (Mullen 316), or online.

Course Substitution:

Not all courses are available for substitution. For those courses that are available, requests for course substitution or modification of certain degree requirements are determined on a case-by-case basis. The essential requirements of the student's program of studies, the type and severity of disability, the student's specific needs, program of studies, experiences, and attempts or past failure to meet the course requirements are among the factors considered. All course substitutions are given by approval of Academic Affairs.

Appealing an Academic Accommodation:

If an instructor or a student wishes to appeal an academic accommodation, a meeting will be held between the student, instructor and URSA's Academic Support and Disabilities Services Staff to try to resolve the grievance. If agreement cannot be reached, an appeals process may be put in place. If the instructor disagrees with the accommodations, he or she should seek its review by completing the Academic Accommodations Policy Board (AAPB) Form and filing the appeal in the Office of Academic Affairs within two weeks after the meeting with the URSA Academic Support and Disabilities Services representative. The instructor should provide the accommodation until it is either set aside or modified. If a student disagrees with a decision, he or she should seek its review by completing the AAPB Form and filing the appeal within two weeks of the decision regarding the requested accommodation.

The AAPB will arrange a meeting within two weeks of the filing of the appeal, unless the appeal is filed during a time when faculty or staff are not available, such as midterm break. In those cases the AAPB will meet within four weeks of the appeal. The decision of the AAPB is not appealable; however, an instructor or a student may contact external agencies (e.g., Office for Civil rights) for filing a formal grievance.

Contact Ursuline Resources for Academic Success (URSA) Director at (440) 646-8123 or Learning Disabilities Specialist at (440) 449-2046 for further assistance.

Reduced Course load Due to Disability:

In some cases, the nature of a disability may interfere with the student's ability to carry a full-time course load (defined as 12 or more credits per semester). In such cases, the student can seek permission to carry a reduced course load of a minimum of 9 credits per semester while maintaining full-time student status. In order to qualify for this accommodation, the student must provide URSA's Academic Support and Disabilities Services with appropriate documentation of the disability.

Eligibility for Dean's List and President's List Status When Registered for a Reduced Course Load Due to a Disability:

On a case-by-case basis, a student may be granted permission to take a reduced course load (defined as a minimum of 9 credits per semester) as a full-time student. The student will still be eligible for inclusion on the Dean's List and President's List. The student must attain a 3.5 semester grade point average for the Dean's List and a 4.0 average for the President's List.

- *The Policies of “Reduced Course Load Due to Disability” and “Eligibility for Dean’s List and President’s List Status When Registered for a Reduced Load Due to Disability” pertain **ONLY** to eligibility for recognition and accommodations provided by Ursuline College. These policies **DO NOT** permit students to be considered full-time for purposes of obtaining federal or state aid; Ursuline College does not have the authority to alter federal or state rules governing eligibility for assistance.*

Housing Accommodations:

URSA’s Academic Support and Disabilities Services can make recommendations for housing accommodations on the basis of disability need which may require room modifications. For further information, the student should refer to the Director of Residence Life. Each situation is determined on a case-by-case scenario. **There are no guarantees for a private room.**

Informational Websites

Association on Higher Education and Disabilities (AHEAD)

www.ahead.org/

CAST: Research & Development in Universal Design for Learning

www.cast.org

Cleveland Hearing and Speech Center

www.chsc.org

Cleveland Sight Center

www.clevelandsightcenter.org

Council for Exceptional Children

www.cec.sped.org

CEC Information Center on Disabilities & Gifted Education

www.ericcec.org

Disabilities, Opportunities, Internetworking, and Technology (DO-IT)

www.washington.edu/doi/

Disability Info.gov

The New Freedom Initiative’s Online Resource for Americans with Disabilities

www.disabilityinfo.gov/

Easter Seals Disability Services

www.easter-seals.org

Educational Testing Service

www.ets.org

Gallaudet University (a university for the deaf and hard of hearing)
www.gallaudet.edu/

HEATH Resource Center at George Washington University, the National Clearinghouse on Postsecondary Education for Individuals with Disabilities
www.heath.gwu.edu

Job Accommodation Network
ADA Document Center
www.jan.wvu.edu/links/adalinks.htm

Landmark College (curriculum designed for students with dyslexia, ADHD or other specific learning disabilities)
www.landmark.edu

Disability Websites

Learning Disabilities Association of America (LDA)
www.ldaamerica.org

Mobility International USA
www.miusa.org

National business and Disability Council (NBDC)
Post your resume and view job openings
www.nbdc.com

National Center for Learning Disabilities (NCLD)
www.nclld.org

National Dissemination Center for Children with Disabilities
www.nichcy.org

National Organization on Disability
www.nod.org

Ohio Governor's Council on People with Disabilities
Lists useful websites on disability topics and issues
www.gcpd.ohio.gov/links.asp

U.S. Department of Justice
Americans with Disabilities Act
ADA Homepage
www.usdoj.gov/crt/ada/adahom1.htm

U.S. Health and Human Resources and SAMHSA's National Clearinghouse for Alcohol and Drug Information
<http://ncadi.samhsa.gov/>