

Support Services for Students with Disabilities

Access and Accommodation
Services at SNC:
A Student Resource



Academic Support Services
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PHILOSOPHY

Students with disabilities attending St. Norbert College will be integrated as completely as possible within the college community. The college does not offer a specialized program for persons with disabilities. All students, including those with disabilities, are subject to the conditions outlined in the college catalog and *The Citizen: A Student Guide to the St. Norbert College Community* (Student Handbook).

St. Norbert College is committed to providing equal opportunities for success to students with disabilities. Keys to success in pursuing an education at St. Norbert College are:

Timely preparation and planning for college.

The ability to realize personal strengths and limitations.

The assertiveness to seek assistance when necessary.

Involvement in academic and extracurricular activities.

Involvement in the St. Norbert College Community will prepare you for success after college by giving you the opportunity to develop personally, intellectually, and spiritually.

St. Norbert asks that you inform us of your needs so that we can better modify campus facilities and programs to ensure equity within the guidelines of Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act. The Office of Academic Support Services offers a variety of support services. **All support services are elective and must be requested by you, the student.**

NON-DISCRIMINATION STATEMENT

St. Norbert College does not discriminate on the basis of age, citizenship, color, disability, marital status, national origin, religion or sex in matters of educational programs, activities, or employment policies. The College adheres to Federal and State Laws including Title IX of the Educational Amendments of 1972 and Section 504 of the Vocational Rehabilitation Act of 1973 as amended. The Affirmative Action Officer, Office of Human Resources, is at (920-403-3212). The St. Norbert College Section 504 coordinator, in compliance with the Americans with Disabilities Act, is the Director of the Academic Support Services (920-403-1321).

PROCEDURES

The Office of Academic Support Services offers and coordinates services to St. Norbert College students with disabilities. The staff is available to assist the student, but the responsibility for making needs known rests with the student.

General Services provided by Academic Support Services:

Academic Accommodations:

Tutoring
Counseling referral
Testing adaptations
Note takers
Textbooks in non-print format
Interpreters for the deaf
Assessment of learning styles and study skills
Instruction on study skill techniques
Liaison with faculty regarding accommodations
Special equipment(limited availability)

Access Accommodations:

Reasonable accommodations for individual needs
Reasonable accommodations for Residential Life Assignments

Admissions, Academic Advising and Registration

St. Norbert College encourages applications for admission from students who have prepared for a competitive collegiate program. All qualified students, regardless of sex, age, race, religion, disability, national or ethnic origin, will be extended an offer of admission on a space-available basis.

Because the number of students seeking admission to St. Norbert College exceeds the number of spaces available, enrollment limits have been established to ensure the integrity of the academic program and the quality of a student's experience. Consequently, students

are encouraged to initiate the application process early in the senior year of high school. St. Norbert utilizes a rolling admissions process giving preference to students according to date of admission and enrollment deposit. Students need to refer to the St. Norbert College catalog for the complete admissions process.

Students with disabilities should contact the Office of Academic Support Services during the admissions process. An interview with the Director will ensure that the accommodations necessary for success at St. Norbert are available for the student at the time of enrollment. *Early planning and preparation prior to enrollment will ensure timely services.*

Students with disabilities will be integrated within the college's academic advisement procedures. All students are assigned to a faculty or staff member for academic advisement. The academic advisor will be selected on the basis of the best interests of the student. The advisor is the key institutional representative on academic matters. Academic advisement serves the student and curriculum by the design of an academic plan which links the student's academic goals with curricular offerings. The student is required to meet with the academic advisor prior to registration and a signature is required when the student registers for courses or adds/drops a class.

Students with disabilities may need additional advisement to coordinate requested academic and/or access accommodations. The student should contact the Office of Academic Support Services for additional advisement. The student must maintain contact with the assigned advisor who is familiar with the requirements for the chosen major.

The student has several responsibilities within the academic advisement process:

- Know and abide by the policies and regulations set forth in the college catalogue and student handbook
- Be familiar with the chosen major requirements and electives
- Meet all requirements for the degree
- Seek assistance from the assigned advisor and the staff of the Office of Academic Support Services when appropriate

The student with a disability should plan carefully, meet with the academic advisor and register as soon as possible. It is the responsibility of the student to meet all deadlines and to set appointments with the appropriate officials.

NEEDS ASSESSMENT

The Office of Academic Support Services requires students requesting services and/or accommodations meet with the Director prior to the provision of any service. When requesting accommodations appropriate documentation from a qualified authority indicating the extent of the disability and the recommendations for accommodating the disability must be on file. During the meeting with the Director, a discussion will occur as to the nature of the disability, the requested accommodation as indicated by the documentation and the current academic schedule, and a review of the policies and procedures governing the provision of services. The student will be provided with an “Academic Accommodations” form for each course in which the student is enrolled. It is the **responsibility of the student** to discuss the appropriate accommodation with individual professors and secure the signature of the professor. The eligibility form is the student's confirmation that the requests have been reviewed by the Director of Academic Support Services and the professors. The student is responsible for providing a copy of the form to the professor and returning a copy of the form to the Office of Academic Support Services. **The written confirmation is effective for one semester.** Academic accommodations must be reevaluated at the beginning of each semester.

Information about the student's disability will be treated confidentially and will be released only upon the student's written, informed request. Information on the student's specific disability will not be discussed with anyone without a written request. Advanced planning and timely requests will allow time for the student and the college to coordinate the required accommodations. First-time students should arrange an interview with the Director of Academic Support Services prior to their enrollment. Continuing students should arrange an interview with the Director as soon as they have a confirmed academic schedule.

Academic Accommodations

When requesting academic accommodations, appropriate documentation must be on file in the Office of Academic Support Services. *A needs assessment with the Director is also required.* After receiving a written confirmation of the accommodation, the **student is responsible** for discussing the reasonable accommodation with the professor and securing the signature of the professor. The **student is responsible** for returning a signed copy of the request form to the Office of Academic Support Services. All information about the disability and the accommodation will be treated confidentially.

Note takers

Note takers accommodate problems with memory, motor coordination, vision, hearing, and attention. Note takers are identified by either the student, the professor, or the Office of Academic Support Services. The need for a note taker will be indicated on the "Academic Accommodations" form and the student should discuss this need with their professor. The note taker will be paid two hours per week for the time required to copy and deliver the notes to the student. The note taker will be required to document the time and the contact with the student. The notes may be photocopied in the Office of Academic Support Services. *The note taker is expected to copy the notes each day that the class meets.* The note taker may personally deliver the notes to the student or leave the notes in the Office of Academic Support Services where the student will pick up the notes. The student receiving the notes is responsible for informing the Office of Academic Support Services and/or the professor if the notes are not provided daily or if the notes are not complete and accurate. In accepting notes, the student agrees to use the notes for personal study only. The notes may not be sold or given to others.

Note takers are required to complete the appropriate forms to be paid. Note takers are required to meet with a staff member of Academic Support Services and may also need to go to the Office of Financial Aid to complete appropriate employment information.

Testing

Typical test adaptations include extended time, distraction-free environment, alternate modes of responding on tests, use of word processor, and scribes. The Office of Academic Support Services will verify the need for alternative testing on the "Academic Accommodations" form. The student is responsible for discussing testing accommodations and testing procedures with the professor during the first week of class. Course standards and faculty expectations cannot be compromised in the test adaptation and administration process. The student is expected to be as independent as possible to honor the integrity of the test-taking process. The staff of Academic Support Services will provide the minimum assistance that is necessary to accommodate the disability and allow a student with a disability to complete the test in a manner that is fair and equitable.

The student must inform the Academic Support Services office of an upcoming test. This notification should be made as soon as the student is aware that a test is scheduled. The minimum acceptable time is *three days before the scheduled exam.* Students with disabilities are expected to take an exam on the same day at the same time that the class is normally scheduled. The allotted time is usually time and a half, but may vary depending on the course, the professor, the nature of the test and the nature of the disability. All exams must be scheduled so that the exam can be completed by 4:30 p.m..

The directions of the professor with respect to time limits and use of auxiliary materials (books, notes, calculators, etc.) are followed exactly. It is the student's responsibility to thoroughly review the test for possible errors or omissions before it is submitted to the instructor. The staff of Academic Support Services assumes no responsibility for penalties incurred by students who fail to check over a completed test before it is returned to the professor for grading.

It is expected that students are consistent in their use of testing accommodations. It is in the best interest of the student if he/she takes each test, exam, or quiz in the same manner.

Tape-recorded notes

The need to tape-record lecture will be verified by the Office of Academic Support Services on the "Academic Accommodations" form. It is the responsibility of the student to notify the professor of the need to tape the lecture. Taped lectures are for the personal use of the student with a disability. The tapes are not to be shared with others, nor copied, nor duplicated, nor sold. The Office of Academic Support Services does not encourage students to use taped lectures as they require training in the use of the tapes and more time to process than notes taken by a note taker.

Textbooks on tape

Students with the required documentation are eligible to receive textbooks in non-print format. Eligible students are expected to be a member of Recordings for the Blind and Dyslexic. Membership applications and information are available in the Office of Academic Support Services. With the assistance of the staff of Academic Support Services, textbooks will be ordered from RFB&D.

If texts are not available from RFB&D, the staff will attempt to have the textbook scanned for the student's use. The scanning is performed by staff thus the entire text may not be available at the beginning of the semester. The student will be required to present a copy of his/her academic schedule and authorization to purchase the textbook on the student's account. The staff will arrange for the scanning of the text in the order as stated on the course syllabus. The student is responsible for checking with staff on a regular basis. All effort will be made to have the non-print copy available before the reading is scheduled. Student and staff must work together to ensure that the text is scanned in an appropriate time frame. It is the student's responsibility to inform the Office of Academic Support Services that the text is necessary in non-print format.

Interpreters

Request for interpreter services must be made at least six weeks in advance of the start of classes. Arranging this service may present a problem because there is a shortage of competent interpreters who work at the college level and live within a reasonable distance of St. Norbert College.

Tutors

The Office of Academic Support Services offers tutoring for lower division courses. Tutoring for upper division courses may be provided to students with disabilities if there is a documented need. The student must meet with a staff member of the Office of Academic Support Services to discuss the need for a tutor.

Equipment

If the student requires adaptive technology to accommodate a disability, the student is expected to have personal equipment at his/her disposal. The Academic Support Services Office has limited special equipment for short-term loan. All loaned equipment must be signed out and must be returned in a timely fashion or before the last day of finals. Students with disabilities should consult with the Director about the types of adaptive technology that are available.

Miscellaneous Services

In addition to the listed services, Academic Support Services may provide other forms of personalized assistance as needed. These services may include but not be limited to the following: priority registration, assistance in laboratory courses, assistance using the services of other St. Norbert College departments, and advocacy for students with disabilities. The Director is available to meet with professors or staff to ensure that the disabled student is accommodated as needed. The Director will mediate conflicts or disagreements about the reasonableness of requests for accommodations. The student must request this assistance and inform the Director as soon as possible as to the nature of any conflict or problem with accommodations. The Director of Academic Support Services will intervene only on behalf of students with documentation on file and who have met with the Director for a needs assessment.

ACCESSIBILITY

St. Norbert College's campus facilities are accessible, but all are not barrier free.

The Office of Academic Support Services will assist the student with a disability with access. It is the responsibility of the student to present documentation that clearly states the disability and the need for access accommodation. This information will be treated confidentially and released only with the student's written and informed consent.

Accessible college housing is available. Students with disabilities must request accessible housing through the Office of Residential Education and Housing. The student will be expected to present documentation from a professional verifying the disability and the recommendation for accommodation. All documentation must be forwarded to the Office of Academic Support Services. The Director will inform the Office of Residential Education and Housing of the appropriate accommodation. The student with a disability should schedule an interview with the Office of Academic Support Services early in the admissions process to ensure that the necessary accommodation is available. Continuing students must request the verification *before the deadline for filing of a housing request*. A personal interview with the Director of Academic Support Services is recommended.

Students who require the services of a personal care attendant are responsible for the recruiting, training, supervising, compensating, evaluating and if necessary, terminating any personal care attendant. The college does not accept *any responsibility* for the personal care attendant. Questions regarding this policy should be directed to the Director of Academic Support Services.

Students who require service dogs are welcomed at St. Norbert. The student has full responsibility for the care and management of the dog. The service dog must be kept on lead and under control at all times. It is the responsibility of the student using the service dog to inform the college that the service dog will be on campus. Advance planning is essential.

Emergency Evacuation

If the student will require evacuation assistance in the event of a fire or other emergency, advance planning is essential. *Remember* the best person to look out for you is you! The student with a disability knows his/her needs better than any one else. Faculty and staff have limited knowledge of emergency evacuation procedures for persons with disabilities. The student should discuss the need for assistance in the event of an emergency with the professors, the residence hall staff, and other college personnel before the need arises. The student with a disability should remember the following important points:

- The student with a disability is responsible for knowing what areas of a building would require assistance during an emergency. Remember the location of exits, stairway, emergency telephones and elevator procedures.
- The student should ask several responsible students in their classes and residence halls to assist in the event of an emergency evacuation. Explain to these individuals what type of assistance you would need in the event of an emergency. Professors and residence hall staff should be informed about the request for assistance and who has volunteered to be of assistance.
- Carrying a person in the event of an emergency is not safe for either party. It may be necessary but, if there is no immediate danger, it may be better to wait for trained personnel to evacuate you from the building. One person should stay with the student with a disability and one person should notify emergency personnel of their location.

Take the initiative and responsibility for your personal safety. Discuss your needs with your professors on the first day of class, your residence hall director, your residence assistant, and any other college staff member with whom you may be involved.

The need for assistance during an emergency evacuation should be discussed with the Director of Academic Support Services.

STUDENT DISABILITIES POLICY

Definition of Disability

St. Norbert College subscribes to the definition of disability stated in the AMERICANS WITH DISABILITIES ACT (ADA) AND SECTION 504 of the REHABILITATION ACT OF 1973:

A person is disabled if he or she has a physical or mental impairment which substantially limits one or more major life activities; if he or she has a history of disability...

The College does not provide diagnostic services to determine the presence or type of disability. The College does provide supportive services to students who present documentation of disability.

The College's Responsibility to Students with Disabilities

Students with documented disabilities are entitled to REASONABLE ACCOMMODATIONS. Reasonable accommodations are modifications or adjustments to either the College environment or to academic processes which make it possible for students with disabilities to perform the functions necessary for fulfillment of College degree requirement. Reasonable accommodations include neither those which require significant difficulty or expense for the College nor personal items, such as eyeglasses.

The Disabled Student's Responsibility to the College

The student is responsible for providing appropriate documentation, sufficient to identify the nature and extent of his/her disability, to the Coordinator of Services to Students with Disabilities. The student is responsible for informing appropriate College personnel of his or her accommodation needs. Such "appropriate personnel" may include, but not be limited to, instructors, residence life staff, academic advisors, campus security personnel, Counseling staff members, and Health Service personnel. The student is responsible for providing information regarding needs for accommodation at least six weeks in advance of the beginning of an academic term so that the College can respond appropriately.

Support Services for the Disabled Student

The Coordinator of Services to Students with Disabilities is charged with responsibility for implementing policies and procedures that support students with disabilities and for insuring that appropriate services are delivered to them

Students with Disabilities and General Education Requirements

Approved by General Education Committee December 2, 1994

For students with learning disabilities or, in some cases, students with a physical disability, the General Education Committee shall make decisions about General Education Requirements in accord with the following policy:

1. The student shall have a medical and/or psychological assessment prepared by a licensed and/or certified professional that diagnoses the problem and suggests appropriate academic accommodations. The assessment shall be on file in the Office of the Coordinator for Students with Disabilities.
2. With consultation between the Coordinator for Students with Disabilities and the faculty members who teach the student, the College shall provide the reasonable and appropriate accommodations identified in the assessment as means of meeting the specific learning needs of the student so that she/he is able to meet the General Education Program requirements.
3. Substitution of a course in order to meet distribution area requirements shall be considered by the General Education Committee only if the College is unable to provide any other appropriate accommodation or if testing demonstrates incontrovertibly that the student is incapable of meeting a distribution area requirement through selection of one of the approved courses.
4. The allowable substitution shall be determined by the General Education Committee in consultation with the Coordinator for Students with Disabilities and the faculty in the discipline(s) from which a substitution is being considered
5. Appeals regarding requests for appropriate and reasonable academic accommodations are made to the Academic Accommodations Review Panel in Accord with the "Appeals Process for Disputes Regarding Academic Accommodations".

Appeals Process-Disputes Regarding Academic Accommodations

A. Informal Procedure

The student or faculty member who believes he/she has a valid basis for complaint regarding a requested academic accommodation shall first attempt to resolve the issue with the student or faculty member involved. If this effort proves unsuccessful, the complainant will discuss the concern with the Coordinator of Services for Students with Disabilities who shall investigate the complaint and attempt to resolve the disagreement in a timely manner. If a resolution is not achieved, the complainant may then initiate formal procedure. The appeal should be made within five working days of the unresolved complaint.

B. Formal Procedure

1. A written appeal shall be directed to the Associate Academic Dean who forwards it to the Academic Accommodations Review Panel which is comprised of three appointed faculty members representing each of the academic divisions: (a) a person knowledgeable about disabilities; (b) a member of the General Education Committee; and (c) a faculty member at large.

2. The complainant will prepare a general description of the complaint and sign the statement (in a case in which the complainant has been diagnosed with a developmental Expressive Writing disorder, the Panel will waive the requirement for a written statement and allow the complainant to present his/her case orally). The Associate Academic Dean shall solicit a written response from the other party and submit all documents to the Panel.

3. The Panel will consider the petition as well as the response of the other party, and investigate further as it deems appropriate. The Panel will conduct a hearing if either party so requests.

4. The Review Panel will render a decision regarding the complaint within ten working days of receipt of the complaint. The decision will be communicated in writing to the student, the faculty member, the Coordinator of Services for Students with Disabilities and the ADA/Section 504 Officer of the College.

5. Either party, if he/she chooses, appeal through the College's Affirmative Action Officer to the Office of Civil Rights, U.S. Department of Education.

CRITERIA FOR DOCUMENTATION OF A DISABILITY

Students requesting accommodations for a disability are required to submit current documentation from a recognized authority to verify eligibility under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Based upon submitted documentation, accommodation requests will be review to determine whether the requests are "reasonable and appropriate" for St. Norbert students. Accommodations will be provided only when documentation supports the specific request.

Criteria for a Learning Disability

A psychoeducational evaluation by a qualified professional, i.e. a licensed clinical or educational psychologist, a school psychologist, neuropsychologist, a learning disabilities specialist, medical doctor or other licensed professional, should be able to provide an evaluation with the following information:

1. Diagnostic Interview
2. Comprehensive Assessment Battery that addresses the following domains:
 - Aptitude
 - Academic Achievement
 - Information Processing
3. Clearly Stated Diagnosis of a Learning Disability
4. Standard test scores and/or percentiles should be provided for all normed measures.
5. A diagnostic summary based on a comprehensive evaluation process. The summary should contain an explanation of the presence of a learning disability, indication of the limitation of a major life activity, and the specific accommodations required by the disability.

Criteria for Attention Deficit/Hyperactivity Disorder

A psychological evaluation by a psychiatrist, psychologist, neurologist, or other licensed professional that includes:

1. Clearly stated diagnosis of ADHD and the date of last contact with the student.
2. Description of the symptoms that meet the criteria for the diagnosis, and the instruments/procedures to make the diagnosis.
3. List of medications, dosages, and frequencies
4. Statement of recommendation for accommodations

Criteria for Psychiatric, Neurologic, and Medical Disabilities

An evaluation by a medical doctor, licensed psychologist, or other licensed professional that includes:

1. Clearly states the diagnosis and describes the nature of the disability
2. List of medication, dosages, and frequencies.
3. Statement of recommendation for accommodations.

Criteria for Mobility and Sensory Impairments

An evaluation by a medical doctor or other licensed professional that includes:

1. Clearly states the extent of the disability
2. Documents medical testing that supports the requested documentation.

NOTE: Documentation should be current and address the student's present level of functioning. Documentation should be updated to ensure that the student receives services and accommodations that are reasonable and appropriate for the student's current environment.

Confidentiality

Documentation of a disability should be forwarded to the office of the Director of Academic Support Services (Coordinator of Services to Students with Disabilities). The Director will maintain the highest level of confidentiality in regard to the documentation. The documentation nor any part of the documentation will not be released without the student's informed and written consent.

Recommendations for Students who are in the process of securing documentation:

1. For assistance in finding a qualified professional:
 - a. Contact the Director of Academic Support Services to discuss documentation needs
 - b. Discuss your future plans with the Director who will provide you a referral for testing.
2. In selecting a qualified professional:
 - a. Ask what his/her credentials are
 - b. Ask what experience he/she has had working with adults with disabilities
 - c. Ask if he or she has ever worked with a collegiate institution
3. In working with the professional:
 - a. Take a copy of these guidelines to the professional
 - b. Encourage him/her to clarify questions with the Director of Academic Support Services
 - c. Be prepared to be forthcoming, thorough and honest with requested information
 - d. Know that professionals must maintain confidentiality with respect to your records and testing information.
4. As follow-up to the assessment by the professional:
 - a. Request a written copy of the assessment report
 - b. Request the opportunity to discuss the results and recommendations
 - c. Request additional resources if you need them
 - d. Maintain a personal file of your records and reports

Tests for Assessing Adults

Students who suspect that they have a learning disability should be evaluated by a licensed professional who may use a number of different instruments to make a diagnosis. The following list is provided as a resource, but it is not intended to be definitive or exhaustive. The professional with whom you are working should be able to make a professional judgment in choosing the appropriate tests.

Aptitude:

Wechsler Adult Intelligence Scale-Revised(WAIS-R)

Woodcock-Johnson Psychoeducational Battery-Revised:

Tests of Cognitive Ability

Kaufman Adolescent and Adult Intelligence Test
Stanford-Binet Intelligence Scale(4th ed.)

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)
or 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

Specific achievement tests are useful when used in context with of other diagnostic information. The Wide Range Achievement Test-3(WRAT-3) is not a comprehensive measure of achievement and therefore is not useful if used as the only measure of achievement.

Information Processing:

Detroit Tests of Learning Aptitude-3(DTLA-3)
Detroit Tests of Learning Aptitude-Adult (DTLA-A)
Subtests of WAIS-R
Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Cognitive Ability

There are a number of other relevant instruments that may be used.

adapted from:

**Guidelines for Documentation of a Learning Disability in Adolescents and Adults, July 1997, Association on Higher Education and Disability.