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Topic

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

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)BT1 3(w1 0 1 50.4 422.95 Tm(In)-4(s8en)-4-3(1)(h)-i(av)b

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

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

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

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

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.

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

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

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:

