

*Office of
Disability Services*
405 Grace Library

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www.carlow.edu

Carlow University Disabilities Services

Policy and Guidelines Regarding Accommodations



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Carlow University Policy and Guidelines Regarding Accommodations

Carlow University makes every reasonable effort to provide qualified students (and prospective students) with disabilities with the opportunity to take full advantage of Carlow’s programs, activities, services and facilities. Carlow does so not only in response to legal directives such as those set forth in the Americans With Disabilities Act and Section 504 of the Rehabilitation Act of 1973, but as part of its mission to create a community of learners who “respond reverently and sensitively to God and to others and to render competent and compassionate service in personal and professional life.”

Prospective Students with Disabilities

If you are considering attending Carlow University and are a person with a disability there are accommodations which can be made for you with proper documentation via the Disabilities Services Office. Any accommodations that a student may receive are based on their individual needs. Some of these accommodations are as follows:

- enlarged print
- audio taped textbooks
- extended testing time
- separate testing booths
- closed caption TV
- dragon naturally speaking (speech recognition software)
- class room relocation
- course substitution
- zoom text, screen reader software

Guidelines for Seeking Accommodations

For the University to respond appropriately to requests for accommodations, students are expected to follow certain guidelines and assume certain responsibilities.

1. *Students seeking accommodations should provide timely notice and documentation of:*

- the nature and extent of the disability,
- the functional limitations resulting from the disability, and
- the accommodations requested

to Joan House in the Office of Disabilities Services, Grace Library 405 at 412.578.6257. Students are responsible for cooperating with the Office of Disability Services in an interactive process to identify appropriate accommodations.

2. *To request accommodations, students should provide the University with current documentation*

as described more fully in the section below entitled “Documentation Guidelines.” A school plan such as an IEP may not necessarily be sufficient for this purpose.

- The documentation should describe how the disability affects or impacts the individual’s ability to partake of the University’s programs and activities.
- In some cases, it may be necessary for the University, with the student’s permission, to contact the medical or health professional providing the report to obtain further information for clarification.

Disability Disclosure

Please Provide All the Following Information:

Nature of Disability _____

Do you have a mobility concern that would prevent you from evacuating a building? Yes No
(circle one)

Anticipated Starting Date at Carlow _____

Name _____ Date _____

Social Security Number _____

Address _____

Phone: Home _____ Work _____

Major _____

Program

- Traditional Day
- Hill Education Center
- Cranberry Education Center
- Greensburg Education Center
- Adult Day
- Graduate
- WEC/CAP
- Other

Name of Physician or Professional Providing Documentation

List any further details which you feel will be helpful.

Please be advised that this form does not take the place of the required documentation mentioned previously in the brochure, it merely alerts the Disabilities Services Office to your request for accommodations.

Signature _____

- While documentation from professionals may include specific recommendations for accommodation, the University reserves the right to determine what accommodations are reasonable and appropriate within the University setting and within technical and academic requirements of the program.
- Four to six weeks prior to the start of every semester, students should meet with the Director of Disabilities Services to discuss their upcoming schedule of classes, update any documentation, if necessary, and discuss accommodations.

3. The University will carefully review information and documentation provided by a student, analyze each student's individual needs, and engage in an interactive process with the student to determine what accommodations may be reasonable and appropriate under the circumstances.

- Documentation and information regarding a disability are considered confidential and will be revealed only with prior written student permission, unless otherwise required by law.
- Letters approving accommodations, which are prepared by the Director of Disabilities Services and distributed to the appropriate Faculty and Staff by the student, generally will include information only about the accommodations; it is the student's prerogative to disclose or not disclose information about the disability itself to faculty and/or staff.

4. The University has a right to a reasonable amount of time to review documentation which is submitted, to interview the student, and to take other necessary steps before providing accommodations.

5. The University need not provide accommodations that would fundamentally alter the essential characteristics or nature of a program. Likewise, the University need not provide the exact accommodation requested by the student. The University may provide alternate accommodations as long as they are reasonable and appropriate to make the University's programs, activities, services and facilities accessible to that individual.

Implementation of Approved Accommodations

1. Once the University has approved the accommodations, the student is responsible for sharing an accommodation letter, if needed, with his/her instructors and meeting with them to discuss the implementation of the accommodations.

- The student should arrange a private meeting time other than the scheduled class hours to discuss the accommodations.
- The student is not obligated to identify or discuss the specifics of his/her disability.
- The student also should inform the instructor and/or Director of Disabilities Services when particular teaching and testing approaches present difficulties, and should report to the Office of Disabilities Services when the accommodations are not being implemented, when they are not effective or necessary, when they might need to be adjusted, or when they are no longer being used.
- Further, the student should follow through and be on time with any accommodations which impact other individuals' schedules, such as tutors, readers, sign language interpreters, test administrators, aides, or, if necessary, canceling them with adequate notice.

2. Faculty and staff cooperate with the Office of Disability Services to provide authorized accommodations in a reasonable and timely manner and meet with the student who provides a letter of request for accommodations in order to determine the means of implementing the accommodation.

- If the student does not have a letter of request for accommodation or if the student has not yet contacted the Office of Disability Services, the faculty or staff member shall refer the student to that office for processing the student's request.

3. *If accommodations include testing in the Disabilities Services Office, the student is responsible for:*

- arranging space, dates and time with the Director of Disabilities Services
- providing adequate notice when testing date is cancelled or changed
- arriving for testing on time and
- following the Instructor's and Director of Disabilities Services practices for ensuring the integrity of the test and
- observing the University's policies on academic integrity.

4. *Accommodations are not retroactive;* that is, they do not impact tests or work completed prior to the student's submission of documentation and the University's determination of any necessary accommodation.

5. *Students with disabilities have the same responsibility as other students* to meet the University's academic, technical and behavioral standards and to follow the University's general policies and guidelines regarding standards of conduct.

Appeals

Students have the right to appeal the University's decisions regarding requests for accommodation through the University's grievance procedure. To file such a grievance-or to otherwise lodge a complaint in connection with this policy-you may contact the Provost and Vice President of Academic Affairs, Gary Smith, Grace Library, Third Floor, at 412-578-6072.

Documentation Guidelines for Students Requesting Accommodations

To request accommodations, students should provide the University with current documentation as described below. A school plan such as an IEP may not necessarily be sufficient for this purpose.

- Documentation must be provided by a qualified licensed professional with training and experience in the assessment of physical, learning, attention or psychological problems in adolescents and adults.
- Documentation should be current (usually no more than three years old) and appear on professional letterhead, typed, dated and signed by the professional.
- Documentation should disclose the nature of the applicant's disability and the functional limitations resulting from the disability, as well as recommended accommodations. While the healthcare professionals may suggest specific accommodations, the University reserves the right to determine what is reasonable and appropriate under the circumstances.

Carlow University Disclosure Notice

Services for Students with Disabilities

If you are an *admitted student with a disability and will be requesting some accommodations, adjustments, or services* with regard to:

- classroom or academic support
- mobility and accessibility
- campus housing
- health or counseling
- access to disabilities services

You will need to notify the University at least one month prior to your starting date (for Residential Life, allow 6 to 8 weeks) in order to ensure a reasonable amount of time for reviewing documentation and arranging for the appropriate accommodations or services.

To do this:

1. complete the Disabilities Disclosure Form (see page 11) of this brochure
2. attach current, formal medical or professional documentation, provided on the professional's letterhead and signed, which describes the disability, the way in which you are impacted by the disability, medications (if applicable), and services requested (Refer to guidelines for documentation.)
3. mail this form and the documentation to:

Joan House
Director of Disabilities Services
Carlow University
3333 Fifth Avenue
Pittsburgh, PA 15213

Policy and Guidelines Regarding Course Substitutions

There may be some limited occasions when a student with a disability might request a course substitution. Such accommodations are made only when it is clear through documentation, interviews, and/or student attempts in the course:

- that the student's disability warrants course substitution consideration; and
- that such an accommodation would not fundamentally alter the nature or integrity of the academic program.

A request for substitution consideration needs to be made well enough in advance to allow sufficient time for review and decision making. Students who are making such requests should make them as early as possible in their academic careers so that the request does not occur during their last semester prior to anticipated graduation. Generally, a request should be made before the midterm date in the semester prior to taking the course in question.

The process for seeking course substitution is generally as follows:

- the student discusses the request for substitution with the Director of Disabilities Services.
- the Director of Disabilities Services reviews the student's documentation and academic history, and, as appropriate, may seek additional clarification from the student or his/her medical provider concerning the nature of his/her disability and the functional limitations resulting from the disability. The provider may also confer with the Assistant Provost for Academic Support and Assessment, the program or department chair, and/or the Curriculum Committee to review any pertinent program and University guidelines. Any recommendation to grant a course substitution request must be approved by the Provost and Vice President for Academic Affairs.
- if the Provost and Vice President for Academic Affairs approves a substitution, the student, the Registrar's Office, and the student's advisor would be notified.

Carlow University has the right, of course, to establish qualifications and other essential standards and requirements for its course, programs, activities and services. All students are expected to meet these essential qualifications, standards and requirements, with or without reasonable accommodations.

Psychological Disability

The student must provide a recent statement from a licensed mental health practitioner, which discloses:

- DSM IV diagnosis
- medications & side effects
- the functional limitations resulting from the disability
- history of disability including date of onset
- psychological, neurological and/or biological test results where appropriate
- recommended accommodations
- clinical summary with prognosis

Learning Disability

The student must provide current documentation from a qualified licensed professional (clinical or educational psychologist, school psychologist, neuropsychologist, learning disabilities specialist, medical doctor) with training and experience in the assessment of learning problems in adolescents and adults. The documentation should disclose:

- the nature of the individual's disability
- the functional limitations resulting from the disability
- specific diagnosis
- clinical summary with suggested accommodations
- the names of the testing instruments used for testing and the testing results. These include:
 - a. Diagnostic interview
 - b. Assessment of aptitude
 - c. Assessment of academic achievement
 - d. Test of information processing

Resource list of testing instruments

(The following is provided as a resource and is not intended to be exhaustive):

Aptitude:

- Wechsler Adult Intelligence Scale-3rd Edition (WAIS-III)
- Woodcock Johnson Psychoeducational Battery - Revised: Test of Cognitive Ability
- Stanford Binet Intelligence Scale - 4th Edition

Academic Achievement:

- Peabody Achievement Test
- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Woodcock Johnson Psychoeducational Battery - Revised: Test of Achievement
- Weschler Individual Achievement Test (WIAT), WIAT-R

Attention Disorders (ADD and ADHD)

The student must provide current documentation from a qualified licensed professional (clinical or education psychologist, school psychologist, neuropsychologist, learning disabilities specialist, medical doctor) with training and experience in the assessment of learning problems in adolescents and adults. The documentation should disclose:

- diagnosis by licensed clinician
- the functional limitations resulting from the disability
- the names of the testing instruments and the testing results. These include:
 - a. diagnostic interview
 - b. testing as determined by the interview
 - c. specific diagnosis
 - d. clinical summary with suggested accommodation
 - e. functional limitations
 - f. recommended accommodations

Resource List of Testing Instruments (not intended to be exhaustive):

- Behavior Rating Scales
- Self Rating Scales
- Continuous Performance Test
- WISC-III
- WAIS-III

Physical Disabilities

For students with visible disabilities (e.g., students with mobility impairments), the student should provide current documentation from a licensed medical professional (or interview with service provider depending upon the circumstances) which discloses:

- diagnosis and a description of the nature of the individual's disability
- the functional limitations resulting from the disability
- prognosis, when appropriate
- recommended accommodations.

For students with non-visible physical disabilities, the individual should provide current documentation from licensed medical professional, which discloses:

- the nature of the disability
- the functional limitations resulting from the disability
- prognosis, when appropriate
- recommended accommodations.

For students with vision or hearing impairments, the individual should provide current documentation from a qualified medical professional, which indicates:

- the extent of visual or hearing acuity
- the functional limitations resulting from their disability
- prognosis, when appropriate
- recommended accommodations.