



Services for Students  
with Disabilities  
John Carroll University  
20700 North Park Blvd  
University Heights, OH 44118  
Phone: 216 397-4967  
Fax: 216 397-1820



## Services for Students with Disabilities

*Information for students, evaluators,  
parents, and faculty*



### **Resources:**

- *Registration procedure*
- *Documentation requirements*
- *Rights/responsibilities*
- *Terms and Definitions*

JCU is committed to providing opportunities for education, training and activities to persons with disabilities. The integration of people with disabilities into the mainstream of university life requires the cooperative efforts of each academic college, administrative office, and all campus personnel.

Any student who has a documented condition that impedes or interferes with optimal learning and functioning can request coordination of appropriate academic support services. Services for Students with Disabilities (SSD) collaborates with students, faculty, and staff to ensure appropriate services are provided to students registered with our office.

We provide:

- Academic accommodations
- Encouragement and other assistance to enhance student independence and self-advocacy
- Educational support through referrals

We encourage you to visit our office to talk to us about how we may serve you. We are located in the Administration Building, room A 7. Our office is open 8:30 am -5:00 pm Monday through Friday. You may also call us at (216) 397-4967.

For additional information on services provided or documentation requirements you may also visit our website:  
<http://www.jcu.edu/campuslife/disabilities/>

—Services for Students with Disabilities Staff

► Please provide evidence that the student has a poor history of self-control and disinhibition (i.e., impulsive behavior that is/ was clinically significant and represents a severe departure from normal developmental functioning). Please be aware that inattention alone is a common symptom of nearly every psychiatric disorder.

► Please provide evidence of ruling out other psychiatric conditions including but not limited to mood disorders, anxiety disorders, dissociative disorders, personality disorders, learning disorders, sleep disorders, and substance abuse issues. Assessment information will be considered primarily as it clarifies the distinction of symptoms reflective of ADHD while ruling out other problems.

- Please also provide evidence of having ruled out academic problems as a result of poor education, Poor motivation or study skills, physical problems, and/or cultural or language differences.

□ 5. Please list his/her current prescribed medication(s), dosage, frequency and possible adverse side effects, **as they relate to academic performance**. Please also be aware that a positive response to medications is not sufficient evidence of ADHD.

► Please provide a rationale for why the student will need academic accommodations in addition to medication.

► Please speak to how or whether the medications mitigate the effect of the ADHD on the student’s overall functioning.

□ 6. Please provide your recommendations for **reasonable** academic accommodation to **equalize** this student’s opportunities at a post-secondary level. Include your rationale for arriving at these recommendations and how they would be helpful in **equalizing the student’s opportunities**.

► Please include any record of student’s prior accommodation or auxiliary aides, including information about specific conditions under which the accommodations were used (e.g. standardized testing, final exams, licensing/certification exams) and discuss how accommodations were helpful or not helpful. **[Please note that under Section 504 and ADA, the notion that a student “would benefit from” a certain accommodation is not a sufficient rationale for providing accommodations. The intent of the law is to equalize educational opportunities, not to “guarantee success” in post-secondary education.]**

□ 7. Please describe any other relevant information you may have, that has not been addressed, regarding this student’s potential for success at JCU.

□ 8. In your report, please ensure that the following information is included: Your name and signature, your degree license and certification information (including title and credentials), place of employment, and contact information.

□ 9. Please return your report to:  
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# Attention deficit/hyperactivity disorder

The office of Services for Students with Disabilities at John Carroll University provides academic accommodations to students with disabilities that reflect a **current substantial limitation to a major life activity** as it relates to higher education. **Diagnosis of an attention deficit disorder should be made by a psychiatrist, licensed clinical or educational psychologist, neurologist, developmental or behavioral pediatrician, or a combination of such professionals.** Because the provision of reasonable accommodations is based upon assessment of the current impact of the disability on the student's academic functioning, **SSD staff requests this evaluation to have been performed by a qualified professional within the last three years.**

## Professional Evaluator Checklist:

- 1. DSM IV diagnoses; date of diagnosis; date of last contact with student
- 2. Please indicate which instruments and procedures were used to diagnose the ADHD.
- 3. Please describe symptoms that meet the criteria for this diagnosis and report all test results.
  - ▶ Please show significant evidence of the onset of ADHD before age 7, including your analysis of objective data consulted to verify early appearance of symptoms. Please note that you must provide convincing verification that ADHD symptoms appeared early in childhood and at least by middle school caused a demonstrable interference in the student's over all functioning. The only exception to this is if you have diagnosed the ADHD as a result of a head injury or other similar physical trauma.
  - ▶ Describe and explain the presence of the relative temporal stability of the symptoms of ADHD across multiple domains (e.g., school, home, work, social interactions with friends, etc.).
  - ▶ Appropriate assessment of symptoms should follow standard practices and may include: clinical interview; developmental history; educational history; medical history; intelligence, aptitude, behavioral, neuropsychological, and psychological testing.
- 4. Please attach your diagnostic report in narrative form. Records of office visits will not suffice nor will simple copies of rating forms or checklists. In your report should include the following information:
  - ▶ Please include severity of impairment, duration and expected long-term impact.
  - ▶ Please include the current symptoms the student is experiencing. Please be aware that we must see ample evidence across settings of pervasive limitations in the student's ability to adjust across their broad spectrum of experience (i.e., across multiple domains including school, home, work, etc.).
    - Please provide compelling data that these symptoms significantly and seriously interfere with normal functioning (compared to the general population, not student's peer group).
    - Provide specific examples across two or more life domains and across time.

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## Registering with Disability Support

John Carroll University provides academic support services to individuals with disabilities through the office of Services for Students with Disabilities (SSD). Any student who has a documented disability that significantly impedes or interferes with learning and functioning can request appropriate accommodations by identifying the specific needs.

### Steps to register with SSD:

1. Apply and be accepted for admission at JCU. Students go through standard admission procedures.
2. Complete an application for SSD eligibility and return it along with documentation following SSD written guidelines (see pages 14-18 of this booklet).
3. Once all paperwork is received, the file will be reviewed by the SSD Director and other staff for eligibility according to the Americans with Disabilities Act - Amendments Act (ADA-AA) and section 504 of the Rehabilitation Act.
  - a. New students are encouraged to apply for services at least 30 days prior to the semester in which they desire accommodations to allow the SSD to process, review, and contact the student.
  - b. If additional information is needed, the process may take additional time.
4. The SSD Director will determine which, if any, accommodations may be made and will schedule an appointment with the student to discuss his or her needs.

**A student is not considered registered with SSD until they have completed all application paperwork, turned in documentation, and completed an appointment with the Director. A student is not considered approved until the SSD Director has designated approval for specific accommodations.**

5. Please provide your *recommendations* for **reasonable** academic accommodations **to equalize** this student's opportunities at a post-secondary level.
    - ▶ Include your rationale for arriving at these recommendations and how they would be helpful in **equalizing** the student's opportunities.
    - ▶ Please note that a **low processing speed score alone does not indicate a need for testing accommodations** (e.g. extended test time). Please document how a low speed impacts overall academic skills under timed conditions.
    - ▶ Please include any record of student's prior accommodation or auxiliary aides, including information about specific conditions under which the accommodations were used (e.g. standardized testing, final exams, licensing/certification exams) and discuss how accommodations were helpful or not helpful.
    - ▶ **Please note that under Section 504 and ADA, the notion that a student "would benefit from" a certain accommodation is not a sufficient rationale for providing accommodations. The intent of the law is to equalize educational opportunities, not to "guarantee success" in postsecondary education.**
  6. Please describe any relevant information you may have, that has not been addressed, regarding this student's potential for success at JCU.
  7. In your report, please include the following information: Your name and signature, degree, license and certification information (including title and credentials), place of employment, and contact information.
- D. Please return your report to: **Services for Students with Disabilities**  
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# Learning Disabilities

The diagnosis of a learning disability should be evidenced by a psychological/educational evaluation performed by a qualified and licensed professional such as a clinical or educational psychologist, school psychologist, neuro-psychologist, medical doctor, educational diagnostician or other qualified professional. Because the provision of reasonable accommodations is based upon assessment of the current impact of the disability on the student's academic functioning, the **SSD staff requests this evaluation to have been performed by a qualified professional within the last three years.**

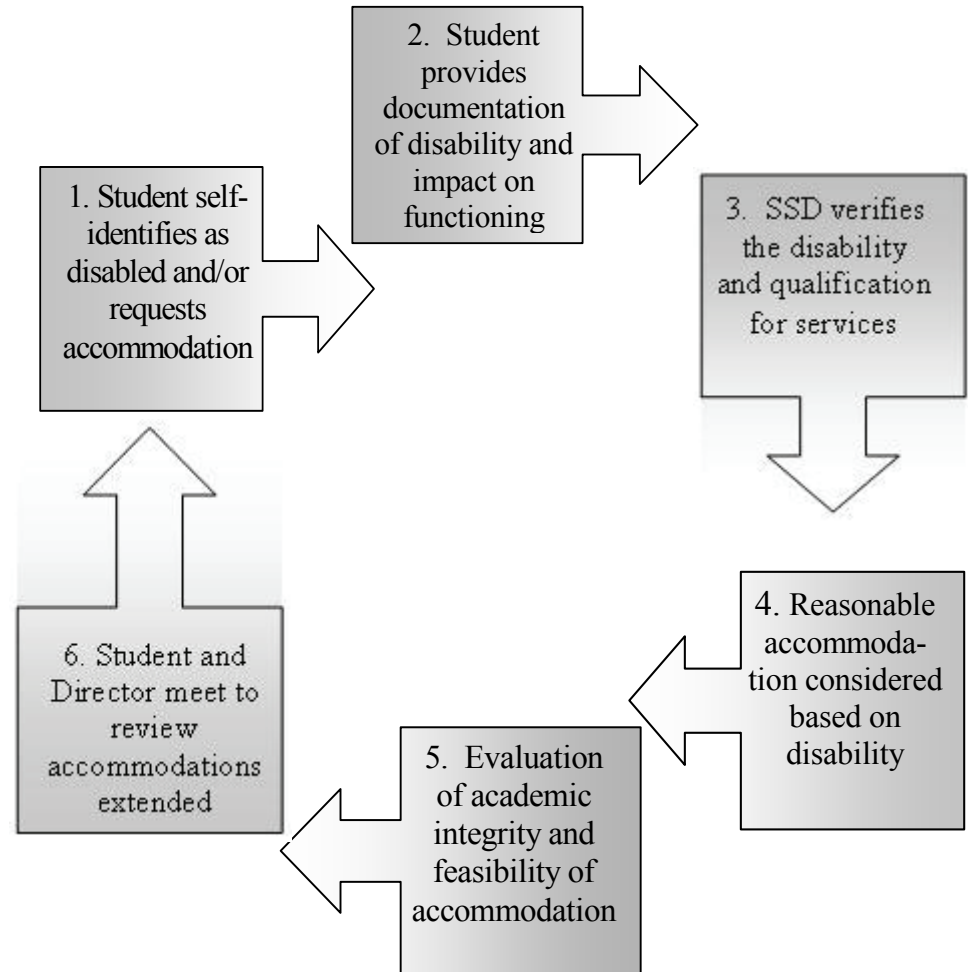
## Professional Evaluator Checklist:

- A. A Comprehensive assessment which addresses the following domains:
  - ▶ **APTITUDE** - A complete intellectual assessment with all scores reported. The WAIS-R or the WIAS-III is the highly preferred instrument. The Woodcock-Johnson and Stanford-Binet are also acceptable.
  - ▶ **ACHIEVEMENT** -A comprehensive academic achievement battery is essential. Preferred instruments include the Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Achievement; WAIT; SATA; or specific achievement tests.
- B. A thorough evaluation report of the above assessment by a licensed professional.
  - ▶ **All subtest scores must be reported; all standard scores and percentiles must also be reported and interpreted on your written evaluation. Grade equivalents are not useful unless standard scores and percentiles are also included.**
- C. Please also include the following items in narrative report form by a licensed professional:
  - 1. DSM IV **Diagnosis**; date of diagnosis; date of last contact with the student
  - 2. Please indicate the **nature** and **severity** of the learning disability (LD), explaining **how** patterns in the student's cognitive ability, achievement and information processing reflect the presence of LD.
  - 3. Please indicate the current **substantial limitation** to learning or other major life activity presented by the LD **and the degree to Which it impacts the individual** in the learning context for which reasonable accommodations are being requested.
  - 4. Please provide an individualized, **detailed** history of the student's educational, medical, psychosocial, and family histories that relate to the LD, including evidence to **rule out any alternate explanation or diagnosis.**

(Continued next page)

# Accommodations Process

6 Steps for a smooth process



## Terms and Definitions

**504**—Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112), as amended (P.L. 93-516 and 95-602), prohibits discrimination on the bases of handicap or disability. Section 504 states: “No otherwise qualified handicapped individual in the United States—shall solely by reason of his handicap be excluded from the participation in, be denied the benefits of or be subjected to discrimination under any program activity receiving federal financial assistance.” The Department of Justice’s Civil Rights Division is responsible for overseeing compliance with the provisions of section 504, the objective of which is the elimination of discrimination based on handicap.

**Disability**—An "individual with a disability" is someone with a physical or mental impairment that substantially limits one or more major life activities.

**Physical or mental impairment** is any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, lymphatic, skin and endocrine.

**Mental impairment** means any psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

**Substantially limits** means unable to perform a major life activity or significantly restricted as to the condition, manner, or duration under which a major life activity can be performed, in comparison to the average person or to most people.

**Major life activity** refers to functions such as caring for one-self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

## Psychological disability

**Documentation of a psychological disability should include the following items with appropriate explanation in the form of a narrative report (on letterhead) from a licensed professional (i.e., the items must be typed out in the report with the appropriate information) including the signature from the licensed professional.**

### Professional Evaluator Checklist:

- 1. DSM IV Diagnosis; date of diagnosis; last contact with student.
- 2. Please describe the symptoms associated with this disorder as they are currently manifested in this student, including:
  - ▶ A. Severity of impairment
  - ▶ B. Duration of impairment
  - ▶ C. Expected long-term impact in a college academic environment
- 3. Please describe how this disorder exhibits itself as a **current substantial limitation to learning** in the college academic environment.
- 4. Please list his/her current prescribed medication(s), dosage, frequency and possible adverse side effects as they relate to academic performance.
- 5. Please list any recommendations you would have for academic accommodations that would help this student succeed in the college environment. These recommendations will be used to help determine the appropriate accommodations that will be made available to this student.
- 6. Please describe any specific concerns that have not been addressed regarding this student’s potential for success at JCU.
- 7. In your report, please ensure that the following information is included: Your name and signature, your degree, license and certification information (including title and credentials), place of employment, and contact information.
- 8. **Please return your report to:**

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## Physical, Sensory, or Health Related Disability

An evaluation performed by a qualified professional (such as a licensed physician or audiologist) should be provided to the office of Services for Students with Disabilities in addition to the application provided by the student. **Documentation of physical, sensory, or health-related disabilities (including, but not limited to, orthopedic, hearing, visual, systematic, or chronic illnesses) should include the following items with appropriate explanation in the form of a narrative report (on letterhead) from a licensed professional (i.e., the items must be typed out in the report with the appropriate information) including the signature from the licensed professional.**

### Professional Evaluator Checklist:

- 1. DSM IV/ICD9 diagnosis; date of diagnosis; date of last contact with student.
- 2. Please describe symptoms that meet the criteria for this diagnosis and report evaluation and assessment results.
  - ▶ **Please attach any related diagnostic report (audiogram, physical capacity evaluation, etc.).**
  - ▶ **Please include the severity, duration, and expected long-term impact of the diagnosis/ symptoms.**
- 3. Describe the prognosis (short/long-term) for this condition.
- 4. Please list the student's current prescribed medication(s), dosage, frequency and possible adverse side effects as they relate to academic performance.
- 5. Please describe how this disorder exhibits itself as a current substantial limitation to a major life activity in a college academic environment.
- 6. Please provide your recommendations for reasonable academic accommodations to equalize this student's opportunities at a post-secondary level. **Include your rationale for arriving at these recommendations and how they would be helpful in equalizing the student's opportunities.**
  - ▶ Please include any record of student's prior accommodation or auxiliary aides, including information about specific conditions under which the accommodations were used (e.g. standardized testing, final exams, licensing/certification exams) and discuss how accommodations were helpful or not helpful. **[Please note that under Section 504 and ADA, the notion that a student "would benefit from" a certain accommodation is not a sufficient rationale for providing accommodations. The intent of the law is to equalize educational opportunities, not to "guarantee success" in post-secondary education.]**
- 7. Please describe any relevant information you may have, that has not been addressed regarding this student's potential for success at JCU.
- 8. In your report, please ensure that the following information is included:  
Your name and signature, your degree, license and certification information (including title and credentials), place of employment, and contact information.
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**Reasonable accommodation**—Institutions are required to make certain adjustments (accommodations) to the known physical and mental limitations of otherwise qualified handicapped people, unless it would impose an undue hardship on the operation of the program. Additionally, accommodations must not compromise the academic integrity of a educational program.

Students with disabilities may be entitled to reasonable accommodation(s)\* in order to receive benefits of services, programs, and activities provided by JCU.

A determination of appropriate accommodation(s), if any, is made on a case-by-case basis by SSD staff.

Examples of such accommodations include:

- ▶ Test services (proctoring, quiet location)
- ▶ Note taking
- ▶ Specialized equipment and seating
- ▶ Interpreter service
- ▶ Textbooks, handouts, and other materials in alternative formats, including audio and enlarged print versions.
- ▶ Scribe

\*Accommodations must be requested each academic semester and are subject to change, based on the impact of the disability (see page 13).

# Secondary vs. Higher Education

## Secondary Education

**What is the law?** **IDEA:** Individuals with Disabilities Education Act  
**504:** Section 504 of the Rehabilitation Act of 1973.

**What is the intent of the law?** **IDEA:** To provide free, appropriate public education in the least restrictive environment to identified students with disabilities, including special education and related services.

**Who is covered under the law?** **IDEA:** All infants, children, and youth requiring special education services until age 21 or graduation from high school.

**Who is responsible for identifying and documenting disabilities?** School districts are responsible for identifying and evaluating potential students with disabilities. When such a determination is made, the district plans educational services for classified students at no expense to the family.

**Who is responsible for initiating services?** School districts are responsible for identifying students with disabilities and providing special education programs and services. They also provide transition services delineated in an Individualized Education Plan (IEP).

**Who is the primary advocate for the student?** The parent or guardian is the primary advocate. Students with disabilities from age 14 on must be invited to participate in the IEP process. If the student does not attend, the district must ensure that the student's preferences and interests are considered.

## General information for students

### Your success is up to you

The Office of Services for Students with Disabilities provides a broad range of services to make academic life as smooth as possible for students with disabilities. Since the Americans with Disabilities Act and Section 504 guarantee equal access, not success, individual success is up to each student. We support students to develop self-advocacy, empowerment, responsibility, independence, personal growth, and develop and use compensatory skills.

### Privacy

Your Privacy is important to us. Information provided to SSD is considered private and will be used for the express purposes of establishing protection under the law, determining appropriate accommodations and ensuring the effective implementation of those accommodations. It is important to note that although much of the documentation that arrives in our office is covered under HIPAA by the professional providing the information, once it reaches our office it becomes an educational record and is covered under FERPA-the educational records privacy act.

### Letters of Accommodation

The student must request their accommodations EACH SEMESTER by completing an LOA request. This is done by completing a request form (available in our office, through our website, or by mail) and returning it to our office with proof of class registration. Letters of accommodation will be generated for the student and emailed to them in a locked and secure PDF file. It is the STUDENTS responsibility to deliver, via email or in person, a copy of the LOA to each professor. Accommodations DO NOT go into effect until the student has spoken with the professor regarding his/her needs and provided proof (LOA) of their approved accommodation. Failure to request letters of accommodation will delay services.



## Responsibilities of the SSD Director

- ▶ Receive and evaluate documentation of disability and determining appropriate and reasonable accommodations.
- ▶ Assist students with disabilities who self-identify and meet University criteria for eligibility to receive reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined in a case-by-case basis.
- ▶ Assure confidentiality of all information pertaining to a student's disability.
- ▶ Inform students with disabilities of University policies and procedures for filing a formal grievance.
- ▶ Work with faculty by coordinating services and resolving concerns as needed.

## Responsibilities of Faculty members

- ▶ Discuss with the SSD Director any concerns related to the accommodation(s) or arrangements that have been requested by the student
- ▶ Determine the conditions under which exams are to be administered (e.g., open book, use of notes, spell check, etc.).
- ▶ Assure the timely delivery of exams to the office of Services for Students with Disabilities along with all necessary instructions and materials for proper administration, if student's exam is to be administered outside the class.
- ▶ Assuring the confidentiality of information regarding students with disabilities.

## Higher Education

**504:** Section 504 of the Rehabilitation Act of 1973, particular reference to Subpart E

**ADA-AA:** Americans with Disabilities Act - Amendments Act

**504/ADA-AA:** To ensure that no otherwise qualified person with a disability is denied access to, benefits of, or is subject to discrimination solely on the basis of disability.

**504/ADA-AA:** All qualified persons with disabilities, who, with or without reasonable accommodations, meet the institution admissions requirements and the specific entry level criteria for the specific program and who can document the existence of a disability as defined by Section 504.

Students are responsible for self-identification and for obtaining disability documentation from a professional who is qualified to assess their particular disability. The cost of the evaluation must be assumed by the student, not the higher education institution.

Students are responsible for notifying the Disability Support Services staff of their disability. Accommodations are provided on a case-by-case basis in order for students with disabilities to have equal access to the institution's programs and activities.

Students must be able to self-identify and discuss their disability and needs in order to work with the Disability Support staff to implement reasonable accommodations. *The Family Educational Rights Privacy Act (FERPA) guarantees student confidentiality.* Conversations with parents regarding confidential information without written consent from the student are illegal.

## Student Rights and Responsibilities

### Rights

- ▶ To not be denied access due to disability
- ▶ To receive reasonable accommodations that provide equal opportunity
- ▶ To have access to auxiliary aids/assistive technology
- ▶ Not to be counseled toward more restrictive career objectives
- ▶ To receive assistance from the disability support service office in removing any physical, academic, and attitudinal barriers.

### Responsibilities

- ▶ To identify themselves to the disability support office
- ▶ To provide current documentation of disability
- ▶ To initiate requests for academic accommodations by contacting with the disability support office
- ▶ To provide a minimum of a two-week notice for all major accommodation requests.
- ▶ To provide a minimum one week notice to the instructor and disability support service office when they need exams proctored.
- ▶ To assume personal responsibility for meeting with faculty in requesting assistance through accommodations.
- ▶ To provide for his/her personal independent living needs or other personal disability-related needs.

## Institutional Rights and Responsibilities through the SSD Director

- ▶ Maintain the University's academic standards.
- ▶ Request current documentation from a student completed by an appropriate professional source to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids.
- ▶ Discuss a student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional source of his/her documentation having obtained the student's signed consent authorizing such discussion.
- ▶ Select the most effective and appropriate accommodations, adjustments, and/or auxiliary aids in consultation with students and faculty.
- ▶ Deny a request for accommodations, academic adjustments, and/or auxiliary aids if the documentation does not identify a specific disability, the documentation fails to verify the need for the requested services, or the documentation is not provided in a timely manner.
- ▶ Refuse to provide accommodation, adjustment, and/or auxiliary aid that is inappropriate or unreasonable including any that:
  - pose a direct threat to the health and safety of others;
  - constitute a substantial change or alteration to an essential element of a course or program; or
  - pose an undue financial or administrative burden on the University.