



JEFFERSON COLLEGE
of HEALTH SCIENCES

Services for Students with Disabilities

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Introduction

Jefferson College of Health Sciences strives to create a supportive environment for our students with disabilities. We are committed to serving disabled students by providing appropriate services to assist them with their short- and long-

term academic and career goals. Reasonable accommodations will be made when requested, and services are provided in compliance with Section 504 of the Rehabilitation Act of 1973 as well as the Americans with Disabilities Act of 1990 and all other state and federal laws.

This booklet has been prepared by the Student Affairs Department as a guide for answering questions you or your family members may have about attending JCHS. If you should have unanswered questions, please call us at (540) 985-8395.

You will also find some very useful resources listed at the end of this booklet.

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■ What is a Disability?

According to the Vocational Rehabilitation Act of 1973, a person with a disability is one who

1. has a physical or mental impairment that significantly alters a major life activity;
2. has a record or history of such an impairment; or
3. is regarded as having such an impairment.

Major life activities include, but are not limited to, walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.

These impairments can be present among people with chronic health impairments (such as diabetes, asthma, or chronic fatigue), physical disabilities (such as vision or hearing impairments), learning disabilities (such as dyslexia or math disorders), or other conditions, whether visible to others or not (such as ADHD, depression or cerebral palsy).

■ How Do Disabilities Affect College Students?

Disabilities affect college students in many ways—everything from making movement difficult around campus to causing problems with concentration or memory—and lots of things in between. These difficulties are called "barriers" to education. Federal laws have been created to try to eliminate, or at least lessen, the effect of these barriers. As long as a disability "significantly" affects one of the major life activities, the student with that disability is protected by law against discrimination. You may have heard about some of those laws including the Individuals with Disabilities Education Act (IDEA), Section 504 (Subpart E) of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

■ How Do Colleges Help to Remove the Barriers?

All colleges and universities are required by law to provide *accommodations* for students with disabilities. An accommodation is an academic or other "adjustment" that helps remove barriers. Accommodations are tailored to each student's needs. Some examples of accommodations might be:

- extended time to take tests
- tests given in a quiet environment
- someone to take class notes
- the use of a spell-checker
- a sign language interpreter
- the use of a calculator
- the use of special seating
- a class schedule that provides extra time between classes

It is important to remember that people with disabilities are treated individually, and their accommodations vary. For example, not all people with hearing impairments need sign language interpreters, just as not all people with heart problems need heart transplants. Not all students with dyslexia need extra time to take an exam, and if they do, they may not need it for *every* test.

■ **What About Distance Education Classes?**

Many students do not need accommodations for distance education classes because the work is done at home at the student's own pace. However, many of these courses do require students to come to campus for testing. If you should need an accommodation, however, contact the instructor via e-mail or phone to notify him or her of any accommodations you will need, and make sure the instructor receives a copy of your accommodation request form. Otherwise, you may not receive necessary testing accommodations.

■ **Is Allowing Class Absences and/or Tardies a Reasonable Accommodation?**

It is unusual for a college to create a college-wide attendance policy. Most colleges and universities allow professors to make their own policies regarding absences and lateness. Most professors either allow a few days' absence without penalty or give the opportunity for extra credit to make up for absences or being late to class. If your professor does not allow absences and you believe that you have a disability which would require some leniency in that area, talk to the professor and/or the Coordinator for Students with Disabilities to see if something can be worked out for you.

Before you challenge a professor's attendance policy, keep in mind that, according to federal law, if the professor can show that being present in every class is *mandatory* for passing the class, then a "no absence" policy is fair (this can be the case with a lab, for example).

■ **Should I Put Information About My Disability on My Application to the College?**

No. Federal law actually prohibits colleges from asking on the application if students have disabilities, so that information is not necessary. The best way to let us know that you have a disability is to contact the Coordinator of Disability Services Directly at 985-8449. If you choose to include disability information with your application for admission to the college, it will be forwarded to the Disability Coordinator.

■ **How Do I Request Accommodations?**

It is your responsibility to ask for accommodations. You will not be given accommodations unless you ask for them. All students with disabilities who desire to use accommodations must make an appointment to see the Coordinator of Disability Services, Emily Moore, in the Learning and Writing Center located in room 507 in the Community Hospital Building (101 Elm Ave.). You can call Mrs. Moore directly at (540) 985-8449 or e-mail her at ehmoore@jchs.edu to make an appointment. The campus toll-free number is 1-888-985-8483 (Ask for Student Affairs).

In addition, you must fill out a Voluntary Disclosure of a Disability form and provide documentation of your disability before your first appointment. If you are applying to JCHS as a new student, it would be wise to make your appointment as soon as you are accepted to the college so that there will be plenty of time to arrange any accommodations.

■ **What Do I Need to Bring With Me To My Appointment?**

Fill out the Voluntary Disclosure of a Disability form that is the last page of this book. Rip it out and either mail it or bring it with you. You will also need to provide documentation of your disability.

Documentation is a written report or letter from a person who is qualified to diagnose your disability (a medical doctor, psychologist, etc.). It should be no more than four years old. Your documentation should include

1.) a diagnosis of the disability

The diagnostic systems used by the Department of Education, the State Department of Rehabilitative Services or other State agencies, and/or the current editions of either the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Statistical Classification of Diseases and Related Health Problems of the World Health Organization (ICD) are the recommended diagnostic tools.

2.) a description of the diagnostic criteria and or diagnostic test(s) used

A copy of the complete psychological, or other medical, evaluation should be provided when available. Testing must have been done by a professional who is qualified to diagnose the disability.

3.) a description of the current functional impact of the disability

A description of how the disability affects you in the classroom setting.

4.) treatments, medications, assistive devices/services currently prescribed or in use.

A description of treatments, medications, assistive devices, accommodations, and/or assistive services in current use and their estimated effectiveness in lessening the impact of the disability. Significant side effects that may impact physical, perceptual, behavioral, or cognitive performance should also be noted. When recommendations by professionals go beyond services and benefits that can be provided by the College, it may be used to suggest potential referrals to area service providers beyond the College.

5.) the credentials of the diagnosing professional(s) (usually part of the letterhead).

Information describing the certification, licensure, and/or the professional training of individuals conducting the evaluation should be provided. Any recommendations by the diagnosing professional will be considered.

Please prepare your disclosure form and documentation before your appointment, or mail it to Emily Moore at P.O. Box 13186, Roanoke, VA 24031. You may also fax it to Student Affairs at (540) 985-8001.

■ **What is *not* documentation?**

The following cannot be used as documentation of a disability:

- letters written on non-letterhead paper
- a note written by your doctor on a prescription pad
- a note written by your high school guidance counselor stating that you received accommodations in high school
- documentation by a person who is not qualified to diagnose that disability (e.g., a psychiatrist who diagnoses a heart problem).

■ **Can I Use My High School IEP as Documentation?**

If your high school IEP contains the information mentioned above, it may be used. However, most IEPs are lacking information. It is better to use the psychological or other evaluation that was done before creating the IEP.

■ **What if I Don't Have Documentation of My Disability?**

Accommodations will only be made for students who have proper documentation. If you have never been diagnosed or are in need of current documentation, the Disability Coordinator can refer you to a local professional for an assessment.

■ **What About Temporary "Disabilities"?**

Temporary conditions such as broken bones or other illnesses or injuries that are not permanent are not protected by disability law. However, the Counseling Services staff is available to help students who are in need of temporary accommodations. Call (540) 985-8395 to make an appointment.

■ **Once the School Has Received the Necessary Documentation From Me What Should I Expect?**

Unlike high schools, your college will not prepare an IEP for you, and because you are considered an adult, your parents won't be involved in the process without your written consent. The Disability Service Coordinator will review your documentation and requests as they relate to the program you intend to study and its requirements. It is important to remember that the school is not required to lower or waive essential requirements. If you have requested a specific academic adjustment, the school may offer that academic adjustment or an alternative one if the alternative would also be effective. You should expect your school to work with you and your instructors in selecting academic adjustment(s).

■ **What Happens During My Appointment With the Coordinator?**

You and the Disability Coordinator will discuss your college plans and fill out a Voluntary Disclosure of a Disability form (if you haven't already) as well as a Request for Accommodations form (see Appendix A for sample). You will be given copies of the Request for Accommodations forms to give to your instructors. You should give a copy of the form to each instructor at the beginning of each semester, even if you don't think you will be using accommodations all the time. It is best to make an appointment with the instructor to discuss your accommodations, and how your disability affects your class performance as soon as possible. Find out from each instructor what the class "rules" are for requesting accommodations. Instructors cannot make accommodations retroactively; that is, accommodations begin when you give the instructor your request, and they do not apply to previous tests and/or work.

■ **What If I Lose My Request for Accommodations?**

Copies of your accommodations request forms are kept in your file in the Coordinator's office. If you should need more, let Emily Moore know, and she will print more for you, or you can make your own copies if you have one left. Copies of your disability requests and other information are never kept in any other department on campus.

■ **What If My Instructor Won't Make the Accommodations?**

You are entitled by law to receive your accommodations. However, you are not "entitled" to receive the most expensive or the "best" accommodation if there is a less expensive one that is equally effective. For example, if you need an enlarged version of a handout, it would be more cost-effective to use the font enlargement feature of your Microsoft Word than it would be to buy an expensive piece of equipment made to enlarge print. If an instructor refuses to provide your accommodation, try talking with him or her to clear up any misunderstanding. Make sure you've given the instructor a copy of your request form in plenty of time before any classroom activity or test for which you want to use your accommodations. Also, it's a wise idea to "touch base" with the instructor a day or so before the test to remind him or her when you will be using test accommodations. If an instructor still refuses to provide accommodations, please notify Emily Moore by phone at (540) 985-8449 or e-mail at ehmoore@jchs.edu.

■ **Why Can't I Just Tell My Instructors That I Have a Disability Instead of Seeing the Disability Coordinator?**

For your legal protection, it's important to follow college policies and procedures. If there is no "official" record of your disability, you may not be able to successfully resolve a dispute or misunderstanding between you and a faculty or staff member. By following procedures and having written documentation, you're protecting yourself.

■ **What Should I Do If I Have a Problem?**

The Disability Coordinator makes every effort to ensure that you are treated with respect and that you are given accommodations in a timely manner when you have requested them. Should you experience a problem, first talk it over with the faculty member involved. If the problem is still not resolved, contact Emily Moore. In addition, you should read the Disability Grievance Procedure in the JCHS College Catalog and the JCHS Student Handbook. Both are available on the college website: www.jchs.edu.

■ **Summary:**

To summarize, we are here to help you, but you, the student, also have responsibilities. Below is a checklist of things you should make sure to do in order to have a successful semester here at JCHS:

- Fill out the Voluntary Request for a Disability Form and return it to Mrs. Emily Moore along with your documentation (it's best to do this before your appointment).
- Schedule an appointment with Mrs. Moore.
- Meet with Mrs. Moore to discuss your college plans and receive accommodation request forms.
- Make an appointment to meet with each of your instructors to give them a copy of your request for accommodation form.
- Touch base with your instructor a few days before tests to remind him/her of your accommodation needs.
- If your instructor doesn't have a place to give you a test, give the Coordinator about a week's notice to arrange for testing.
- Let Mrs. Moore know if you have any problems or if your accommodations aren't working the way they have been written.

■ Where Can I Learn More?

Here are some websites that are especially helpful resources for understanding the college experience for students with disabilities:

- www.ahead.org
The Association for Higher Education and Disability
- <http://www.ed.gov/about/offices/list/ocr/docs/howto.html>
The official website for the Office of Civil Rights. This link gives instructions for filing a complaint.
- <http://www.ggw.org/~advocacyconsortium/>
The Advocacy Consortium for College Students with Disabilities is a network of colleges, universities, state agencies and service providers that share ideas, information, and resources necessary for the successful postsecondary education of persons with disabilities.
- www.ld.org
The National Center for Learning Disabilities
- www.jan.wvu.edu
The Job Accommodation Network. Administered by West Virginia University.
- www.janejarrow.com
Disability, Access, Information and Support (DAIS). A private organization providing a menu of services for those concerned with disability and access in higher education.

Jefferson College of Health Sciences does not discriminate against employees, students, or applicants on the basis of race, sex, disability, age, veteran status, national origin, religion, political affiliation, or sexual orientation. The college is subject to Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and all other applicable federal and state laws.

Appendix A: Voluntary Disclosure of a Disability Form

Jefferson College of Health Sciences

Learning and Writing Center

101 Elm Ave., Roanoke, VA 24031

(540) 985-8449

Voluntary Disclosure Form:

Assistance for Individuals with Disabilities:

Qualified individuals are entitled to reasonable accommodations under Section 504 of the Rehabilitation Act of 1973, as well as the Americans with Disabilities Act of 1990. Accommodations are determined on a case-by-case basis and are free of charge. The Section 504 Coordinator serves as a link between individuals with disabilities and the campus community. All information will be considered confidential and only released to appropriate personnel on a need to know basis. To be considered for services, individuals must initiate a request by submitting this form for specific services/accommodations (extended time on exams, note-takers, etc.) Accommodations prescribed only apply to Jefferson College of Health Sciences and may not be valid elsewhere. The individual takes full responsibility for ongoing assistance.

In order to receive services and/or accommodations verification of a disability is required. Documentation is required. (Documentation guidelines can be accessed via our "Services for Students with Disabilities" booklet available in the Learning and Writing Center, Room 507, Community Hospital Building.)

To initiate a request for accommodations, please complete this form and return to Emily Moore, Coordinator of the Learning and Writing Center, CRCH 507.

Name:		Date:	College ID#:			
Home address:						
Local Phone #:		E-mail address:				
Check which area(s) describes your disability	Physical Disability	Learning Disability	Psychological Disability	ADHD or ADD	Other	
Do you have a mobility concern that would prevent you from evacuating a building in an emergency? Yes No						
Are you taking medications that help alleviate the symptoms of your disability? Yes No						
Have you been exempt from a foreign language as an accommodation? Yes No						
In the past, have you required any accommodations? Yes No						
If yes, please describe such accommodations:						
Can you provide documentation verifying your disability dated within the last four years? Yes No						

I certify that I am voluntarily disclosing this information to the Student Affairs Staff at Jefferson College of Health Sciences.

Name of Student

Date

Sample

Appendix B: Voluntary Disclosure of a Disability Form

JCHS Testing Accommodation Policy

Please read each statement below and sign the bottom indicating that you have received this policy. Please direct questions to your instructor, program director or disability service coordinator.

- I understand that it is my responsibility to notify each of my instructors of my testing accommodation needs as soon as possible every semester via the Request for Accommodations form.
- I understand that I will begin taking my tests at the same time as the general class *whenever possible*, and that the instructor may give me my tests in an appropriate place with the necessary accommodations, or may choose to allow me to schedule my test with the Learning and Writing Center.
- I understand that all tests will be given in a proctored environment.
- I understand that, for occasions when I cannot take my test at the same time as the class (due to scheduling conflicts with other classes), I may begin my tests no later than 5:00 p.m. on the day the test is given to the general class.
- I may start tests *earlier* (e.g. a day earlier) than the rest of the class in order to provide extra time, but if I schedule a test after the published test day (later than 5:00 p.m. on the test day) the test grade may be lowered by 5 points (applies to Nursing department students).
- The college will not be responsible for scheduling tests around my work schedule.
- If I take a test earlier than the rest of the class, I understand that the honor code is in force, and I will not discuss the test with anyone.
- I understand that I am responsible for creating a testing schedule (calendar), using my syllabus as a guide, for all tests needing an accommodation. This is due the first week of classes, or the first week after I initiate the accommodation process. The calendar will give the **name of the class, the name of the instructor, the day of the week, date and time of day that I will take each test for the entire semester**. I will give a copy of this calendar to each class professor for prior approval.
- I also will give Emily Moore a copy of this schedule so that she may arrange rooms for testing if necessary. She will notify me, the test proctor and/or the instructor of the place the test will be given.
- Test dates/times must be approved 4 days in advance of any test/quiz for which I need an accommodation. Otherwise, there is no guarantee that the accommodation can be provided.
- I understand that I am not to carry a test either to or from the testing site. Instructors will assume the responsibility of getting tests to Emily Moore, and the test proctor will return the test to the instructor or the department secretary.
- I will make an appointment with the Program Director to discuss any exceptions to the above, on a case-by-case basis.

Student Name

Date

Please fill out the forms on the next two pages and return to the college.

Make copies for your records.

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To initiate a request for accommodations, please complete this form and return to Emily Moore, Coordinator of the Learning and Writing Center, CRCH 507.

Name:		Date:	College ID#:		
Home address:					
Local Phone #:		E-mail address:			
Check which area(s) describes your disability	Physical Disability	Learning Disability	Psychological Disability	ADHD or ADD	Other
Do you have a mobility concern that would prevent you from evacuating a building in an emergency? Yes No					
Are you taking medications that help alleviate the symptoms of your disability? Yes No					
Have you been exempt from a foreign language as an accommodation? Yes No					
In the past, have you required any accommodations? Yes No					
If yes, please describe such accommodations:					
Can you provide documentation verifying your disability dated within the last four years? Yes No					

I certify that I am voluntarily disclosing this information to the Student Affairs Staff at Jefferson College of Health Sciences.

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Date

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Please direct questions to your instructor, program director or disability service coordinator.

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- I understand that I will begin taking my tests at the same time as the general class *whenever possible*, and that the instructor may give me my tests in an appropriate place with the necessary accommodations, or may choose to allow me to schedule my test with the Learning and Writing Center.
- I understand that all tests will be given in a proctored environment.
- I understand that, for occasions when I cannot take my test at the same time as the class (due to scheduling conflicts with other classes), I may begin my tests no later than 5:00 p.m. on the day the test is given to the general class.
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- The college will not be responsible for scheduling tests around my work schedule.
- If I take a test earlier than the rest of the class, I understand that the honor code is in force, and I will not discuss the test with anyone.
- I understand that I am responsible for creating a testing schedule (calendar), using my syllabus as a guide, for all tests needing an accommodation. This is due the first week of classes, or the first week after I initiate the accommodation process. The calendar will give the **name of the class, the name of the instructor, the day of the week, date and time of day that I will take each test for the entire semester**. I will give a copy of this calendar to each class professor for prior approval.
- I also will give Emily Moore a copy of this schedule so that she may arrange rooms for testing if necessary. She will notify me, the test proctor and/or the instructor of the place the test will be given.
- Test dates/times must be approved 4 days in advance of any test/quiz for which I need an accommodation. Otherwise, there is no guarantee that the accommodation can be provided.**
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- I will make an appointment with the Program Director to discuss any exceptions to the above, on a case-by-case basis.

Student's signature

Date