

STOCKTON WELLNESS CENTRE

Learning Access Program

Faculty and Staff Handbook Part One

Policies and Procedures for University Students with Disabilities

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Purpose

This handbook is designed to assist Stockton University faculty and staff in working with students with disabilities.

Part one will:

- Explain disability law and faculty responsibility for implementation of the law
- Explain disability documentation
- Describe the role of the Learning Access Program (LAP)
- Review procedures for services

Part two will:

- Discuss disability conditions and reasonable accommodations
- Offer strategies to facilitate learning
- Provide a current list of sources for more information

Brief History

In 1990 the Americans with Disabilities Act was passed, focusing new attention on issues relating to individuals with disabilities.

To comply with this mandate, colleges and universities that receive federal assistance must ensure that the same educational programs and services offered to other students be available to students with disabilities.

Academic ability should be the primary basis for participation in post-secondary education.

To accomplish this goal, both physical and program access must be provided. This means more than the removal of architectural barriers and the provision of auxiliary services. It means that reasonable accommodations must be made in the instructional process to ensure full educational opportunity.

This principle applies to all teaching strategies and modes, as well as to institutional and departmental policies.

Arranging for Accommodations

1. Disabled students who require accommodations should seek assistance from the LAP in a timely manner, usually prior to the start of classes or as soon as a disability becomes known.
2. Disabled students provide acceptable documentation of their disability and how it limits their participation in courses, programs, services, jobs, activities, and facilities of the University.
3. LAP will file official documentation of the disability, including information about the manifestations of the disability.
4. LAP and the disabled student will discuss the interaction between the disability and the academic environment. Consultation with faculty, staff, and University authorities regarding essential elements and reasonable accommodations will occur in situations that are new, complex, or sensitive.
5. LAP will outline the process for the provision of reasonable accommodations and will present this verbally and in writing to the student.
6. LAP will supply the student with letters to faculty members certifying that the student has a disability and stating the determined reasonable accommodations.
7. Student will deliver the accommodation letter to faculty and discuss needed accommodations. The student is responsible for contacting the LAP if reasonable accommodations are not implemented in an effective or timely way.
8. LAP will work with University personnel and disabled students to resolve disagreements regarding recommended accommodations.
9. Particular cases will be subject to review, as necessary, by a committee composed of representatives of the Dean of Students, Academic Advising, Divisional Dean and other appropriate University personnel deemed necessary.

Grievance Procedure

Students with disabilities who believe they have been discriminated against based on their disability may file a grievance with the Section 504 Coordinator, Valerie Hayes, in the Office of Institutional Diversity and Equity, located in L-214. The phone number is 609.652.4695.

Confidentiality

The LAP is committed to ensuring that all information regarding a student is kept confidential as required by law. Any information collected is used for the benefit of the student. This information may include test data, grades, biographical history, disability information, performance reviews, and case notes. No one has immediate access to student files except staff from the LAP. Any information regarding a disability shall be considered confidential and shall be shared with others within the institution on a need-to-know basis only.

Disability-related information is to be treated as medical information is treated.

A student may give written authorization for the release of information when he or she wishes to share it with others.

Before giving such authorization, the student should understand the information being released, the purpose of the release, and to whom the information is being released.

Information will not be released without consent unless Federal or state law requires it.

Diagnostic Testing

About one quarter of our students with learning disabilities are diagnosed while at Stockton. Students with previously undiagnosed learning disabilities may come to the LAP for an initial screening interview and may then be referred for off-campus diagnostic testing.

Other Programs

The LAP directs an aide program in which paid students serve in a variety of capacities such as note-takers, scribes, proctors and readers.

The University provides tutorial services to all students through the Writing Lab, Main Campus J-105a, and through the Math Lab, Main Campus J-108.

Rights and Responsibilities

Rights and Responsibilities of Students with Disabilities

Students at the University have the right to:

- Equal access to courses, programs, services, jobs, activities, and facilities offered throughout the University

Rights and Responsibilities of the University, Faculty and Staff

University, faculty and staff have the right to:

- Receive verification of a documented disability from the LAP in the form of a faculty accommodation letter that may or may not state the disability--per student request.
- Contact the LAP to discuss appropriateness of accommodations or arrangements that have been requested by the student during his/her initial contacts.
- Set academic and program standards.
- Determine the conditions under which an exam is to be

Article 501(d)-4(i)-15.9

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RESOURCES CONSULTED

- A Faculty and Staff Guide: Optimizing the Learning Environment for Students with Disabilities. Montgomery College.
www.mc.cc.md.us/Departments/studevgt/DisabGde.html
- Americans with Disabilities Act, The Law and its Impact on Post-secondary Education*, pamphlet, American Council on Education. Washington, DC. 20036
- Auxiliary Aids and Services for Post-secondary Students with Handicaps, Higher Education's Obligations Under Section 504*, Washington, D.C. :U.S. Department of Education.
- Disability Services Handbook*, Clemson University.
http://www.clemson.edu/Disability_Services/dshandbook.html
- Disability Student Services Manual*, Syracuse University.
<http://fiji.edu/depts/assist/manual.html>
- Faculty Guide in Assisting Students with Disabilities*, Northwestern University
<http://www.nwu.edu/hr/eo/facguid.htm>
- Guidelines for Documentation of a Learning Disability in Adolescents and Adults*, AHEAD: Association on Higher Education and Disability, Columbus, Ohio.
- National Institute of Mental Health, General Information Booklet,
http://www.ldonline.org/ld_indepth/general_info/gen-nimh-booklet.html
- 1998 Disability Resource Guide*, University of Illinois at Urbana-Champaign,
<http://www.als.uiuc.edu/dres/>
- "Nonverbal Messages Speak Louder to Students with Psychiatric Disorder."*
 Disability Compliance for Higher Education. V4, #4. November 1998.
- Policy and Procedures Regarding Students with Disabilities*, University of Connecticut,
<http://www.ucc.uconn.edu/~stusr2/policies.html>.
- Policy Statement for Documentation of Attention-Deficit/Hyperactivity Disorder in Adolescents and Adults*, April 1998, Office of Disability Policy, Educational Testing Service, Princeton, New Jersey 08541. *Section 504, the Law and Its Impact on Post-secondary Education*, pamphlet, American Council on Education. Washington, DC.
- Roth, Vicki. *Learning Disabilities, Attention Deficit Disorder, and The College*. Fourth Edition. University of Rochester, Rochester, New York. 1999.

Support Services and Accommodations for Students with Diagnosed Learning Disabilities. University of South Carolina. September 1997.

Understanding Learning Disabilities: A Parent Guide and Workbook, Learning Disabilities Council, Incorporated, Richmond, VA, 1991. 301 Darn Souerni 1.6ilng