

***ACCOMMODATIONS
SUPPORT
HANDBOOK***



**CALVARY UNIVERSITY
KANSAS CITY, MO**

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CALVARY UNIVERSITY ACCOMMODATIONS SUPPORT HANDBOOK

Mission

Calvary University is an independent, nondenominational institution providing undergraduate, graduate, and post-graduate education which prepares Christians to live and serve in the church and the world according to the biblical worldview.

This is accomplished by providing appropriate education curricula and a climate that fosters the development of intellectual and spiritual maturity, leadership potential, servanthood, and a sense of mission.

Purpose

The purpose of every program at Calvary is to teach students Bible and theology and to prepare them for Christian ministry.

Accommodations Support Goals

- To provide a safe, comfortable, and caring place of contact and support for students receiving accommodations.
- To understand the manifestation of the student's disability and to implement appropriate accommodations that address the student's limitations.
- To treat persons with disabilities with dignity and respect and to view disability issues as matters of diversity.
- To facilitate ongoing improvements in areas of structural access, assistive technology, accommodation availability, community education, and administrative advocacy.

- To assist students receiving accommodations in their professional development by encouraging them to participate in activities, such as leadership experiences and career internships.

Section 504

Section 504 of the Rehabilitation Act of 1973 states:

No otherwise qualified disabled individual in the United States...shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

One of the first areas that required further elaboration in the Act concerned the term “qualified disabled individual.” Congress passed the Rehabilitation Act Amendments of 1974 in an attempt to clarify participant eligibility.

(a) Section 7(6) of the Act was amended by adding the following new sentence:

“For purposes of Titles IV and V of this Act, such term means any person who (A) has a physical or mental impairment which substantially limits one or more of such person’s major life activities, (B) has a record of such impairment, or (C) is regarded as having an impairment.”

Under the provisions of Section 504, colleges and universities may not:

- Limit the number of students receiving accommodations admitted.

- Make preadmission inquiries as to whether or not an applicant is disabled.
- Use admission tests or criteria that inadequately measure the academic level of blind, deaf, or otherwise disabled applicants, because special provisions were not made for them.
- Exclude a student from a course of study.
- Counsel a student receiving accommodations toward a more restrictive career.
- Measure student achievement using modes that adversely discriminate against the student receiving accommodations.
- Institute prohibitive rules that may adversely affect students receiving accommodations.

Terminology: “otherwise qualified disabled person”
An “otherwise qualified disabled person” is defined as one who meets the academic and technical standards requisite to admission or participation in the institution’s programs and activities. In other words, an individual with a disability must meet the same standards for admission and participation as any other student. If at some point a student receiving accommodations no longer meets the required standards for participation in a program, he/she is then considered not otherwise qualified.

Student Responsibilities

The student receiving accommodations who desires specific accommodations is responsible to identify himself or herself by providing the appropriate documentation. To do this, the student must apply for support services with the Accommodations Support (ASO) Coordinator. Accommodations and resources such as appliances, books on tape, note-taking,

interpreters, and other assistance must be planned well in advance. The university cannot be held responsible for meeting needs not explicitly expressed to the institution. After applying and qualifying for support services, the student may either speak with each of his/her professors alerting them to the specific accommodations needed or give permission to the Accommodations Support Coordinator.

Limitations of Facilities

Calvary University is located on a 1950's air force base. For this reason, there are some limitations for those with physical disabilities. The student is responsible to inform the Accommodations Support Coordinator of his or her physical disabilities, so that preparations and accommodations can be made within the school's jurisdiction. Prospective students receiving accommodations are welcomed and encouraged to visit the campus of Calvary University.

Confidentiality

A file will be created for any student who contacts the Accommodations Support Coordinator and expresses a desire to receive accommodations, clinical referrals, or submits documentation of disability. Files will remain open as the student maintains contact with ASO. Student files may be closed if the student does not respond to staff attempts at contacting him or her during each semester. Files may also be closed at any time at the request of the student. Closed files will be maintained for a minimum of five years and will then be destroyed.

All documentation and information kept in the Accommodations Support Office files are confidential. No information regarding a student receiving

accommodations will be shared without a signed consent form. It should be noted that this includes sharing information with parents whose child is of the age of majority.

Acceptance to the University

As soon as the university has informed the student of the outcome of his/her application for admission, it is extremely important to contact the Accommodations Support Coordinator in a timely fashion. Providing accommodations requires time and planning, so the sooner the process is started, the better the university can meet those needs.

Orientation

All entering freshmen and transfer students must attend orientation. Placement testing and advising are a part of this orientation process. It is important to contact the Accommodations Support Coordinator well in advance of orientation if accommodations will be needed for placement testing or course scheduling.

Advising and Registration

Academic advisors are available to assist students with academic program planning. Such planning may include selection of appropriate courses, consideration of classroom and building accessibility, and planning for adequate travel time between classes. Academic assistance is available in the Clark Academic Center.

Health Services

Prior to enrollment, the student should discuss any medical needs with Student Services Office personnel so that the staff can become familiar with the student's disability and medical needs. Referrals to local

specialists familiar with a particular condition may be made if needed. The Student Services Office may be contacted at 816-322-0110.

Financial Aid

The application process for financial aid should start around 6 months in advance of when the student plans to begin classes. If the paperwork is finished well in advance of deadlines, the student will be better able to deal with any unexpected problems which may occur. If the student plans to request financial assistance from Vocational Rehabilitation, it is especially important that the student completes the application process as soon as possible. Vocational Rehabilitation assistance is viewed as a resource to be used in addition to the funds the student/parents can provide. Therefore, applications for financial aid (particularly the Pell Grant) must be made before Vocational Rehabilitation can determine the amount of help they will provide. Basic financial aid information may be obtained by contacting the Calvary University Financial Aid Office at 816-322-0110. The student has the responsibility in meeting deadlines, keeping counselors informed of Calvary University requirements and due dates, and letting them know of progress toward academic and vocational goals.

Application Process for Receiving Support Services

1. Pick up and complete the Application, Release of Information, and Accommodation Request, from the Accommodations Support Office.
2. A file will be created which will contain the Application, Release of Information, Accommodation Request, submitted documentation. Other documents

may be included such as: high school transcript, 504 plans, and ACT scores.

3. This file will be reviewed by the Accommodations Support Coordinator and, when necessary, assist in evaluating the presented documentation.
4. It will be determined if there is enough information to declare the student eligible for accommodations as a student receiving accommodations.
5. After acceptance of an application, the Accommodations Support Coordinator will discuss what may constitute as an appropriate and reasonable accommodations. The Accommodations Support Coordinator will work with the student in implementing the accommodation, recognizing that the student must voice his/her needs. It is imperative that the student maintains an open line of communication with the Accommodations Support Coordinator to avoid delays and misunderstandings.

Adequate Documentation

The documentation provided must be completed by an individual qualified to make the diagnosis stated in the application. The diagnostician should be an impartial individual who is not a family member of the student. In addition to submitting a completed Application, the following items should be included in all documentation submitted for consideration:

- A clear statement of the disability
- A summary of assessment procedures and evaluations used to make the diagnosis
- Medical information relating the student's need, including the impact of medication on the student's ability to meet the demands of the university environment

- Information on how the impairment impacts the student's ability to participate in the activities at Calvary University
- Suggestions of reasonable accommodation which might be appropriate at the university level (Recommendations should be supported by the diagnosis.)
- Information on how the impairment substantially limits one or more major life activities as defined by Section 504 and the ADA

Age of Documentation

Documentation must show that the student has a current disability and will need an academic adjustment. A postsecondary school is not responsible to conduct or pay for an evaluation to document the student's disability and need for an evaluation.

Academic Transcripts

The Accommodations Support Coordinator will obtain transcripts for all students with open files at the end of each semester to track academic progress. No information about disability status will appear anywhere on the student's transcript.

Privacy of Records

All student files and records are maintained in accordance with the requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA). Under FERPA, students have the right to access and view their files. Accommodations Support may also share information with appropriate college personnel on a need to know basis only. In most circumstances, clinical information, such as test data and diagnostic information will not be released to faculty or staff.

Release of Clinical Documentation to Students

Documentation provided directly to the Accommodations Support Office from a health or mental health clinician will not be released to the student without authorization from the clinician. Students wishing to obtain documentation provided directly from a clinician are to contact the clinician to request the documentation.

Release of Clinical Documentation to Third Parties

Students wishing to have documentation sent to third parties (e.g. clinicians, Vocational Rehabilitation, Educational Testing Services, or other universities) must make a request to the Coordinator and sign a release of information. These forms are available in the Accommodations Support Office. Documentation will only be released to persons and/or entities that are considered appropriate recipients of the information. When released, the documentation will be sent directly to the third party. If the documentation release is for the purposes of receiving accommodations on standardized tests (e.g. GRE) or for purposes of receiving accommodations at another academic institution, the Accommodations Support Office reserves the right to inform the recipient of the student's accommodation history at Calvary University.

Photocopying Files

While students may access and view their Accommodations Support Office file, photocopying of the file is discouraged in most cases. Should a student desire to photocopy the contents of his/her file, a written request must be made to the Accommodations Support

Coordinator. Additionally, please know that under FERPA, students have the right to inspect, but not necessarily, to copy their records.

Role of Support Services

The main goal of the Accommodations Support Office is to provide equal access to the academic programs of Calvary University, for students receiving accommodations. By using various tools and services, the office works with the student to determine the appropriate accommodations needed to ensure equal opportunity. The office works to provide an equal opportunity for success or failure in the classroom, and not to guarantee success. Success in college is dependent upon many factors including ability, attitude, and willingness to work hard. Calvary University does not have a specific program (i.e. special curriculum) uniquely designed for students receiving accommodations.

Requesting Accommodations

After a student has been declared eligible for accommodation, an Accommodation Release of Information form must be completed and returned to the Accommodations Support Office at the beginning of each semester. All requests for accommodations are granted or denied based on the documentation provided.

Students are highly encouraged to communicate with their professors regarding the need for accommodations. This helps initiate a dialogue concerning the student's disability between the student and the instructor. It gives the student control in identifying as a student receiving accommodations. It also creates an opportunity for faculty to respond to needs more quickly.

Communication is the key. It is essential to maintain clear lines of communication between students and instructors as well as with the Accommodations Support Office. However, the Clark Academic Center Director can communicate with the faculty if the student does not desire to communicate with them.

The Accommodations Support Coordinator's office is in room 217 of Madison Hall.

Contact Information:

Phone: 816-322-0110 ext. 1304

Email: dss@calvary.edu

Coordinator Email: lisa.haney@calvary.edu

Types of Accommodations

Accommodations are considered on a case-by-case basis. The following list contains those accommodations used most. This does not preclude other accommodations deemed necessary and reasonable. It is the student's responsibility to notify the Accommodations Support Office if there is a problem with any accommodation being provided.

Alternate Testing

It is the student's responsibility to schedule any exams that are to be proctored by the Clark Academic Center. Test accommodations may include but are not limited to:

- Extended time
- Oral exam
- Alternate format
- Use of a pocket speller
- Use of a reader or scribe

Alternate Testing Protocols

Students taking exams in the Clark Academic Center must arrive on time. If a student arrives late, the original extended time will be enforced.

Only requests that require a specific accommodation will be honored.

Evidence of cheating will be addressed as outlined in the Student Handbook on pages 20-21.

Books on Kindle

Assistance is provided in securing books in Kindle format for those with Dyslexia or Reading Comprehension Disorders. Kindle has a reader built into it so that those who struggle with reading can listen and read along. There are only select textbooks that have been put in Kindle format, thus, some textbooks will still need to be scanned.

- The student must provide the Accommodations Support Coordinator with documentation of the learning difficulty that requires audio accommodations.
- There is no cost for this service.
- The student does not need to purchase the book, because the format of the Kindle does not allow the student to keep the book.
- The student must request from the Library those books that are accessible through Kindle. Allow up to 24 hours for processing.
- The student must sign an agreement form that states that the student takes full responsibility of the Kindle; therefore, if it breaks or gets cracked, the student will be charged for the damages.
- The student must charge the battery at the Library. The battery will last up to 30 readable hours. Allow up to 4 and a half hours for the battery to be fully charged.

- If the student has not had to recharge the battery in a month they will need to check the Kindle back into the ASO office once a month, and then they may have access to it again that same day. This allows the Accommodations Support Coordinator to make sure the Kindle is in good working condition.
- The student **MUST** check the Kindle back into the ASO office before they leave each semester, or they will be charged the cost of the Kindle.

Priority Registration

Priority registration allows a student to submit a proposed class schedule for a given semester with the assurance that every effort will be made to fulfill the requested schedule. This is helpful for those individuals using books on tape or other accommodations which require significant pre-planning.

Language Substitution

For those individuals who are seeking a BA degree and because of a disability, learning a foreign language would be significantly difficult, a process exists to allow the student to meet the language requirement with the help of tutoring.

Other Accommodations

Accommodations for students receiving accommodations are considered on a case-by-case basis. Accommodations may include any number of those listed above as well as other accommodations deemed reasonable and necessary by qualified professionals.

Accommodation Request Checklist

- ✓ Submit a completed Application for support services.
- ✓ Consult with the Clark Academic Center to determine accommodations (ext. 1402).
- ✓ Submit a completed release form EACH semester.
- ✓ Submit a completed Accommodation Request form EACH semester. Be sure all accommodations needed are listed.
- ✓ Discuss needs with each instructor (optional). Maintain communication with instructors and the Accommodations Support Office.

Services offered by the Clark Academic Center

The Clark Academic Center offers one-on-one tutorial services to any Calvary University student. Free tutoring sessions are conducted by qualified staff who are available during scheduled hours. Tutoring services include: study skills assessment and evaluation (i.e. learning style profiling, and test preparation), time management, and reading and writing skills (i.e. grammar, researching, and editing papers). Tutoring in specific subject areas (including Greek) is obtainable upon request and according to available expertise.

APPENDIX A
ASSOCIATION ON HIGHER EDUCATION AND
DISABILITY GUIDELINES
Adopted July 1997
Department of Education Guidelines

Documentation Guidelines

I. Qualifications of the Evaluator

Professionals conducting assessments, rendering diagnoses of learning disabilities, and making recommendations for appropriate accommodations must be qualified to do so. Comprehensive training and direct experience with an adolescent and adult LD population is essential.

The name, title and professional credentials of the evaluator, including information about license or certification (e.g., licensed psychologist) as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated in the documentation. For example, the following professionals would generally be considered qualified to evaluate specific learning disabilities provided they have additional training and experience in the assessment of learning problems in adolescents and adults: clinical or educational psychologist, school psychologists, neuropsychologists, learning disabilities specialists, medical doctors, and other professionals. Use of diagnostic terminology indicating a learning disability by someone whose training and experience are not in these fields is not acceptable. It is of utmost importance that evaluators are sensitive and respectful of cultural and linguistic differences in adolescents and adults during the assessment process. It is not considered appropriate for professionals to evaluate members of

their families. All reports should be on letterhead, typed, dated, signed and otherwise legible.

II. Documentation

The provision of all reasonable accommodations and services is based upon assessment of the impact of the student's disabilities on his or her academic performance at a given time in the student's life. Therefore, it is in the student's best interest to provide recent and appropriate documentation relevant to the student's learning environment.

Flexibility in accepting documentation is important, especially in settings with significant numbers of non-traditional students. In some instances, documentation may be outdated or inadequate in scope or content. It may not address the student's current level of functioning or need for accommodations because observed changes may have occurred in the student's performance since the previous assessment was conducted. In such cases, it may be appropriate to update the evaluation report. Since the purpose of the update is to determine the student's current need for accommodations, the update, conducted by a qualified professional, should include a rationale for ongoing services and accommodations.

III. Substantiation of the Learning Disability

Documentation should validate the need for services based on the individual's current level of functioning in the educational setting.

Revised December 2003.

Adopted by the Association on Higher Education and Disability July 1997

A school plan such as an individualized education program (IEP) or a 504 plan is insufficient documentation, but it can be included as part of a more comprehensive assessment battery. A comprehensive assessment battery and the resulting diagnostic report should include a diagnostic interview, assessment of aptitude, academic achievement, information processing and a diagnosis.

A. Diagnostic Interview

An evaluation report should include the summary of a comprehensive diagnostic interview. Learning disabilities are commonly manifested during childhood, but not always formally diagnosed. Relevant information regarding the student's academic history and learning processes in elementary, secondary and postsecondary education should be investigated. The diagnostician, using professional judgment as to which areas are relevant, should conduct a diagnostic interview which may include: a description of the presenting problem(s); developmental, medical, psychosocial and employment histories; family history (including primary language of the home and the student's current level of English fluency); and a discussion of dual diagnosis where indicated.

B. Assessment

The neuropsychological or psychoeducational evaluation for the diagnosis of a specific learning disability must provide clear and specific evidence that a learning disability does or does not exist. Assessment and any resulting diagnosis should consist of and be based on a comprehensive assessment battery which does not rely on any one test or subtest.

Evidence of a substantial limitation to learning or other major life activity must be provided. A list of commonly used tests is included in Appendix B. Minimally, the domains to be addressed must include the following:

Aptitude

A complete intellectual assessment with all subtests and standard scores reported.

Academic Achievement

A comprehensive academic achievement battery is essential with all subtests and standard scores reported for those subtests administered. The battery should include current levels of academic functioning in relevant areas such as reading (decoding and comprehension), mathematics, and oral and written language.

Information Processing

Specific areas of information processing (e.g., short- and long-term memory; sequential memory, auditory and visual perception/processing, processing speed, executive functioning and motor ability) should be assessed.

Other assessment measures such as non-standard measures and informal assessment procedures or observations may be helpful in determining performance across a variety of domains. Other formal assessment measures may be integrated with the above instruments to help determine a learning disability and differentiate it from co-existing neurological and/or psychiatric disorders (i.e., to establish a differential diagnosis). In

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Adopted by the Association on Higher Education and Disability July 1997

addition to standardized tests, it is also very useful to include informal observations of the student during the test administration.

C. Specific Diagnosis

Individual “learning styles,” “learning differences,” “academic problems” and “test difficulty or anxiety,” in and of themselves, do not constitute a learning disability. It is important to rule out alternative explanations for problems in learning such as emotional, attentional or motivational problems that may be interfering with learning but do not constitute a learning disability. The diagnostician is encouraged to use direct language in the diagnosis and documentation of a learning disability avoiding the use of terms such as “suggests” or “is indicative of.”

If the data indicate that a learning disability is not present, the evaluator should state that conclusion in the report.

D. Test Scores

Standard scores and/or percentiles should be provided for all normed measures. Grade equivalents are not useful unless standard scores and/or percentiles are also included. The data should logically reflect a substantial limitation to learning for which the student is requesting the accommodation. The particular profile of the student’s strengths and weaknesses must be shown to relate to functional limitations that may necessitate accommodations.

The tests used should be reliable, valid and standardized for use with an adolescent/adult population. The test findings should document both the nature and severity

of the learning disability. Informal inventories, surveys and direct observation by a qualified professional may be used in tandem with formal tests in order to further develop a clinical hypothesis.

E. Clinical Summary

A well-written diagnostic summary based on a comprehensive evaluation process is a necessary component of the report. Assessment instruments and the data they provide do not diagnose; rather, they provide important elements that must be integrated by the evaluator with background information, observations of the client during the testing situation, and the current context. It is essential, therefore, that professional judgment be utilized in the development of a clinical summary. The clinical summary should include:

1. Demonstration of the evaluator's having ruled out alternative explanations for academic problems as a result of poor education, poor motivation and/or study, emotional problems, attentional problems and cultural/language differences;
2. Indication of how patterns in the student's cognitive ability, achievement and information processing reflect the presence of a learning disability;
3. Indication of the substantial limitation to learning or other major life activity presented by the learning disability and the degree to which it impacts the individual in the learning context for which accommodations are being requested; and
4. Indication as to why specific accommodations are needed and how the effects of the specific disability are accommodated.

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The summary should also include any record of prior accommodation or auxiliary aids including any information about specific conditions under which the accommodations were used (e.g., standardized testing, final exams, licensing or certification examinations).

IV. Recommendations for Accommodations

It is important to recognize that accommodation needs can change over time and are not always identified through the initial diagnostic process. Conversely, a prior history of accommodation does not, in and of itself, warrant the provision of a similar accommodation.

The diagnostic report should include specific recommendations for accommodations as well as an explanation as to why each accommodation is recommended. The evaluators should describe the impact the diagnosed learning disability has on a specific major life activity as well as the degree of significance of this impact on the individual. The evaluator should support recommendations with specific test results or clinical observations.

If accommodations are not clearly identified in a diagnostic report, the disability service provider should seek clarification and, if necessary, more information. The final determination for providing appropriate and reasonable accommodations rests with the institution.

In instances where a request for accommodations is denied in a postsecondary institution, a written grievance or appeal procedure should be in place.

V. Confidentiality

The receiving institution has a responsibility to maintain confidentiality of the evaluation and may not release any part of the documentation without the student's informed and written consent.

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APPENDIX B

Recommendations for Consumers

- Finding a qualified professional:
 - Contact the Accommodations Support Coordinator at the institution one attends or plans to attend to discuss documentation needs.
 - Discuss any future plans with the Accommodations Support Coordinator. If additional documentation is required, seek assistance in identifying a qualified professional.
- Selecting a qualified professional:
 - Ask what his or her credentials are.
 - Ask what experience he or she has had working with adults with learning disabilities.
 - Ask if he or she has ever worked with the service provider at the particular institution or with the agency to which the material is being sent.
- Working with the professional:
 - Take a copy of these guidelines to the professional.
 - Encourage him or her to clarify questions with the person who provided the guidelines.
 - Be prepared to be forthcoming, thorough, and honest with requested information.
 - Know that professionals must maintain confidentiality with respect to records and testing information.
- Follow-up to the professional assessment:
 - Request a written copy of the assessment report.
 - Request the opportunity to discuss the results and recommendations.
 - Request additional resources if needed.
 - Maintain a personal file of all records and reports.

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APPENDIX C

Tests for Assessing Adolescents and Adults

When selecting a battery of tests, it is critical to consider the technical adequacy of instruments including their reliability, validity, and standardization on an appropriate norm group. The professional judgment of an evaluator in choosing tests is important. The following list is provided as a helpful resource, but it is not intended to be definitive or exhaustive.

Aptitude

- *Wechsler Adult Intelligence Scale - Revised* (WAIS-R)
- *Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability*
- *Kaufman Adolescent and Adult Intelligence Test*
- *Stanford-Binet Intelligence Scale* (4th ed.)

The *Slosson Intelligence Test - Revised* and the *Kaufman Brief Intelligence Test* are primarily screening devices which are not comprehensive enough to provide the information necessary to make accommodation decisions.

Academic Achievement

- *Scholastic Abilities Test for Adults* (SATA)
- *Stanford Test of Academic Skills*
- *Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Achievement*
- *Wechsler Individual Achievement Test* (WIAT)

Specific achievement tests include:

- *Nelson-Denny reading Skills Test*

- *Stanford Diagnostic Mathematics Test*
- *Test of Written Language - 3 (TOWL-3)*
- *Woodcock Reading Mastery Tests – Revised*

Specific achievement tests are useful instruments when administered under standardized conditions and interpreted within the context of other diagnostic information. The *Wide Range Achievement Test - 3 (WRAT-3)* is not a comprehensive measure of achievement and therefore is not useful if used as the sole measure of achievement.

Information Processing

Acceptable instruments include the *Detroit Tests of Learning Aptitude - 3 (DTLA-3)*, the *Detroit Tests of Learning Aptitude - Adult (DTLA-A)*, information from subtests on *WAIS-R*, *Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability*, as well as other relevant instruments.

