

Mount Aloysius College

# Disability Services

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## Mission Statement

Mount Aloysius College makes every reasonable effort to provide qualified services to students with disabilities in order to create equal access for academic success. The Disability Services Director works in collaboration with members of the campus community to ensure that the student is integrated into the academic setting that will best help them reach their academic goals. Reasonable accommodations can be provided to students with a documented disability.

Students seeking accommodations from Disability Services on the basis of a disability are required to submit documentation to verify eligibility for services under Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Protection under these civil rights is based upon documentation of a current disability that substantially limits a major life function.

### Services Provided

- Academic and environmental accommodations
- Access to adaptive equipment for academic use
- Meeting with faculty and students to support nondiscriminatory classroom policies
- Working with faculty, staff, and students to increase disability awareness

### Important Related Information

- Accommodations cannot be implemented until the student's file with Disability Services is complete. A complete file includes the Request for Services Application and appropriate medical documentation.
- Prior history of an accommodation in K-12 schooling or another college does not automatically warrant its continued provision. An Individualized Educational Plan (IEP) or a 504 Plan is usually not sufficient documentation of a disability.
- Requests for services and/or accommodations must be initiated by the student by contacting Disability Services and submitting the required paperwork. Accommodations will be determined collaboratively by the student and the Director of Disability Services.
- The provision of all reasonable accommodations is based upon the assessment of the current impact of the disability on academic performance. For this reason, it is in an individual's best interest to provide recent and appropriate documentation. In most cases, this means that a diagnostic evaluation has been completed within the past three years. Flexibility in accepting documentation

which exceeds a three-year period may be considered if the previous assessment is applicable to the current or anticipated setting.

- If documentation is inadequate in scope or content, or does not address the individual's current level of functioning and need for accommodation, reevaluation may be warranted. Further assessment by an appropriate professional may be required if co-existing disabilities are indicated. Furthermore, changes may have occurred in the individual's performance since previous assessment, or medication(s) may have been prescribed or discontinued.
  
- All documentation submitted to Disability Services is confidential.

#### **Examples of Requested Accommodations**

- Extended test time
- Alternative testing location
- Use of calculator
- Use of tape recorder
- Reader for exams
- Preferential seating
- Priority scheduling
- Copy of notes
- Note taker
- Medical accommodations on case-by-case basis
- Books in alternative format

## Requesting Accommodations

Upon admission to Mount Aloysius College, please complete the following steps to register with Disability Services.

- 1) Provide current and appropriate documentation of your disability to Disability Services. Please see documentation guidelines.
- 2) Schedule an appointment with the Disability Services Director to register as a student with a disability. The purpose of this meeting is to discuss the documentation you have regarding your specific disability and reasonable accommodations that may be granted.
- 3) Complete a "Student Request for Accommodation Form". (You may print this off of the links page and bring it to your appointment.)
- 4) Meet regularly with Disability Services to review the effectiveness of services received, to update information or to discuss changes in services. *It is the responsibility of the student to schedule appointments with Disability Services and/or alert them of any concerns with respect to his/her accommodations.*

Services are free of charge for students with qualifying disabilities who have registered with Disability Services.

It is the responsibility of the student to provide documentation of a diagnosed disability in order for services to be rendered.

Disability Services is available to assist you in obtaining the necessary documentation by providing referrals to qualified professionals.

## Documentation Process

When the medical documentation and *Request for Accommodation Form* are received in Disability Services, the Disability Services Director will review the information and work with the individual to determine reasonable and appropriate accommodations.

If accommodations are warranted, the Disability Services Director will issue a “Notification of Disability Letter” to inform professors and staff.

It is the student’s responsibility to deliver the “Notification of Disability Letter” to each instructor and to discuss the implication of their accommodations as they relate to the fulfillment of course requirements.

All documentation should be mailed to the following address:

**Mount Aloysius College**  
**7373 Admiral Peary Highway**  
**Attn: Counseling & Disability Services**  
**Marisa Evans, MA, LPC, NCC**  
**Cresson, PA 16630**

## Psychiatric/Psychological Disabilities

Psychiatric and psychological disabilities include but are not limited to: Depressive Disorders, Posttraumatic Stress Disorder, Bipolar Disorders, and Disassociative Disorders.

Documentation requirements for an individual requesting services must be completed by a licensed clinical social worker (LCSW), licensed professional counselor (LPC), psychologist, psychiatrist, or neurologist, and must include their medical license number.

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**The following guidelines are provided to assist in collaborating with each student to determine appropriate accommodations. Comprehensive documentation must be submitted that includes:**

- 1) A clear statement of the existence of a psychiatric/psychological impairment, including a DSM diagnosis;
- 2) A written report of:
  - History or presenting symptoms
  - Relevant developmental and familial information
  - Relevant medical history
  - Duration and severity of the disorder
  - Current treatments
- 3) A description of the “current” functional impact on learning or other major life activity relevant to the academic experience;
- 4) A statement addressing the individual’s requested accommodation(s), including rationale as to why these accommodation(s) are warranted;  
  
\*Any request for an extension of time on examinations, based on the impairment, should be supported by evidence that reflects a measurable decline in pre-morbid functioning.
- 5) Medical information relating to the student’s needs to include the impact of medication on the student’s ability to meet the demands of the post-secondary environment.

## Learning Disabilities

To be appropriately diagnosed, learning disorders require the expertise of a psychologist, neuropsychologist, or other related professional with experience and expertise in the area for which he/she is diagnosing a disability and recommending accommodations.

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**The following guidelines must be followed to ensure that the diagnostic evaluation is appropriate for establishing eligibility, verifying accommodation needs, and determining academic adjustments.**

1. Testing necessary to substantiate a learning disability, must be comprehensive. Cognitive functioning in the following domains must be assessed by one or the following instruments:

1. Aptitude

- Wechsler Adult Intelligent Scale-III (WAIS-III)
- Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Cognitive Ability (WJ-R)

2. Achievement

Current levels of functioning in reading, mathematics and written language are required.

- Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Achievement
- Stanford Test of Academic Skills (TASK)
- Scholastic Ability Test for Adults (SATA)
- Wechsler Individual Achievement Test (WIAT) or a combinations of specific achievement tests such as:
  - Test of Written Language-2 (TWOL-2)
  - Woodcock Reading Mastery Test-Revised
  - Stanford Diagnostic Mathematics Test
  - Nelson Denny Reading Test.

3. Information Processing

Specific areas of cognitive processing must be assessed.

- Wechsler Adult Intelligent Scale-III (WAIS-III)
- Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Cognitive Ability
- Halstead-Reitan Neuropsychological Battery

Testing must reflect adult status (18 years and over) and is considered valid if administered within the last five years. The provision of accommodations is based upon the disability's current impact on an individual's ability to learn.

Documentation must provide clear and specific evidence of a learning disability and include a diagnostic statement.

**\*\*Individual “learning styles”, “learning problems”, “learning differences”, “slow reader”, and “test difficulty or test anxiety”, in and of themselves, do not constitute a learning disability. \*\***

Diagnostic evaluation must include a statement addressing the individual’s requested accommodation(s) and rationale as to why these accommodation(s) are warranted.

## Traumatic Brain Injury

A head injury or traumatic brain injury are considered to be in the medical domain and therefore the documentation must be completed by a physician, neurologist, neuropsychologist, psychiatrist, or other medical specialist with experience or expertise in the domain for which he/she is diagnosing.

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**The documentation should be current, preferably within the past three years, however this is dependent upon the disabling condition, the current status of the student and the student's request for accommodations. The comprehensive documentation must be submitted that includes:**

A clear statement of the head injury or traumatic brain injury and the probable site of lesion;

A written report of:

- Results of a complete physical examination (including a mental status examination)
- A summary of cognitive and achievement measures used and evaluation results, including standardized scores or percentiles
- A summary of present residual symptoms that meet the criteria for diagnosis
- Proof of a substantial reduction in previous levels of occupational, educational, social, or personal activities
- Medical documentation relating to student's needs, including the impact of medications on the student's ability to meet the demands of the postsecondary environment

A description of the current functional impact the head injury has on learning or other major life activity relevant to the academic experience;

A statement addressing the individual's requested accommodation(s), including rationale as to why these accommodation(s) are warranted;

**\*\*Any request for an extension of time on examinations, based on the impairment should be supported by evidence that reflects a measurable decline in pre-morbid functioning.**

## Physical Disabilities

Physical disabilities, systemic illnesses and other medical conditions include, but are not limited to: mobility impairments, multiple sclerosis, cerebral palsy, chemical sensitivities, spinal cord injuries, cancer, AIDS, muscular dystrophy, and spina bifida.

Any physical disability and systemic illness is considered to be in the medical domain and require the expertise of a physician, including a neurologist, psychiatrist or other medical specialist with experience and expertise in the area for which accommodations are being requested. The diagnostician should be an impartial individual who is not a family member of the student.

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**The following guidelines are provided to assist in collaborating with each student to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student's request for appropriate accommodations. Recommended documentation includes:**

- 1) A clear statement of the medical diagnosis of the physical disability or systemic illness.
- 2) Documentation should be current.
- 3) A description of present symptoms that meet the criteria for diagnosis.
- 4) Medical information relating to the student's needs to include the impact of medication on the student's ability to meet the demands of the post-secondary environment.
- 5) Suggestions of reasonable accommodations that might be appropriate at the post-secondary level are encouraged. These recommendations should be supported by the diagnosis.

## Systemic Illnesses/Other Medical Conditions

Chronic and/or systemic illnesses are considered to be in the medical domain and therefore the documentation must be completed by a physician, neurologist, psychiatrist, or other medical specialist with experience or expertise in the domain for which he/she is diagnosing.

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**The following guidelines are provided to assist in collaborating with each student to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student's request for appropriate accommodations. Recommended documentation includes:**

A clear statement of the existence of a medically determinable chronic illness or systemic illness;

A written report of:

- A detailed medical history
- A complete physical examination (including a mental status examination)
- Medical evidence consisting of medical signs, symptoms (duration, incidence and severity) and laboratory findings.
- Proof of a substantial reduction in previous levels of occupational, educational, social, or personal activities.
- Results of diagnostic test battery performed to rule out other causes of symptoms.

A description of the condition's current functional impact on learning or other major life activity relevant to the academic experience

A statement addressing the individual's requested accommodation(s), including rationale as to why these accommodation(s) are warranted

\*Any request for an extension of time on examinations, based on the impairment, should be supported by evidence that reflects a measurable decline in pre-morbid functioning.

A statement regarding how the use of medication or other rehabilitative measures may or may not mitigate either the illness or the symptoms associated.

## Deaf or Hard of Hearing

Accommodations are provided to deaf and hard-of-hearing students. Documentation requirements due to a partial or complete hearing loss must be completed by an otologist, audiologist, or other medical specialist with the experience or expertise in the domain for which they are diagnosing.

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**The documentation should be current, preferably within the past three years, however this is dependent upon the disabling condition, the current status of the student and the student's request for accommodations. The comprehensive documentation must be submitted that includes:**

- 1) A clear statement of deafness or hearing loss;
- 2) Results of a current audiogram with a narrative interpretation
- 3) A summary of assessment procedures and evaluation instruments used to make the diagnosis;
- 4) Medical information relating to the status of the individual's hearing (static or changing);
- 5) A description of the functional impact or limitations the hearing loss may have on learning or other major life activity relevant to the academic experience;
- 6) A statement addressing the individual's requested accommodation(s) taking into account the preferred method of communication, and include a rationale as to why these accommodation(s) are warranted;
- 7) A statement regarding the use of hearing aids (if appropriate) or other corrective measures that may or may not mitigate the impairment.

## Blind / Low Vision

Ophthalmologists are the primary professionals involved in diagnosis and medical treatment of individuals who are legally blind or experience other vision disabilities. Optometrists provide information regarding the measurement of visual acuity as well as tracking fusion difficulties (including, but not limited to eye movement disorders, inefficiency in using both eyes together, and misalignment of the eyes, lazy eye, focusing problems, visual sensory disorders, and motor integration). The diagnostician should be an impartial individual who is not a family member of the student.

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**The following guidelines are provided to assist in collaborating with each student to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student's request for appropriate accommodations. Recommended documentation includes:**

- 1) A clear statement of vision-related disability with supporting numerical description.
- 2) A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results, including standardized or percentile scores.
- 3) Present symptoms that meet criteria for diagnosis
- 4) Medical information relating to the student's needs and the status of the individual's vision (static or changing) and its impact on the demands of the academic program.
- 5) Narrative or descriptive text providing both quantitative and qualitative information about the student's abilities that might be helpful in understanding the student's profile, including the use of corrective lenses and ongoing visual therapy (if appropriate).
- 6) Suggestions of reasonable accommodations that might be appropriate at the post-secondary level are encouraged. These recommendations should be supported by the diagnosis.

## Students with Temporary Medical Conditions

Temporary medical conditions such as broken or sprained bones, infectious diseases, general surgery, other common medical conditions **are not** regarded as disabilities.

The College does recognize a student's rights under Title IX as they apply to pregnancy. Please contact Disability Services to determine how temporary accommodations can help you meet your educational goals.

The degree of functional limitation and duration of the above-mentioned conditions, typically, does not cause enough impairment to qualify an individual as having a disability as defined in the Americans with Disabilities Act of 1990.

Disabilities Services does however recognize that temporary medical conditions can be problematic and therefore offers the following suggestions:

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### ***Parking***

- Students at Mount Aloysius College who desire designated handicap parking on campus must obtain a state issued Person with Disability/Severely Disabled Veteran Parking Placard by applications through the commonwealth or the state in which their vehicle is registered.
- For Pennsylvania residents, the permit application can be found here:  
<http://www.pikepa.org/Commissioners/handicapapp.pdf>
- Individuals must meet the state's criteria to receive a temporary or permanent placard for accessible parking.
- Permit # parking spaces will be assigned to designated parking lots based on availability. The cost of a designated permit # space will be the same as the standard parking permit. Persons with Disability/Severely Disabled Veteran Parking Placards will be honored as long as a valid College permit is also displayed.
- The College's attendance policy is specific to the school or course in which you are enrolled. Consult with your instructor regarding his/her attendance policy. If your medical condition results in a significant number of absences you might consider resigning from the term.

### ***Writing and Test Taking***

- If arm/hand movement is restricted and affects your ability to write (take notes) and/or to take tests, Disability Services suggests that you inform your instructor of your temporary impairment, its expected duration and discuss alternative methods for completing exams.

Disability Services suggests that you ask a fellow classmate for a copy of lecture note. If writing will be affected for an extended period of time, consider investing in speech to text software or utilizing software in the learning commons.

## **ACT Testing With Accommodations Policies and Procedures**

Mount Aloysius College is required by law to offer the ACT (American College Testing) with special accommodations to students who express a need. Any student seeking accommodations must meet the following Mount Aloysius College requirements.

### **Timing and Testing Requirements**

- The student must take the ACT within the same week Mount Aloysius College is offering the ACT to the public (generally the week of the first Thursday of each month).
- The student must provide the Office of Undergraduate Admissions with no less than one month of notice to allow for proper preparation, documentation and communication.
- The student must be an applicant of Mount Aloysius College prior to requesting testing accommodations.
- The student may use ACT test results only for Mount Aloysius College, as per our status as a residual (not national) ACT Testing site.

### **Documentation Requirements**

- The student must provide to the Department of Counseling and Disability Services official documentation outlining needed accommodations no less than one week prior to the test.
- The student must provide to the Department of Counseling and Disability Services an official IEP (Individual Education Plan) demonstrating an existing need for accommodations no less than one week prior to the test.

### **Test Day Requirements**

- The student must pick up official documentation from the Mount Aloysius College Department of Counseling and Disability Services.
- The student must submit the documentation to the ACT Testing proctor prior to beginning the test.
- The student must follow official ACT and the Mount Aloysius College Department of Counseling and Disability Services policies and rules outlined immediately prior to testing.

### **Other Important Information**

- School-year testing will take place in the Learning Commons, located within the Mount Aloysius College Library
- Summer testing will take place in the Counseling Office, located in the St. Joseph's Hall portion of the Main Administrative Building

## Disability Services & Student Role

- 1) Students who wish to receive disability accommodations should pick up an application form from the Dept. of Counseling & Disability Services, St. Joes, Room 101.
- 2) The student will return the applicable medical documentation and application to the Director of Counseling & Disability Services for review.
- 3) Students will be notified if granted accommodations by the Director of Counseling & Disability Services, and will be instructed when to pick up their Accommodation Letter.
- 4) The students will be given their Accommodation Letter and copies of the Request for Testing Accommodations Form.
- 5) It's the students' responsibility to utilize their accommodations and to meet with their faculty as soon as the Accommodation Letter is assigned. The student should initiate a meeting with their professors to discuss their accommodations.
- 6) It is the student's responsibility to contact the Disability Services Director at any time there is a concern of accommodations not being met.

## Faculty Role

- 1) Facilitate the Accommodation Letter in the classroom.
- 2) Inform the Director of Counseling & Disability Services of any concerns/issues that arise from an accommodation.
- 3) Fill out the Request for Testing Accommodations form with students who will be taking their exams through the Learning Commons.
- 4) If a note taker is listed as an accommodation, please ask a student (confidentially) if they are willing to take notes for another student. The note taker can bring their notes to the Disability office to be copied. The student with the accommodation can pick up the notes in the Disability office when notified by the Director of Disability Services.
- 5) **\*\*Important note\*\***  
The student **MUST present faculty with an Accommodations Letter first**, before a Request for Testing Form is filled out. This is to verify that the student should in fact be receiving this service.

## Learning Commons Role

- 1) Administer tests for Disability accommodations
- 2) Coordinate with faculty the date/time to administer exams.

### **For detailed information on how to use your accommodations:**

PLEASE SEE: **"Directions to Use Accommodation Letter and Request for Testing Forms"**

## Assistive Technology Resources

- Digital Tape Recorders
- Amigo Hi-Resolution Portable Magnifier
- Textbooks (as available) in PDF format
- Large Key/Visual Impaired Keyboard
- Dragon Naturally Speaking Talk to Text Software With Headset
- MAGic Screen Magnification Software

## Disabilities and the Law

Students with disabilities are protected against discrimination by federal law. The Americans with Disabilities Act (1990) and Section 504 of the Rehabilitation Act (1973) prohibit discrimination on the basis of disability and require public institutions (including colleges and universities) to make reasonable accommodations for students with qualifying disabilities who make their disabilities and needs known to the institution.

For the purpose of the law, a disability is defined as a mental or physical impairment that substantially limits one or more major life functions (ex, walking, talking, breathing, hearing, seeing). Additionally, the laws also cover cognitive and emotional disabilities such as learning and attention disabilities and mental illness.

The law requires institutions that receive federal funds to provide accommodations to students with disabilities provided that the accommodations do not impose an undue financial burden on the institution and do not compromise an essential element of the program or curriculum.

## Confidentiality and Release of Confidential Information

In accordance with The Family Educational Rights and Privacy Act of 1974 (FERPA), we value each student's right to confidential services and records. Each student's confidential chart is maintained in the Disability Services office.

Documentation included may comprise of *psychoeducational testing, neuropsychological testing, disability information, medical information, psychological information, case notes, educational information and grades*. Any documents in the student's chart are considered part of a student's educational record and are only subject to being released with the student's written permission.

Parents/Guardians will not have authority to inspect, review and/or discuss the confidential information related to their child's case without written permission of the student except in instances where it is necessary to release such information in order to protect the health and wellbeing of the student or others.

In accordance with federal and state laws, information contained in a student's Disability Services chart will not be disclosed except in cases which require information to be released on a "need to know basis" or to protect the health and wellbeing of the student or others.

If a student desires for their confidential information to be released to an outside agency and/or professional, the student will need to provide written permission by completing a Confidential Release of Information Form. Copies of this form are available in the Disability Services office.

Disability Services is not at liberty to disclose any information that has originated from another agency or office (psychological reports completed by a third party psychologist, etc.)

## Rights and Responsibilities

### Mount Aloysius College Rights and Responsibilities

#### **Mount Aloysius College has the right to:**

- Request and receive, through Disability Services, current documentation that identifies the existence of a disability and explains the functional limitations of the disability.
- Suggest appropriate and reasonable accommodations, academic adjustments or auxiliary aids and services based upon documentation submitted to the office.
- Establish essential requirements and standards for courses, programs, services or activities at the College.
- Select equally effective accommodations, adjustments or auxiliary aids and services.
- Deny an accommodation, adjustment or auxiliary aid that fundamentally alters a course, program or activity.

#### **Mount Aloysius College has the responsibility to:**

- Review submitted documentation without bias and seek appropriate relevant professional expertise and when necessary.
  - Confer with the student and other relevant parties when determining accommodations, academic adjustments or auxiliary aids and services.
  - Provide information in accessible formats upon request.
  - Respond to requests in a timely basis.
  - Maintain appropriate confidentiality of documentation and information.
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### Students Rights and Responsibilities

#### **Students with disabilities at Mount Aloysius College have the right to:**

- An equal opportunity to access the courses, programs, services and activities at the College.
- Request reasonable accommodations, academic adjustments or auxiliary aids and services.
- Appropriate confidentiality of information regarding their disability, except as disclosures are required or permitted by law.

#### **Students with disabilities at Mount Aloysius College have the responsibility to:**

- Maintain institutional standards for academic performance and conduct.
- Register with Disability Services and request an accommodation.

- Provide appropriate documentation of a disability including the functional limitation(s) of the disability and its impact on the access to and participation of courses, programs, services and activities at the College.
- Follow published procedures for requesting accommodations, academic adjustments or auxiliary aids and services.

Notify the Disability Services Director if they feel their accommodations are not being met.