



THINK JUSTICE



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ADA
Handbook

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Philander Smith College
Integrated Campus Center Disability Services
(ICCDS)

ADA HANDBOOK

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INTEGRATED CAMPUS CENTER
DISABILITY SERVICES
Philander Smith College

INTRODUCTION

Philander Smith College recognizes that each person has his/her own learning style and individual physical needs. Each student brings a unique set of experiences to college, and a student with disabilities is no exception. The Integrated Campus Center Disability Services (ICCDS) assists students with challenges in developing strategies to participate fully in the college experience. Our main goal is to help students become independent learners with the skills and abilities to take full responsibility for their own academic success.

The mission of the Integrated Campus Center Disability Services is to create an academic, social and physically accessible environment for students with disabilities by removing obstacles to learning. Through this mission, ICCDS and Philander Smith College will empower students with disabilities to take charge of their lives through becoming more knowledgeable and skilled in expressing their needs, preferences, and desires.

In compliance with section 504 of the Rehabilitation Act of 1973, as Amended, and with the Americans with Disabilities Act of 1990 (ADA), Philander Smith College recognizes that qualified students who have diagnosed or identified learning, physical and emotional disabilities are entitled to the same benefits from the educational programs of the college.

All students with documented disabilities are eligible for services. The term “disability” means, with respect to an individual:

- a) a physical or mental impairment that substantially limits one or more major life activities of such individual;
- b) a record of such an impairment; or
- c) being regarded as having such an impairment

On September 25, 2008, President Bush signed into law the Americans with Disabilities Act (ADA) Amendments Act of 2008 (Act) which clarifies and expands the definition of disability. In addition, the Act expands the definition of individuals who will be eligible for protection under the ADA of 1990. The Act further provides that any impairment that is episodic or in remission is a disability if it would substantially limit a “major life activity”. The definition of “major life activities” was expanded and is broken into two non-exhaustive lists:

- The first list includes major life activities such as, but not limited to: caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working.
- The second list includes major bodily functions including but not limited to: functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

In order to determine if an individual should be “regarded as” having an impairment, the impairment cannot be transitory and/or minor.

Some examples of disabilities include, but are not limited to:

- Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder
- Blindness and Low Vision
- Chronic Health Impairments
- Deafness and Hearing Loss
- Developmental Disabilities
- Head Injury
- Learning Disabilities
- Mobility Impairments
- Psychological Impairments

ATTENTION DEFICIT DISORDER/ ATTENTION DEFICIT HYPERACTIVITY DISORDER

Definition: Attention deficit disorder/Attention deficit hyperactivity disorder (ADD/ADHD) is a neurobiological disorder. Malfunctions in brain chemistry result in inattention, impulsiveness or hyperactivity. Symptoms appear in childhood, are chronic in nature and not attributable to other physical, mental, or emotional causes.

Educational Limitations: ADD/ADHD results in limitations in completing tasks, controlling impulsivity, or sustaining attention.

BLINDNESS and LOW VISION

Definition: Blindness is often thought to be complete loss of vision with no remaining perception of light. However, this ultimate form of blindness is rare. Far more students have a permanent loss of some, but no all, of their eyesight. Blindness can be either congenital (occurring before or at birth) or is acquired as a result of trauma or a medical disorder. The severity of vision loss varies widely. The definition of legally blind is 20/200 vision with best correction. The most prevalent eye diseases are age-related macular degeneration, cataracts, diabetic retinopathy, retinitis pigmentosa, and glaucoma. Other vision impairments may be the result of night or color blindness, myopia (nearsightedness), astigmatism (irregular curvature of the cornea), hyperopia (farsightedness), and presbyopia where the eye lens becomes elastic.

Educational Limitations: Students who are blind or low vision will have limitations in reading, viewing classroom materials, boards, overheads, videos and other visual presentations. Getting around the campus will be a limitation and locating places or materials in labs and classrooms. In addition, visual perceptual problems such as discriminating figure or ground, sequencing, or reading similarly shaped letters or words may preclude comprehension of printed test materials. Students with low vision vary greatly in their ability to use vision. They may be limited in sharpness of vision or ability to see distances, or the student may have reduced central or peripheral vision. If the condition fluctuates, a student may have varying degrees of visual ability from day to day.

CHRONIC HEALTH IMPAIRMENTS

Definition: Some chronic health impairments are visible disabilities, but many are invisible illnesses or medical conditions. In some cases the degree of impairment will vary from one day to the next because of the nature of the medical condition, the medication used, or the therapy required. When illnesses do not follow a set course, are progressive, or involve chronic pain, the student may additionally experience depression, anxiety, or other emotions. Chronic Health impairments include AIDS, allergies, back disorders, burns, cancer, diabetes, fibromyalgia, heart disease, hemophilia, lupus, multiple sclerosis, muscular dystrophy, renal-kidney disease, respiratory disorders, seizure disorders, sickle cell anemia, Tourette's syndrome. Side effects of medication may include fatigue, memory loss, shortened attention span, loss of concentration, or drowsiness.

Educational Limitations: Medical complications result in a variety of limitations for these students including regular class attendance. In addition, attendance at particular times of day may be a limitation due to treatments or hospitalizations. Side effects of medication may limit classroom responses or taking tests in a timed situation. Some medical conditions may limit mobility, speech, vision, or muscle control. Students may be limited in their use of standard furniture or be limited in maintaining long class periods.

DEAFNESS and HEARING LOSS

Definition: Deafness refers to a profound hearing loss of 90 decibels or greater. Hard of hearing refers to those students who have some residual hearing. Hearing loss may be conductive when there is a disruption of the transmission of sound through the outer and/or middle ear or sensorineural, which is due to sensory or nerve damage in the inner ear, auditory nerve, or auditory cortex of the brain. When the deafness is congenital (occurring before or at birth) or prelingual (before the age of about three when spoken language is normally acquired) the student will have significant communication impairments resulting from having a restricted exposure to language and social frame of reference when learning to speak, write, or lip-read.

Educational Limitations: The most significant limitation is that hearing loss cuts students off from the usual means of acquiring and transmitting spoken language. Many deaf students are unable to perceive sounds, including speech, in a way for it to have meaning for ordinary purposes. Many other students have hearing impaired by background noise cross talk and certain sound frequencies that limits accurate transmission of information. Deaf and hard of hearing students often are limited in mastering English grammatical structure despite intelligence and effort. Lip reading, while helpful, is only 30% to 40% effective and is very tiring.

DEVELOPMENTAL DISABILITIES

Definition: The developmentally delayed learner is a student who exhibits below average intellectual functioning and potential for measurable achievement in instructional and employment settings.

Educational Limitations: When instruction goes beyond rote learning the student may have limitations with critical thinking, inferential reading, analysis or synthesis, and abstract reasoning.

HEAD INJURY

Definition: Traumatic brain injuries result from either external events such as a blow to the head, or internal events, such as a tumor or stroke.

Educational Limitations: Limitations vary depending upon the type, location, and severity of the injury. The student is usually limited in cognitive functioning in the area of memory, concentration, speed of response, spatial reasoning, conceptualization, problem-solving or communication through reading, writing, speaking, or listening.

LEARNING DISABILITIES

Definition: Learning disabilities is a persistent condition of presumed neurological dysfunction which may exist with other disabling conditions.

This dysfunction continues despite instruction in standard classroom situations. Students with learning disabilities exhibit average to above average intelligence ability, severe processing deficits, severe aptitude achievement discrepancies, and measured achievement in an instructional setting.

Educational Limitations: Learning disabilities may result in limitations in the rate, accuracy, or efficiency of reading, writing, or math. A student with a learning disability does not lack aptitude or ability but is inhibited from demonstrating his or her true intelligence in at least one area of achievement (reading, writing, or math) due to the severe processing deficit. Time management, project organization or initiation, sustained attention, and social skills may be limited. Taking in information, retaining it, or expressing knowledge and understanding to others may be a challenge. The student will have uneven abilities and persistent deficits in auditory, visual, or memory functions.

MOBILITY IMPAIRMENTS

Definition: There are a wide range of neuromuscular and orthopedic impairments that are congenital, the result of illness, or accident related. Mobility impairments range from slight difficulties with movement to paralysis. Such impairments may be caused by disorders such as arthritis or multiple sclerosis, or they can have congenital causes such as strokes, or injury to the spinal cord. Some students have impairments in arm or hand movement that are the result of repetitive strain injury. These strain injuries can fluctuate in severity and are susceptible to aggravation from overuse.

Educational Limitations: Impairments can be painful and can limit mobility, strength, speed, endurance, or coordination. Mobility impairments cause difficulties with movement and fine-motor activity. In some conditions, limitations are constant; in others, flare-ups increase limitations intermittently.

PSYCHOLOGICAL DISABILITIES

Definition: Psychological disabilities cover a wide range of conditions varying in symptoms and severity. In college the most commonly observed diagnoses are disorders of mood such as bipolar disorder and major depression. Other conditions are anxiety and panic disorders, obsessive-compulsive disorder, and schizophrenia. These disabilities are recognized to have a biological basis and many can be treated with appropriate psychotherapy and psychiatric medications.

Educational Limitations: Most students with these disabilities are limited with communication because they react to the increased stress of College by withdrawing. Psychological disabilities limit times of class choice because the student's functioning fluctuates throughout the day. Student's attendance may be limited because of relapses or hospitalizations.

Determining that a student is disabled may not always be a simple process. Visible disabilities are noticeable through casual observation, for example, an immediately recognizable physical impairment, or the use of a cane, a wheelchair, or crutches.

Other students have what are know as "hidden" disabilities which may include hearing impairments, legal blindness, cardiac conditions, learning disabilities, cancer, diabetes, kidney disease and psychiatric or seizure disorders.

Finally, some students have multiple disabilities, caused primarily by conditions such as muscular dystrophy, cerebral palsy, multiple sclerosis, or traumatic brain injury. Depending on the nature and progression of the condition or injury, it may be accompanied by a secondary impairment, in mobility, vision, hearing, speech or coordination, which may, in fact, pose greater difficulties than the primary diagnosis.

Some students with disabilities will identify themselves as such. Others, especially those with "hidden" disabilities, may not identify themselves because they fear being challenged about the legitimacy of their needs. Such students, in the absence of instructional adjustments, may experience problems completing course requirements. In a panic, they may identify themselves as disabled just before an examination. If that happens, the faculty/staff should send the student to ICCDS to begin documentation of their disability in order to receive academic accommodations.

The decision to use disability services is a matter of individual choice. It is the responsibility of the student to request accommodation well in advance of the need in order to give the College a reasonable amount of time to evaluate the documentation and implement the request. Classroom accommodation requiring notification to faculty must be requested for each semester for which it is needed. It is important to remember that not every student with a disability needs an accommodation. It is equally important to remember that even though two individuals may have the same disability, they may not need the same accommodations.

Please note: Philander Smith College cannot make accommodations that are unduly burdensome or that fundamentally alter the nature of the college's programs.

INTEGRATED CAMPUS CENTER
DISABILITY SERVICES
Philander Smith College

Guidelines for Documentation of Disability:

Students who are seeking support services and/or accommodations at Philander Smith College on the basis of a diagnosed disability are required to submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973, as Amended, and the Americans with Disabilities Act of 1990 (ADA). Students who require accommodations must identify themselves in a timely manner. Notification, along with proper documentation, should be prior to the start of classes, or as soon as a disability becomes known.

The following guidelines are provided in the interest of assuring that evaluation reports are appropriate and sufficient to document disability.

Please Note: Individualized Education Plans (IEPs) are useful, but are not, in and of themselves, sufficient documentation to establish eligibility for accommodations in the college setting.

1. **Currency of documentation.** Documentation must be current, reflecting evaluation provided within the past year.
2. **The evaluation must be provided by a qualified professional.** The physician must have qualifications that are recognized by the State of Arkansas as affirming eligibility to render a medical diagnosis. The name, title, professional credentials, as well as licensing and certification information should be clearly stated in the evaluation.
3. **Documentation should be comprehensive.** The evaluation should describe the type and severity of the individual's symptoms at the time of first diagnosis and should state the approximate date of onset. It should also describe the subsequent course of the disabling condition and specify the current treatment of the condition, detailing any currently prescribed or recommended medication, therapies, care or assistive devices.
4. **Documentation should reflect the functional impact of the disability.** The evaluation should contain a description of the type and severity of the current symptoms and note the impact of the disability in all relevant spheres of functioning. The evaluation should address how the disability may affect the individual's ability to function in the academic setting; e.g., reading, comprehension, memory, writing, note taking, test taking, endurance, and attention.
5. **Recommendations for academic accommodations.** The evaluation should include specific recommendations for accommodations that are realistic and that the College can reasonably provide. Accommodations are adjustments to the academic environment provided to ensure equal access to an enrolled student based on his/her substantial impairment of functional capacity. They are not remedial in nature, nor can they fundamentally alter the nature of, or reduce the academic standards of, a course or degree program. A detailed explanation should be provided as to why each accommodation is recommended and each recommendation should be correlated with the specific functional limitations related to the disability or disabilities.

A prior history of a chronic health disability without clear demonstration of current need or substantial impairment does not warrant eligibility for ADA services or accommodations.

THE ACCOMMODATION PROCESS

Integrated Campus Center

Disability Services

Philander Smith College

Philander Smith College encourages students with disabilities to participate fully in all academic programs and student activities. The Integrated Campus Center Disability Services (ICCDS) works with students, faculty, and staff to remove accessibility barriers. Our primary objective is to promote independence, build skills, and facilitate achievement of educational goals for individuals with disabilities.

The Integrated Campus Center is responsible for verifying student eligibility for accommodations and for coordinating accommodations across campus. Students must request services themselves and must provide appropriate documentation to support the need for such services.

The Integrated Campus Center Disability Services seeks to provide prompt responses to all requests for information or appointments. Specific accommodations for specific disabilities are discussed during a confidential interview process.

STEP 1: Documentation

All students requesting accommodations are required to obtain up-to-date copies of medical documentation of their disability and how it limits their participation in courses, programs, services or facilities of the college. Documentation must clearly state diagnosis, describe the symptoms which impact your ability to function in the educational environment and provide specific recommendations for accommodations. All documentation received by the college is strictly confidential and is held in accordance with the Family Educational Rights and Privacy Act (FERPA) and related regulations.

STEP 2: Student Completes the ICCDS Intake

The intake process involves students disclosing their disabilities and then working together with ICCDS to identify their accommodation needs. Identifying accommodation needs is an individualized process based on the student's documentation and educational experiences. Students who have had assessment placement testing accommodation in the past are encouraged to request accommodations.

STEP 3: Documentation Review by ICCDS

Students are responsible for providing documentation of their disabilities to ICCDS. Once ICCDS has the documentation, it is reviewed to determine whether it supports the accommodation requests. Students are considered eligible for the requested services that are supported by documentation. If documentation is insufficient to support all accommodation requests, ICCDS notifies the student who may wish to provide additional information.

STEP 4: Student and Faculty Meet to Discuss Issues

Students are encouraged to approach faculty either before classes begin or within the first few days of the semester with their accommodation letters. The accommodations listed on these letters have been approved as necessary to achieve equal access as required by law.

It is the student's responsibility to hand deliver his/her accommodation letter to each instructor. Students should make an appointment to see each instructor during available office hours. Emphasis is placed on

commitment to confidentiality regarding any information students disclose, information gained through contacts with ICCDS, or any other information about a student's disability.

STEP 5: Implementation and Periodic Review of Accommodations

Every student with a disability will have a different level of functioning even within the same disability category. The degree of limitation and the compensation skills of each student with a disability will vary widely. Throughout the semester, faculty/staff and student should meet to discuss whether the accommodations are adequate or need revision.

INTEGRATED CAMPUS CENTER
DISABILITY SERVICES
Philander Smith College
Application / Request for Services

Date: _____

Last Name: _____ First Name: _____ M.I. _____

SSN: _____ Birth Date: _____ Classification: _____

Local Address: _____ City: _____ State: _____ Zip: _____

E-mail Address: _____ Local Phone: _____

Home Address: _____ City: _____ State: _____ Zip: _____

Home Phone Number: _____

In case of emergency:

Parents name: _____ Phone Number: _____

Address: _____ City: _____ State: _____ Zip: _____

In emergency notify: _____ Phone Number: _____

Relationship: _____ Address: _____

Please check any/all disability/disabilities that apply:

	Primary Disability	Secondary Disability	Third Disability
	Hard of Hearing	Hard of Hearing	Hard of Hearing
	Deaf	Deaf	Deaf
	Low Vision	Low Vision	Low Vision
	Blind	Blind	Blind
	Mobility Impairment	Mobility Impairment	Mobility Impairment
	Speech Impairment	Speech Impairment	Speech Impairment
	Learning Disability	Learning Disability	Learning Disability
	Substance Abuse	Substance Abuse	Substance Abuse
	Psychiatric / Emotional	Psychiatric / Emotional	Psychiatric / Emotional
	Other Medical	Other Medical	Other Medical

Please check the services that may be applicable to you:

	General Services	Testing Services	Classroom Services
	Disability Parking	Extended Time	Front Row Seating
	Books on Tape	Interpreter	Taping Lectures
	Priority Registration	Large Print Tests	Large Print Handouts
	ACT Special Testing	Distraction-free Room	Physical Assist in Labs
	Assistance with Registration	Use of Computer	Table for Wheelchair
	Early Registration	Reader for Exam	Help Identifying Note takers
	Self Advocacy Skills	Scribe for Exams	Assistance in Labs
	Route Planning & Mobility Orientation	Special Equipment Needed	Assistive Listening Device
	Assistive Devices / Equipment Loan		Large Print Handouts
	Typist, Proofreading		Physical Setup in Classroom
	Tutoring		
	Other:	Other:	Other:

SERVICES / TECHNOLOGY / ASSISTIVE DEVICES YOU HAVE USED:

List the services that you have used:

1. _____
2. _____
3. _____
4. _____

List the classes you have received tutoring in:

1. _____
2. _____
3. _____
4. _____

List the different types of assistive devices you have used in the past:

1. _____
2. _____
3. _____
4. _____

List the services that you have used in other educational facilities.

1. _____
2. _____
3. _____
4. _____

List computer equipment (hardware and software) and assistive devices that you currently have access to for educational purposes:

1. _____
2. _____
3. _____

TECHNOLOGY / ASSISTIVE DEVICES YOU WOULD LIKE TO USE:

List classes you would like to receive tutoring in:

1. _____
2. _____
3. _____
4. _____

List any other computer equipment or assistive devices that can increase academic success:

1. _____
2. _____
3. _____
4. _____

MEDICATIONS

List any medications you are currently taking.

	Medication	Dosage	How Often
1.	_____		
2.	_____		
3.	_____		
4.	_____		
5.	_____		
6.	_____		

Special Instructions

**INTEGRATED CAMPUS CENTER
DISABILITY SERVICES
ADA Services Request**

Memorandum of agreement regarding notification of disability determination and request for accommodation.

_____ has registered with the Integrated Campus Center Disability
PSC Student
Services and has been found eligible for services based on documentation provided to this office.
The student is requesting the following accommodations:

Accommodations: To equalize my chances of success in the classroom, I would benefit from the following:

Please check the services that may be applicable to you:

GENERAL SERVICES	TESTING SERVICES	CLASSROOM SERVICES
Disability Parking	Extended Time	Front Row Seating
Book on Tape	Interpreter	Taping Lectures
Priority Registration	Large Print Tests	Large Print Handouts
ACT Special Testing	Distraction-free Room	Physical Assist in Labs
Assistance with Registration	Use of Computer	Table for Wheelchair
Early Registration	Reader for Exams	Help Identifying Note takers
Self Advocacy Skills	Scribe for Exams	Assistance in Labs
Route Planning & Mobility Orientation	Special Equipment Needed	Assistive Listening Device
Assistive Devices/Equipment Loan		Large Print Handouts
Typist, Proofreading		Physical Setup in Classroom
Tutoring		
Other:	Other:	Other:

These accommodations have been agreed to by the student and the ADA Coordinator and have been deemed reasonable. Your assistance in implementing these accommodations is appreciated. If you have any questions or concerns, please contact the Coordinator at 370-5356.

This information will be kept confidential and disclosed only to those persons necessary to review and implement the student's request.

ADA Coordinator

Date

I understand that it is my responsibility to discuss my accommodations with my instructor. I will contact the ADA Coordinator should any problems arise.

PSC Student

Date

INTEGRATED CAMPUS CENTER
DISABILITY SERVICES
Philander Smith College

Confidentiality and
Release of Information

The Integrated Campus Center Disability Services is committed to ensuring that all information regarding a student is maintained as confidential as required or permitted 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.

1. No one has immediate access to student files at the Integrated Campus Center Disability (ICCDS) Services except staff at ICCDS. Any information regarding disability gained from medical examinations or appropriate post-admissions inquiry shall be considered confidential and shall be shared with others within the institution on a need-to-know basis only. If a student has requested an accommodation, the student generally will be informed as to what information is being provided to the faculty and staff regarding the request. To protect confidentiality by assuring limited access, all disability related information must be filed with ICCDS.
2. Federal and state laws may permit or require release of information in the following circumstances, if a student:
 - a. States he/she intends to harm him/herself or another person(s);
 - b. Reports or describes any physical abuse, neglect, or sexual abuse within the last three years;
 - c. Reports or describes sexual exploitation by healthcare professionals.
3. A student's file may be released pursuant to a court order or subpoena.
4. A student may give written authorization for the release of information when he/she wishes to share it with others. Before giving such authorization, the student should understand what information is being released, the purpose of the release, and to whom the information is being released.
5. A student has the right to review his/her own disability file.

INTEGRATED CAMPUS CENTER
DISABILITY SERVICES
Philander Smith College

Release of Information Form

In order to provide some accommodations and/or support services, it may be necessary to discuss the effects of your disability with other Philander Smith College faculty/staff and/or outside individuals/agencies. Please read and check below those individuals/agencies for which you allow permission for the Integrated Campus Center Disability Services ADA Coordinator to discuss the effects of your disability.

I understand that in order to facilitate accommodations and coordinate services, the Integrated Campus Center ADA Coordinator may need to consult with Philander Smith College faculty/staff and/or outside professionals.

I give my permission to share information as noted below. Conversations and/or correspondence should relate to coordinating the provision of accommodation for my disability. This permission remains in effect until I am no longer affiliated with Philander Smith College, or until I withdraw permission in writing, which I understand I have the right to do at any time.

_____ College Faculty

_____ Campus Security

_____ College Staff

_____ Financial Aid

_____ Outside Service Providers/Professionals

I understand that I am under no obligation to discuss my disability with others at the college. Without my permission to contact college faculty/staff, I may not receive some of the accommodations that I request and require.

Student Signature

Date