



**STUDENT ACADEMIC SERVICES
DISABILITY PROGRAM**

HANDBOOK

ACADEMIC SUCCESS



2007 – 2008

A Guide for Student Success

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DISABILITY SERVICES

Mission

The Student Academic Services Center staff provides disability services at Franciscan University. SAS supports the mission of the University by providing programs and services designed to support and encourage the integration of students with disabilities into the University community. It is the mission of the center to ensure that every student with a disability has an equal chance to benefit from college programs. It is the policy of Franciscan University to comply with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and regulations issued thereunder to the extent applicable to Franciscan University.

GOALS

This center emphasizes personal independence and responsibility, on the part of the student, and in the provision of services. In order to accomplish this we have two goals:

- 1. To promote self-advocacy**
- 2. To enable disabled students to become independent learners**

Students are expected to do as much for themselves as possible and to work toward improving their understanding of their disability and to learn to use identified strengths to compensate for areas of challenge.

SERVICES

Services to students with disabilities may include, *depending on the nature of the student's disability*, extended time on tests and assignments, assistance in coordinating note taking in classes, assistance in obtaining books on tape or CD, individual or small group tutoring, priority registration and supplemental academic advising. Various services are provided for the physically, visually or hearing disabled student based on documented need and accessibility. All accommodations are determined on an individual basis. Curricular accommodations or altering course requirements are not viewed at Franciscan University as an appropriate accommodation. Students with disabilities are expected to meet all the requirements of the course to receive credit.

Students, who wish to request accommodations, should provide appropriate documentation of their disability to the Director of SAS at least one month prior to arriving on campus. Documentation must be relevant, current, from first party and less than 3 years old. It should sufficiently describe the student's condition and limitations that the condition places upon the student's major life activities. All disabilities: visual impairment, hearing impairment, physical disabilities of all kinds, emotional, or psychological disabilities, temporary disabilities, attention deficit disorders, etc. must be verified by appropriate documentation. **General Documentation Guidelines and Verification forms for specific disabilities can be obtained from the Student Academic Service Center, Egan Hall, Room 105 C.**

RELATED SERVICES

SAS CENTER – Provides academic advising, priority registration, referral assistance, assistance in self-advocacy, facilitate accommodations, faculty notification, help in organization and study skills, and guidance in understanding and accommodating various disabilities (Egan Hall, Room 105 C)

TUTORING PROGRAM - Coordinates individual and small group peer tutoring for all students approved by the Director of SAS and offers various academic survival workshops (Egan Hall, Room 105 D)

TESTING ASSISTANCE – Provides a quiet, reduced distraction environment to take tests with specific accommodations including use of computer for essay tests, reader or scribe when needed (Egan Hall, Room 105 D)

WRITING ASSISTANCE – Peer editing and composition assistance for all phases of writing (Writing Center, Egan Hall, Room 105 H)

COMPUTER LABS – IBM Lab (Egan Hall, Room 100) and MAC Labs (Egan Hall, Room 103)

ASSISTIVE TECHNOLOGY LAB – Prepares materials for student accommodations. Software programs available for student use including voice to text, reading assistance, screen readers, and screen enlargement. (Egan Hall, Room 105 A)

CONFIDENTIALITY

1. Student Academic Services (SAS) views all materials pertaining to a student's disability as confidential. This policy is based upon government mandates regarding the confidential treatment of disability-related information.
2. Any written material obtained by SAS is used to verify the disability and plan for appropriate services.
3. All disability-related information for students at Franciscan University is housed in the office of the Director of SAS. Each student has a separate file in a secure filing cabinet. Only staff persons working at SAS have access to these files.
4. Disability information may be released only when a student has signed a **“Release of Information”** form giving permission in writing.
5. The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, and the Americans with Disabilities Act (ADA), do not allow faculty access to disability-related information.

6. According to Association on Higher Education and Disabilities (AHEAD), “Disability related records provided by a physician, psychiatrist, psychologist, or other recognized professional are not subject to free access under FERPA.”
7. According to AHEAD, “It is only necessary to share with the family the information that a student has a documented disability and need for accommodation(s).” Faculty members have no need to know the nature of the disability, “only that it has been appropriately verified by the staff assigned this responsibility on behalf of the institution.”
8. A student may request to review the contents of his/her own file when the director is present. All information in the file is the property of FUS.
9. A student may request their documentation upon leaving the University; otherwise, it is stored for three years and then destroyed. Requests for documentation must be made in writing to the Director of SAS.

HOW DO I ACCESS SERVICES

- Submit current documentation to the Director of Student Academic Services. The earlier the better as it takes time to evaluate the documentation. Prior planning is critical to a smooth transition and adaptation to Franciscan University
- Schedule an appointment with the director of Student Academic Services to discuss specific accommodation needs and to formally apply for services. Each student **MUST** activate their disability file each semester by meeting with the director of SAS and formally requesting accommodations. All approved accommodations pertaining to academics will be included in an Eligibility Letter for the student to share with the instructor.
- During the first two weeks of class, student with a disability is responsible for scheduling an appointment with each of her/his instructors to discuss learning difficulties and needed accommodations. The instructor does not need to be told the student’s disability.
- Student should schedule bi-monthly progress meetings with the Director of SAS. This is to insure continuous progress and ongoing evaluation of accommodations.
- If you feel you have been denied appropriate accommodations, discuss the situation with the Director of SAS who will work toward an appropriate resolution. Remember that formal complaint must be filed within two weeks of occurrence. (See Grievance Procedures p.8.)
- Students should frequently check the SAS Center information placed on Franciscan University’s web site and their e-mail accounts for announcements regarding upcoming registration and program deadlines. ***Students are responsible for all information on the web site.***

HOW TO ACCESS TESTING ACCOMMODATIONS

Testing accommodations include extended time (up to one and one-half times given in class or as stated in your eligibility letter), use of computer for essay exams, individual room, and reader. Faculty may choose to provide the needed accommodation without the assistance of Student Academic Services.

1. Documentation of disability must support testing accommodations. Testing accommodations must be included in the Eligibility Letter to instructors. Realizing that each test is different, the student can decide to take any or all tests with accommodations. Since the instructor is responsible for all testing, they may decide to provide the accommodations or they may use the testing services of SAS.
2. **The student must notify his/her professor of each test** he/she wishes to take with accommodations at least two class days prior to the test date. **Instructor Notification Forms** are provided for this purpose in the SAS Center. If the instructor wishes SAS to provide the accommodations, the student must schedule the test in Egan Hall, Room 105 at least two class days prior to test date. A Testing Log is provided for the student to register a request to schedule a test in the Testing Center. Please complete all information requested on the log.
3. It is the **student's responsibility** to notify SAS of each test the instructor wishes us to administer. It is also the student's responsibility to contact the instructor if a test must be rescheduled and the instructor must approve of rescheduled date and time. Sign up for the test must be **two class days** in advance of the test date and hour.

Procedures for Students Taking Tests with Accommodations in the SAS Center

1. Test must start at the time for which you signed up. If you are late for a test you will be seated only if it does not interfere with the testing of another student. The test must conclude at the scheduled time. All missed minutes will be deducted from the amount given in the accommodation.
2. You must signed up for tests to be taken in the SAS Center at least two class days in advance of the test date.
3. Test is to be taken at the same time as the rest of the class unless specified on your Eligibility Letter or arranged with the instructor.
4. Tests must be during regular office hours, with the exception of late afternoon and evening classes. Evening tests all begin at 6:00PM unless special arrangements have been made.
5. Tests will not exceed 1.5 times the regular amount of time given in class unless specified in your Eligibility Letter.
6. If you miss a test you must notify your instructor and receive permission to reschedule. The instructor should notify SAS of the agreed date and time.

NOTICE: Procedures for EXAMS are different and will be emailed to all qualified students. Posting of sign up dates for exams can be found on the bulletin board outside SAS Center and on SAS Bulletin Board on our web site

Procedures for Students Receiving Notetaking Accommodation

1. NRC carbon books are available from SAS if you need assistance with notetaking.
2. It is the student's responsibility to make arrangements with a fellow class member to use the carbon books to provide a copy of class notes.
3. If your efforts to find someone to takes notes is unsuccessful please notify SAS for assistance.
4. **Remember: A copy of class notes is not a substitute for class attendance.**

Priority Scheduling

All students who are eligible for accommodations may use priority registration. Priority registration means that you can register for classes one week prior to regular registration. This accommodation allows you the opportunity to select schedules that match your unique disability related needs.

When scheduling your courses, please consider the following:

1. Meet with your Academic Advisor before meeting with the Director of SAS.
2. Meet with Director of SAS to get assistance in disability-related needs and issues in scheduling such as:
 - Are there times of day that are best for concentration and study?
 - Can you handle back-to-back classes or do you need breaks?
 - Is your course work balanced so that you avoid an overload?
 - Is one teaching style better for you than another?
 - Is there a type of work affected by your disability? i.e., if you have a LD in reading, can you handle three classes that involve a considerable amount of reading?

Peer Tutors

Most students with a disability qualify for peer or small group tutoring. Request a tutor by completing a **Tutor Request Form** obtained from SAS. Make an appointment with the Director of SAS to discuss your tutoring needs. You are encouraged to make your request very early in the semester. Tutoring is most effective if started during the first few weeks of class. To keep your tutor you must follow all the procedures set by the tutoring program.

Franciscan University **DISABILITY GRIEVANCE PROCEDURE**

Complaints alleging discrimination based on disability must be addressed to the Director, Student Academic Services, Egan Hall Room 105C, (740) 284-5358, rkline@franciscan.edu

1. A complaint must be submitted in writing, contain the name and address of the complainant, and a description of the allegations of discrimination. The complainant must set forth specific facts in support of the allegation(s).
2. A complaint must be filed within 30 days of the alleged discrimination.
3. The Director of Student Academic Support, following receipt of a discrimination complaint, as may be appropriate, shall conduct an investigation. This procedure affords the complainant and the person(s) against whom the allegation(s) of discrimination have been made, and their respective representatives, if any, an opportunity to submit information and documentation regarding the complaint allegations.
4. The investigation will be completed with written results of the investigation issued and a copy forwarded to the complainant within two weeks (10 workdays) of the receipt of the complaint.
5. The complainant may appeal the findings of an investigation by submitting a written document to the Vice President of Academic Affairs, Egan Hall room 207. An appeal shall only be considered if the complainant specifies with particularity the irregularities of the investigator's determination such as inaccurate finding or incorrect conclusions of the law, the correction of which would likely change the outcome of the determination of an investigation. The appeal must either be postmarked or received within fourteen (14) days of the date of determination. The Vice President of Academic Affairs will make a final determination and inform the complainant within fourteen (14) workdays of receipt of the appeal.
6. Although the University will make every effort to comply with these timelines, circumstances such as school breaks or holidays, may justify an extension of time.
7. Retaliation against any person who files a complaint of alleged discrimination, participates in an investigation, or opposes a discriminatory education practice or policy is prohibited under University policy, and by state and federal law.
8. If a satisfactory solution is still not offered, the student may choose to file a complaint with the Federal Office of Civil Rights, The Akron Regional Office of Ohio Civil Rights, The Ohio Civil

Rights Commission, or Ohio Legal Rights Services. These entities will take complaints and will investigate when appropriate.

Rights Contact Information

Ohio Civil Rights Commission
(614) 466-5928
TDD (614) 466-9353
Fax (614) 466-6250
(Employment and Housing Issues)

Akron Regional Office
of Ohio Civil Rights
161 South High, Suite 204
Akron Government Building,
Akron, OH
(330) 643-3100
(Employment and Housing Issues)

Office of Civil Rights
(312) 886-8434
Fax (312) 353-4888

Ohio Legal Rights Services
(614) 466-7264
TDD (614) 466-7264
Fax (614) 644-1888

Questions and Information: Contact

Rose Kline, MA
Director of Student Academic Services
Egan Hall, Room 105 C
(740) 284-5358
FAX (740) 284-7095
E-mail: rkline@franciscan.edu

And

Tina Maroni
Student Academic Services Assistant
Egan Hall, Room 105 D
(740) 284-5263
E-mail: tguenther@franciscan.edu

WHAT YOU CAN DO TO INCREASE SUCCESS

1. Seek one-on-one tutoring when you realize that a course is going to be difficult for you. Do not wait until you are in trouble.
2. Schedule classes with a break in between to facilitate the ability to maintain focus of attention.
3. Seek out professors to obtain class syllabus early to get a head start on reading and/or planning.
4. Utilize a calculator to decrease computational errors.
5. Utilize assistive technology when producing written work
 - Computer with word processor capabilities to include grammar/spell checker
 - Franklin speller with voice output
 - Laptop computer
 - Standard, spelling or misspeller's dictionary
 - Voice to text software
 - Written language software
 - Screen reader software
6. Have someone proofread and/or edit written work.
7. Utilize flashcards for memorization of material such as concepts, vocabulary, formulas, etc.
8. Organize material for study into flow charts, time lines, diagrams, graphs, charts, graphic organizers, etc.
9. Highlight important content when reading then go back and make content outline.
10. Join a study group, attend class study sessions, etc., to reinforce learning and to allow clarification.
11. Have professors hook you up with other students in the class who have good study skills.
12. Tape record lectures using a tape recorder with a counter whenever you miss something or are confused over something, write down the counter number in the margin of your notes. Then, you may go back and listen only to those sections of the taped lecture. This should be done as soon after the lecture as possible. Do not rely on the tape as a substitute for lecture notes.
13. Have professors check your notes to ensure that you are recording the important lecture data.
14. Compare your notes with a student in class who is good at notetaking and fill in gaps and/or make corrections.
15. Utilize the Cornell notetaking method.
16. Sit in the front row in class to minimize distractions (You may have to request this if the professor utilizes a sitting chart).
17. Keep a calendar of tests, due dates for assignments, and due dates for specific steps in a sequential process (Dry-erase wall charts work well).

18. Participate in career counseling through the Career Planning Services in Starvaggi Hall.
19. Use a daily/ weekly/ monthly planner
20. Color and/or numerical code information
21. Use a 'things-to-do' list and mark items off the list when completed.
22. Prioritize activities.
23. Use file folders, binders, and/or tabs to separate and organize notes
24. Allot specific times for specific activities (e.g. English homework 7-8 p.m. Monday, Wednesday, and Friday).
25. Break large tasks into small (more easily attainable) units and designate when each step is to be accomplished.
26. Keep all notes, quizzes and tests in one three-ring binder. Use tabs to separate classes. In each section, put all papers and notes on top. Take your binder to all classes and home everyday. Do not store papers in your textbooks.
27. Get a two-pocket folder, and keep it in your binder. Use this for Homework. Label one "Work To Be Completed" and the other "Work To Be Turned In".