

Academic Resource and Writing Center

Services for Students with Disabilities

Harold and Wilma Good Library, 113

Voice: 574-535-7576

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<http://www.goshen.edu/arwc>

Mission:

The Academic Resource and Writing Center (ARWC) promotes independent, life-long learning for all Goshen College students. The ARWC serves students with documented disabilities by helping them advocate for themselves, by arranging individualized support systems, by coordinating reasonable academic accommodations, and by providing technological assistance. The ARWC promotes a campus culture of understanding differences.

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Academic Resource and Writing Center**

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Welcome . . .

The Academic Resource and Writing Center provides services designed to meet the unique educational challenges of students with documented disabilities* who are enrolled at Goshen College (GC). This handbook is intended to provide helpful information for your time at GC. The ARWC staff will assist you to realize your academic potential and will work toward eliminating barriers to active participation in all aspects of campus life.

*A person with a disability includes “any person who has a physical or mental impairment which substantially limits one or more major life activities, such as performing manual tasks, walking, seeing, hearing, speaking, breathing, and learning.”

-- Rehabilitation Act of 1973

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The Law

Americans with Disabilities Act (ADA), as amended

The Americans with Disabilities Act was enacted on July 26, 1990, “to provide a clear and comprehensive mandate for the elimination of discrimination against individuals with disabilities.”

Rehabilitation Act of 1973

- The Rehabilitation Act is generally regarded as the first national “civil rights” legislation for persons with disabilities.
- Section 504 of the Rehabilitation Act directly addresses college programs.
- Section 504 is a program access statute that prohibits discrimination on the basis of disability in any program or activity offered by an entity or institution receiving federal financial assistance.
- Section 504 does not require special educational programming to be developed for students with disabilities. It does, however, require that an institution (public or private) be prepared to make **appropriate** academic adjustments and **reasonable** modifications to policies and practices in order to allow students with disabilities to fully participate in the same programs and activities available to non-disabled students.

In regards to academic requirements and adjustments, it is agreed that college curricula should in no case made less rigorous, and Section 504 does not obligate an institution to waive specific courses or academic requirements.

Rights and Responsibilities

Students

Students' Rights

- Equal access to all courses, programs, services, jobs, activities, and facilities offered by GC
- Appropriate disability accommodations without cost to the student
- Due process to appeal accommodation denials
- Confidentiality of disability-related information
- Information in accessible formats

Students' Responsibilities

- Meet the minimum standards and expectations of a qualified student.
- Self-disclose their disability to the appropriate department/person at the institution to request accommodations.
- Provide appropriate documentation, in accordance with institutional policy, to verify the presence of a disability.
- Provide at least two weeks' time to process the disability-related information.
- Follow published procedures and college regulations.
- Notify faculty and/or the Academic Resource and Writing Center immediately when an accommodation is not being provided completely or correctly.
- Follow specified procedures in order to get the appropriate accommodations.
- Act as their own advocates.

Institutional

Institutional Rights

- Set policies and procedures for complying with 504 and ADA, as amended.
- Create essential standards and/or functions for courses, programs, services, jobs, and activities and evaluate performance accordingly.
- Request and receive appropriate documentation that supports desired accommodations.
- Use the Academic Resource and Writing Center as the point of contact for disability-related accommodations and expect reasonable notice of requests.
- Expect appropriate performance standards and behavior of students.
- Deny accommodations not supported by documentation or that involve fundamental alteration to programs or direct threat to others.

Institutional Responsibilities

- Provide equal educational opportunities, in the spirit of inclusive hospitality, for all persons who qualify for admission; and have a problem-solving process.
- Ensure that courses, programs, services, jobs, and activities are provided in the most integrated and appropriate setting.
- Foster a hospitable learning and working environment and provide information to the campus community in an accessible format.
- Provide all reasonable, appropriate, and properly documented accommodations requested.
- Maintain appropriate confidentiality.
- Provide leadership concerning access and opportunity for everyone.

Auxiliary Aids and Services

Section 504 regulation states:

Aids, benefits and services, to be equally effective, are not required to produce the identical result or level of achievement for handicapped and nonhandicapped persons, but must afford handicapped persons equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person's needs.

Each institution analyzes the appropriateness of an aid or service in its specific context. For example, the type of assistance needed in a classroom may vary, depending upon whether the format is a large lecture hall or a small seminar.

Section 504 regulation also states:

Recipients need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

Faculty Responsibility

You will find that most professors will be helpful and responsive to your needs. They are responsible to provide all students the same opportunities for education. However, in order to do that they first need confirmation that the Academic Resource and Writing Center has documentation for your needs. You are responsible to provide that documentation to the ARWC.

Conflict Resolution Process

If you have questions about appropriate accommodations, please contact Lois Martin, the ARWC Director (Good Library 112, 574-535-7576, or lmartin@goshen.edu). If your issues are not resolved, contact Norman Bakhit, Goshen College's ADA/504 Coordinator (Kulp 007, 574-535-7507, or nbakhit@goshen.edu). In all such situations, you may expect to be treated with respect, to receive a timely response, and to have your issues dealt with completely confidentially (unless otherwise indicated).

Informal Complaint Procedure

All concerned parties are strongly encouraged to handle a complaint through discussion with the ARWC Director. The Director will inform the complainant and any other concerned parties about progress and/or resolutions. If this avenue does not meet the needs of the student, the complainant may choose to move to the Formal Complaint Procedure.

Formal Complaint Procedure

If a formal complaint is filed, it will be investigated and resolved in accordance with the following procedure. All complaints must be filed no later than **30 calendar days** from the date the problem occurred.

Step 1: Completing and Filing a Complaint Form

To file a formal disability accommodations complaint, a student must submit a completed complaint form (on the following page) to the ADA/504 Coordinator.

Step 2: Investigation

After the completed form has been submitted, the Director will provide a written response to the ADA/504 Coordinator. The Conflict Resolution Committee will meet with the Coordinator in session(s) closed to the public. They may interview concerned parties, contact credentialed professionals, or consult Goshen College's legal representative.

Step 3: Deliberation

The Accommodations Conflict Resolution Committee will recommend an appropriate resolution within approximately 10 business days after conclusion of the investigation. The decision will be communicated in writing to the concerned parties.

Step 4: Appeal

The complainant or the Director may appeal the decision to the Vice President of Student Affairs by submitting a written request within **3 business days** after being notified of the committee's decision.

See the following page for the complaint form.

Student Disability Accommodation Complaint Form

(Additional plain paper may be used as necessary and stapled to this form.)

Name: _____ Date: _____

Address: _____

Phone: _____ Email _____ G.C. ID _____

Complainant's disability(ies): _____

This Complaint is based on the following: (Check One) Accommodations(s) requested: _____

_____ Denial of requested accommodation

_____ Unsatisfactory provision of accommodations

_____ Other

Description of the issue: _____

Desired resolution _____

I do/do not give permission to _____ (Academic Resource Director) to provide the ADA/504 Grievance Committee any relevant information from my file that concerns this complaint.

Signature of complainant

Date of signature

This part to be filled out by ADA/504 Coordinator

Names of committee members: _____

Findings: _____

Signature of ADA/504 Coordinator

Date of signature and report

Differences between High School and College

	<u>High School</u>	<u>College</u>
Class Time	6 hours per day, 180 days; total: 1,080 hours	12-15 hours per wk., 28 wks.; total: 336-420
Class Size	25-30 students	GC – 10 to 70 students Others – up to 200-300
Study Time	Whatever it takes to do your homework, 1-2 hours per day	2-3 hours for every hour in class; 24-45 hours per week
Tests	Weekly, at the end of every chapter	2-4 per semester, at the end of four chapters
Grading	Evaluations may be subjective, based on level of effort or level of improvement.	Satisfactory academic standing requires GPA of 2.0 or above, based on mastery of content.
Teaching	Teachers take attendance and regularly check notebooks and homework. Teachers may lecture from textbooks and often use black-board and worksheets.	Professors might not take attendance or check homework or daily work. Professors' lectures might not follow textbooks closely. Professors require library research and expect you to integrate ideas from varied sources.
Freedom	Most of the time is <i>structured</i> . Teachers, other adults, and parents regulate behavior. High schools have just a few monitored buildings.	Managing time and personal freedom is a college student's greatest challenge. Self-reliance is the key. Campuses may be large.

Adapted from Shaw, Brinckerhoff, Kistler, & McGuire. *Learning Disabilities: A Multidisciplinary Journal*, 1991. 2, 21-26.

Are You Transitioning from High School?

If you are a student with a disability who is in transition from high school to college, you will find that the laws that apply to services are now different. The differences and the laws that support these differences are as follows:

High School

Laws

Individuals with Disabilities Act
(IDEA)

Section 504 of the Rehabilitation
Act (Subpart D)

Americans with Disabilities Act
(ADA), as amended

Civil Rights Restoration Act

College

Section 504 of the Rehabilitation
Act

Americans with Disabilities Act
(ADA), as amended

Civil Rights Restoration Act

Basis for Participation

Entitlement: rights-based

Eligibility: otherwise qualified

Educational Focus Regarding Disability

Remediation: obligated to help
student achieve success

Accommodations: obligated to
provide equal access

Who's Responsible

School district and parents

Student and college/university

Goal

High School diploma/college/work

College degree/employment

<p>The high school’s responsibilities include the following:</p>	<p>The post-secondary level institutional role changes as follows:</p>
<p>Identify students with disabilities.</p>	<p>Protect a student’s right to privacy and confidentiality.</p>
<p>Assess learning disabilities.</p>	<p>Provide access to programs and services, for persons with disabilities.</p>
<p>Classify disabilities according to specified diagnostic categories.</p>	<p>Determine, based on student-provided documents, that a mental or physical impairment causes a substantial limitation of a major life activity.</p>
<p>Involve parents or guardians in placement decisions.</p>	<p>Accept and evaluate verifying documentation.</p>
<p>Provide certain non-academic services.</p>	<p>Determine whether a reasonable accommodation is possible for students who are otherwise qualified for the program or service.</p>
<p>Place students in programs where they can benefit.</p>	<p>Inform students of office location and procedures for requesting accommodations.</p>
<p>Structure a large part of the student’s weekly schedule.</p>	<p>Provide reasonable access to program and service choices equal to those available to the general public.</p>
<p>Modify educational programs.</p>	<p>Make reasonable accommodations for students who meet the above qualifying criteria.</p>
<p>Prepare Individualized Education Plans (IEPs).</p>	<p>Suggest reasonable adjustments in teaching methods which do not alter the essential content of a course or program.</p>
<p>Provide a free and appropriate education.</p>	<p>Assure that off-campus and contracted program facilities also comply with Section 504 (Subpart E) and ADA, as amended.</p>
<p>Provide appropriate services by the school nurse or health service.</p>	<p>Inform students of their rights and responsibilities.</p>

Modified from *Disability Resources & Services Student Handbook*, Scottsdale (AZ) Community College

Eligibility for Accommodations Required Disability Documentation

Policy

Students who believe they have a current need for disability accommodations are responsible to request accommodations and provide required documentation to the Academic Resource and Writing Center (ARWC) to verify eligibility. The ARWC will make every effort to accommodate qualified students with disabilities.

Specific Eligibility Requirements

Physical Disabilities – Required Documentation

Students must submit a diagnostic report of any physical disabilities. It should be based on appropriate evaluations administered by trained and qualified (i.e. certified and/or licensed) professionals (e.g. medical doctors, neuropsychologists, audiologists).

The written diagnostic report should

1. State clearly the disability diagnosis, including the clinical history that established the diagnosis, last contact with the student, and any secondary conditions that might be present,
2. Tell what procedures were used to diagnose the disability,
3. Describe any medical and/or behavioral symptoms associated with the disability,
4. Discuss medications and their dosage, frequency, and any adverse side effects attributed to their use that the student has experienced,
5. State clearly any substantial limitations to major life activities, and their degree of severity, due to the disability and/or medications, for which the student may require accommodations, and
6. Recommend accommodations, including rationale for them. If the recommendations relate to limitations in learning (e.g. reading, mathematics, written expression), an appropriate psycho-educational or neuropsychological evaluation should be administered to document discrepancies between ability and achievement.

Specific Learning Disabilities – Required Documentation

Students should submit a diagnostic report of specific learning disabilities. Ideally, it should be no older than three years and based on appropriate, comprehensive, and current psycho-educational evaluations. The evaluations must be administered by a trained and qualified (i.e. certified and/or licensed) professional (e.g. psychologist, neuropsychologist, educational diagnostician) who has dealt directly with adolescents and adults with learning disabilities.

The psycho-educational evaluation must include comprehensive measures in each of the following areas:

1. **Aptitude.** The evaluation should contain a complete intellectual assessment, with all sub-tests and standard scores reported.
2. **Academic achievement.** The evaluation should contain a comprehensive battery with all sub-tests and standard scores reported. It should include the student's current levels of functioning in relevant areas such as reading (decoding and comprehension), math, and oral and written expression.
3. **Information processing.** The evaluation should assess the student's visual perception/processing, processing speed, executive function, and motor ability.

Examples of Aptitude Measures

- Wechsler Intelligence Scale--Revised (WAIS-R or WISC-III-R)
- Stanford Binet Intelligence Scale--Fourth Edition
- Woodcock-Johnson Psycho-educational Battery--Revised: Tests of Cognitive Ability

Examples of Achievement Measures

- Wechsler Individual Achievement Tests (WIAT)
- Stanford Test of Academic Skills (TASK)
- Woodcock-Johnson Psycho-educational Battery--Revised: Tests of Achievement (W-JR)

NOTE: Screening tools such as the Wide Range Achievement Test (WRAT III) alone are not considered comprehensive measures of achievement. All instruments must be age appropriate.

Examples of Information-processing Measures:

- Subtests of the WAIS-R or WAIS--Third Edition
- Subtests of the Woodcock-Johnson Psycho-educational Battery--Revised: Tests of Cognitive Ability

The diagnostic report should include:

1. a diagnostic interview that addresses the student's history, including academic achievement, age at initial diagnosis, and the effectiveness of accommodations used in past educational settings,
2. a list of all instruments used in the test battery,
3. discussion of test behavior and specific test results, and
4. a summary containing
 - a clear statement that a learning disability exists, minus inconclusive terminology,
 - a clear statement specifying the substantial limitations to major life activities,
 - a psychometric summary of scores, and
 - a recommendation for accommodations, including rationale for them.

Diagnoses of specific learning disabilities must be documented by psycho-educational testing in order to establish eligibility for accommodations. School plans such as IEPs are not adequate but can be included with required documents. The Academic Resource and Writing Center may request reassessment if questions arise.

Attention Deficit Hyperactivity Disorder (ADHD) / Attention Deficit Disorder (ADD) – Required Documentation

The student shall submit a current diagnosis of ADHD/ADD. Ideally, it should be no older than three years and based on appropriate evaluations administered by trained and qualified (i.e. certified/licensed) professionals (e.g. psychologists).

The diagnostic report should include:

1. a diagnostic interview that addresses the student's relevant history, including academic achievement, age at initial diagnosis, medication, and effectiveness of academic accommodations,
2. a list of all instruments used in the assessment and diagnosis,
3. discussion of testing results, including symptoms and any effect medication during the evaluation may have had on the student's performance,
4. DSM-IV diagnosis (including all five axes), and
5. a summary containing
 - a clear statement that ADHD/ADD exists, without inconclusive terminology,
 - a clear statement specifying the substantial limitations to major life activities,
 - a recommendation regarding medications or medical evaluations, and
 - a recommendation for accommodations, including rationale for them.

Psychological Disabilities – Required Documentation

The student shall submit a report of psychological disabilities. The report should be no older than three years and based on appropriate diagnostic evaluations by trained and qualified (i.e. certified or licensed) professionals (e.g. psychologists, psychiatrists, certified professional counselors, or licensed social workers). An annual review may be requested.

The diagnostic report should include:

1. a clinical interview, the student's relevant history, age at initial diagnosis, duration and severity of the disorder,
2. a discussion of medications, review of the student's academic achievement, and the history of disability accommodations and their effectiveness,
3. a list of all instruments used in the assessment, and test scores as applicable,
4. discussion of the assessment results,
5. DSM-IV diagnosis (including all five axes), and
6. a summary that includes
 - a clear statement that a disability does exist, without inconclusive terminology,
 - a clear statement specifying the substantial limitations to major life activities,
 - a discussion of medications and their possible impact on academic functioning (e.g. concentration, attention, sedation),
 - a recommendation for essential accommodations, including rationale for them,
 - a recommendation for how long these accommodations should be provided, and
 - a recommendation regarding when to re-evaluate ongoing need for accommodations (e.g. one semester, one year, two years).

If the major life limitations are in learning, a psycho-educational evaluation should be administered to document ability/achievement discrepancies.

The ARWC will attempt to provide “preferred” accommodations; however, “the most effective and reasonable” accommodation may be determined sufficient to meet accessibility needs.

The ARWC will consider all situations on an individual, case-by-case basis. Students with similar disabilities may not necessarily receive the same accommodations.

Services & Accommodations

Goshen College provides accommodations to students with disabilities in order to ensure that students have an equal opportunity to participate in all GC programs, services, and activities. The purpose of accommodations is not to ensure success, but to provide equal access.

The ARWC Director will determine accommodations for each student, based upon all of the following:

- documentation provided by the student,
- academic policies of the college,
- policies and practices set forth in the handbook, and
- consultation with faculty, if necessary, regarding essential course elements and how to evaluate mastery of course material.

Learning Disability Screening & Evaluation

Undiagnosed students will often come to the ARWC to seek evaluation for a possible learning disability or to obtain an updated evaluation.

Goshen College does not do assessment, but the ARWC does maintain a list of local professionals who are qualified to diagnose learning disabilities in adults. This list is not exhaustive and those listed should not be viewed as the only recommended professionals. The cost of private assessment is the responsibility of the student. It varies from approximately \$350 to over \$1000, depending on the diagnostician and the assessment battery. Your health insurance may cover some of the cost of these evaluations.

Requesting Accommodations

To request accommodations, complete a form obtainable from the ARWC or print it from http://www.goshen.edu/gcdocs/student_life/DisabilityAccommodation.pdf . Meet with the ARWC Director at the beginning of the first semester of enrollment to clarify procedures for informing faculty and obtaining peer assistance such as note-takers, tutors, or writing mentors. Maintain regular contact with the ARWC Director during subsequent semesters to update any changes in needed services.

Test Accommodations Requests

Due to the critical importance of assessment results as a measure of academic progress, students with disabilities frequently use test accommodations. Standard professional practices determine the amount of extended testing time students may receive.

Procedure:

1. Meet with the ARWC Director to request testing accommodations and verify eligibility for services. The ARWC will inform professors of eligibility.
2. Notify each instructor of the need for testing accommodations and remind each one a week in advance of each exam.
3. Notify the ARWC
 - at least three working days before exams or quizzes being administered in the ARWC;
 - seven working days in advance if tests must be converted to an alternative format such as large print, or if a reader or a scribe is needed; and
 - at least one week before the last day of class for final exams.

Agreement for Alternative Texts

The following rules apply to students with disabilities who are requesting alternative textbooks:

1. Students must purchase a physical copy of the textbook per publishing law.
2. Students must be registered for classes at Goshen College at the time they request an alternative format. The ARWC will provide the alternative text.
3. Students will not copy or reproduce any of the specialized format texts, nor allow anyone else to do so.
4. Students agree to notify the ARWC immediately if they add or drop a course.

Working with Faculty

- Students should not request academic accommodations from faculty until they have completed arrangements with the Director of the Academic Resource and Writing Center.
- After a student has requested accommodations, provided the necessary documentation, and met with the director of the ARWC, it is the responsibility of the student to meet promptly with the instructors who teach the student's courses in order to discuss implementing those accommodations.
- When meeting a faculty member, be flexible. There is more than one right way to provide an accommodation.
- Participate in problem solving with an open mind. Be calm and courteous.

Classroom Suggestions

- Individual assistance can be quite helpful. Don't hesitate to ask for it.
- Ask if it's possible to obtain the course syllabus and a list of required readings before class begins.
- Buy your texts before the course begins and get a head start on the reading.
- Ask the instructor for a study guide or exam study questions that cover specific terms you need to master.
- Ask for lecture outlines or copies of overheads used in class.
- Make sure you understand new or technical vocabulary and concepts.
- Ask for written directions, requirements, and grading scale for assignments.
- Frequently review deadlines for readings, papers, projects, and exams and **start** working on them **well in advance** of the due dates.

Other Resources at GC

- **Bus Services**

Students and visitors who desire public transportation between Goshen and Elkhart can call 574-674-4094 (toll free) for a current schedule.

- **Campus Center for Young Children
Church Chapel
574-535-7298**

The Campus Center for Young Children is an accredited early childhood program serving the needs of families from GC and the greater community through developmentally appropriate learning and faith experiences.

- **Career Services
Administration 14
574-535-7547**

Career Services offer a wealth of free programs and services designed to help students make informed decisions about career goals and find opportunities related to their professional objectives.

- **Wellness and Health Center
Recreation-Fitness Center
574-535-7474**

Counseling: The campus counselor serves in a supportive capacity by providing free and confidential services and by working closely with faculty to assist students to gain the maximum from their educational experiences at GC.

Health Care: Goshen College has partnered with the local Goshen Family Physicians to serve as the primary medical service provider for students and for such program-related services as SST immunizations and athletic physicals. Visit <http://www.goshen.edu/healthcenter/> for contact and service information. Contact the Wellness and Health Center if you need help making an appointment.

- **Division of Adult and External Studies (DAES)**
Newcomer 36
574-535-7383

The R.N. to B.S.N. Completion Track and the B.S. in Organizational Leadership Program are specially designed to give working adults the opportunity to complete their degrees.

- **Financial Aid**
Administration 10
574-535-7525

The Financial Aid Office assists students and their families in meeting college expenses through need-based or merit-based assistance, loans, and work. It provides information about sources of funding and application procedures.

- **Multicultural Affairs Office**
574-535-7548

The Multicultural Affairs Office promotes intercultural awareness and an inclusive environment through diversity training, curriculum development, and recruiting and retention programs.

- **Tutoring Services (Academic Resource and Writing Center)**
Good Library, 113
574-535-7576

The Academic Resource and Writing Center coordinates individual peer tutoring for students with disabilities as well as peer-led study groups for all students (one hour per week). Kurzweil software and scanner are available for reading, study, and test accommodations (also available, except for testing, in Good Library, 2nd floor south, and in Schertz Computing Center, Union 001).

- **Writing Center**
Good Library, 2nd floor south
574-535-7576

The Writing Center provides drop in mentoring 20 hours per week, reference materials to help with research papers and other writing assignments, and one-to-one peer mentoring for students with writing assignments one hr./wk.