

HANDBOOK
FOR
STUDENTS WITH DISABILITIES



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**MANCHESTER COLLEGE
HANDBOOK
for
STUDENTS WITH DISABILITIES**

College Mission

Manchester College respects the infinite worth of every individual and graduates persons of ability and conviction who draw upon their education and faith to lead principled, productive and compassionate lives that improve the human condition.

Values Statement

As a primarily undergraduate, residential, liberal arte community rooted in the tradition of the Church of the Brethren, Manchester College values:

- *Learning*, because high academic expectations in an environment combining liberal arts and professional preparation equip graduates to live health, productive and principled lives;
- *Faith*, because our diverse faith cal us to make the world a kinder and better place, establish justice, build peace amid strife, and model lives of *agape* (selfless love), *tikkun olam* (repairing a broken world), and *salam* (peace);
- *Service*, because committing self in service to others connects faith with action and abilities with convictions.
- *Integrity*, because honesty and trust are the foundations of teaching and learning, enriching, enduring relationships, and strong communities;
- *Diversity*, because understanding differences develops respect for ethnic, cultural and religious pluralism; an international consciousness; and an appreciation for the infinite worth of every person; and
- *Community*, because a positive community sharpens self-identity, promotes acceptance of the demands of responsible citizenship, and transforms conflict into mutual respect.

Statement of Non-discrimination

Manchester College is committed to non-discrimination in campus life. The College does not discriminate on the basis of national or ethnic origin, race, color, age, gender, sexual orientation, marital status, religion, disability. Or veteran status in admissions or any area of campus life, including its educational programs, scholarships and loan awards, residence life programs, athletic programs, extracurricular programs, promotion and tenure policies and practice, and alumni affairs.

Manchester College is committed to carry out the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act, which provide for accessibility of College programs to the physically disabled.

Learning Support Services Mission

To provide, through the combined collaboration of faculty, professional, paraprofessional, and student staff, those learning support services contributing to the success of Manchester College students.

Philosophy

Manchester College accepts students who are able to engage in college level studies and who meet the admission criteria. In accordance with its mission statement, Manchester College provides students who have documented disabilities with services necessary to give them equal access to academic programs and participation in the total Manchester experience. Within financial constraints and academic regulations, we will provide academic experiences, physical facilities, and social opportunities promoting a total learning environment and whole person education.

Role of Support Services

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

Section 504

Section 504 of the Rehabilitation Act of 1973 states:

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

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

“(a) Section 7(6) of the Act was amended by adding the following new sentence: ‘For purposes of Titles IV and V of this Act, such term means any person who (A) has a physical or mental impairment which substantially limits one or more of such person’s major life activities, (B) has a record of such impairment, or (C) is regarded as having such an impairment.’”

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

- Limit the number of students with disabilities admitted.
- Make preadmission inquiries as to whether or not an applicant is disabled.
- Use admission tests or criteria that inadequately measure the academic level of blind, deaf, or otherwise disabled applicants, because special provisions were not made for them.
- Exclude a student from a course of study.

- Counsel a student with a disability toward a more restrictive career.
- Measure student achievement using modes that adversely discriminate against the student with a disability.
- Institute prohibitive rules that may adversely affect students with disabilities.

What does “otherwise qualified handicapped person” mean?

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

Student’s Responsibilities

It is the responsibility of the student with a disability desiring specific accommodations, to identify himself/herself and provide appropriate documentation. To do this, the student must apply for support services with the Office of Learning Support Services located in the Learning Center in Winger Hall. Support services and resources such as appliances, books-on-tape, note taking services, interpreters and other assistance must be planned well in advance. The College is not responsible for meeting needs not explicitly expressed to the institution. After applying and qualifying for support services, a confirmation letter is provided to the student with a disability who is then to speak with each of his or her professors, providing the confirmation letter, alerting each of them to the specific accommodations needed, and determining with the instructors how the accommodations will be provided.

Confidentiality

All documentation and information kept in the files of the Office of Learning Support Services are confidential and are treated as such by office personnel. Because these records are confidential, no information regarding a student with a disability will be shared without a signed consent form. This includes sharing information with parents, faculty, or staff.

All documentation will be kept for three (3) years after the last semester of attendance. After that time, it will be properly destroyed.

Campus Visits

Prospective students with disabilities are welcomed and encouraged to visit the Manchester College campus. When arranging a campus visit, it is recommended that a part of the itinerary include a meeting with the Director of Learning Support Services. To arrange a campus visit call 1-800-852-3648.

Acceptance to the College

As soon as the College has informed the student concerning the outcome of his/her application for admission, it is extremely important that the student contact the Director of Learning Support Services in a timely fashion. Providing accommodations requires time and planning, so the sooner the process is started, the better the College and the student can work together to meet those needs.

New Student Advising and Registration and Orientation

All entering first year and transfer students must attend registration and orientation. A part of the registration process includes placement testing and advising. It is important that the student with a disability contact the Director of Learning Support well in advance of registration or orientation if accommodations will be needed for placement testing or course scheduling.

Advising, Registration and Career Planning

Academic advisors are available to assist students with academic planning. Such planning may include selection of appropriate courses, consideration of classroom and building accessibility, and planning for adequate travel time between classes. A career library and career counseling are available in the Office of Career Services in Calvin Ulrey Hall. The office can be reached at 260-982-5242.

Wellness

Health Center

While the Health Center provides basic health care to all students, it cannot be responsible for treating chronic or specialized conditions. Some health problems are best treated by a physician familiar with the student's situation. The Health Center can assist students with continuing medications, injections, and other health maintenance procedures.

Prior to enrollment, students should discuss any medical needs with the Director of Health Services so that the staff can become familiar with any medical needs. Referrals to local specialists familiar with a particular condition may be made if needed. The Health Center may be contacted at 260-982-5306.

Counseling

The college maintains counseling services in the Office of Student Development with an array of special interests. For example, the counselors may also have responsibilities on campus for career planning or multicultural affairs in addition to their counseling work. This staffing arrangement allows students to work with the counselor who seems to be a good match for them. In addition, the director of counseling oversees the services. On-campus counseling may be used for short-term issues. Students who need therapy need to seek help from off-campus providers.

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Financial Aid

The application process for financial aid should start at least a year in advance of when a student plans to begin college. If the paperwork is finished well in advance of deadlines, students will be better able to deal with any unexpected problems which may occur.

If a student with a disability plans to request financial assistance from Vocational Rehabilitation, it is especially important that the application process be completed as soon as possible. Vocational Rehabilitation assistance is viewed as a resource to be used in addition to the funds the student/parents can provide. Therefore, applications for financial aid (particularly the Pell Grant) must be made before Vocational Rehabilitation can determine the amount of help they will provide. Basic financial aid information may be obtained by contacting the Manchester College Financial Aid Office at 260-982-5066.

One should not assume that Vocational Rehabilitation and Manchester College will take care of everything. Students have a major responsibility in meeting deadlines, keeping counselors informed of Manchester College requirements and due dates, and letting them know of progress toward academic and vocational goals.

Application Process for Receiving Support Services

1. Students register with Learning Support Services (LSS) in the Learning Center Office located in Winger 115. They must provide recent (within the past three years) documentation of a disability from a licensed professional. A complete psycho-educational battery is required plus any additional tests that are necessary to support eligibility. See the appropriate documents entitled *General Information for documentation of Learning Disabilities, Attention Deficit/Hyperactivity Disorder, or Psychiatric Disorders*.
2. The Director of Learning Support Services (LSS) will discuss with each student with a disability what may constitute appropriate and reasonable accommodations. The Director of LSS will work with the student in implementing the accommodations, recognizing that the student must voice his/her needs. It is imperative that students maintain an open line of communication with the Director of LSS to avoid delays and misunderstandings.
3. A confidential file will be created and kept in the Learning Center which will contain: documentation, notes from meetings, and copies of all written correspondence.
4. Each semester, students are responsible for obtaining the Accommodations Request form (available in W112 and Appendix D of this document), completing and submitting

it to the Director of LSS. Students should complete that request as soon as they receive their class schedule for the following semester.

5. As a result of the Accommodations Request, a confirmation letter will be written indicating the accommodations needed for that semester. It is the students' responsibility to deliver the letter to each individual instructor. They are expected to arrange an opportunity to discuss those accommodations with their instructors.
6. Students are responsible for scheduling an appointment with the Director of LSS when they believe they are not being successful and need to clarify or revise the services.

Adequate Documentation

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

- A clear statement of the disability.
- A summary of assessment procedures and evaluation instruments used to make the diagnosis.
- Medical information relating to the student's need, including the impact of medication on his/her ability to meet the demands of the college environment.
- Information on how the impairment impacts the student's ability to participate in the Manchester experience
- Suggestions of reasonable accommodation which might be appropriate at the college level. Recommendations should be supported by the diagnosis.
- Information on how the impairment substantially limits one or more major life activities as defined by Section 504 and the ADA.

Age of Documentation

Documentation provided must not be older than three years. Documentation which is older than three years may be considered if the diagnosis is not affected by maturation, time, or coping strategies. Some disabilities have effects that change quickly and the documentation may need to be more recent than the three-year maximum. The Director of LSS will work with the student to assure that documentation and recommended accommodations are appropriate and timely.

Learning Disabilities

Documentation for a learning disability must meet the Association on Higher Education and Disability's *Guidelines for Documentation of a Learning Disability in Adolescents and Adults* (Appendix A). These guidelines are included in Appendix A. Please review them carefully.

Attention Deficit Disorder

The diagnosis of ADHD is at the point the term learning disabilities was 15 to 20 years ago. Currently there is little consensus on what constitutes appropriate methods of diagnosing ADHD. All other reasonable causes of inattention should be ruled out. Possible causes of inattention might include emotional stress, physiological problems, medication, or a psychiatric condition. A

diagnosis based solely on a Ritalin challenge (or other drug) is not sufficient evidence of attention deficit disorder. Diagnosis of ADHD should include the following:

- A complete physical
- Childhood history
- Psycho-educational assessment - The psycho-educational assessment should meet the Association on Higher Education and Disability's *Guidelines for Documentation of a Learning Disability in Adolescents and Adults* (including ADHD). These guidelines are included in Appendix A.
- A summary of assessment procedures and evaluation instruments used to make the diagnosis.
- Medical information relating to the student's need including the impact of medication on the student's ability to meet the demands of the college environment.
- Information on how the impairment impacts your ability to participate in the Manchester experience
- Suggestions of reasonable accommodation which may be appropriate at the college level. Recommendations should be supported by the diagnosis.
- Information on how the impairment substantially limits one or more major life activities as defined by Section 504 and the ADA.

Individuals qualified to render a diagnosis of ADHD are those practitioners who have been trained in the assessment of ADHD and are experienced in assessing the needs of adult learners. Such practitioners may include: developmental pediatricians, neurologists, psychiatrists, licensed clinical or educational psychologists, family physicians, or a combination of such individuals.

Psychological/Psychiatric Disabilities

Documentation submitted for psychological/psychiatric disabilities should be completed by a qualified and licensed mental health professional. The information supplied should include a DSM IV diagnostic code, severity of the condition, medications used to treat the condition and side effects the medications may cause. The report must clearly outline how the condition affects the individual's participation in the Manchester experience and what accommodations may be appropriate.

Visual Impairments

Information on visual impairments should include the individual's corrected visual acuity/perception and any limitations based on their corrected vision. The report should clearly indicate what reasonable accommodations may be necessary for successful participation in the Manchester experience.

Hearing Impairments

Documentation of hearing impairments should indicate the extent of the impairment (acuity/perception) after correction and how it affects participation in the college environment. The report should clearly indicate what reasonable accommodations will be necessary for participation in the Manchester experience.

Mobility Impairments

Information supplied describing mobility or physical impairments must contain clear statements as to how the impairment limits or affects participation within a college environment. Suggestions for reasonable and appropriate accommodation should be made by those medical personnel qualified to make such a diagnosis.

Types of Accommodations

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

Alternate Testing

It is the student's responsibility to schedule any exams with the instructor. Test accommodations may include but are not limited to:

- extended time
- oral exam
- alternate format
- use of a pocket speller
- use of a reader or scribe

Note taking assistance

Note taking assistance is provided when appropriate. Students talk with their instructor to identify someone in the course who seems to have complete notes. Any student receiving note taking assistance is encouraged to take his/her own notes or make use of a tape recorder to record lectures.

Books on Tape

Students are encouraged and assisted to secure books on tape through Recordings for the Blind and Dyslexic (see rfd.org).

Other Accommodations

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

General Services offered by the Learning Support Center:

The following services are available to all students:

Assistance on an individual basis from the Director of LSS regarding

- Effective time management
- Efficient reading techniques
- Meaningful note taking strategies
- Excellent study models for test preparation

- Concise recipes for test taking and learning from a test
- Diagnosis and effective implementation learning style
- Consultation on academic load parameters

Writing Table

The Writing Table, operated by the Learning Center, is located in the Writing Center (Winger 110). Trained peer tutors are available at times posted in the Center to assist students in gaining knowledge of writing and grammar. The Writing Center does not provide simply proof reading services; development of ideas and expression are all included in the services.

Communication Table

Oral communication tutors are also available at the times at the Writing Center (W110). Peer tutors assist students in the development and the delivery of oral presentations for any course.

Peer-Tutoring

A tutoring program is available through the Learning Center, using peer tutors. Tutoring is provided in a one-to-one format where the student and tutor meet twice a week for one hour each time. When appropriate, study tables are utilized instead of the one-to-one format.

Habits That Lead to Success in College

- Determine in your heart that you desire to do the work assigned.
- Create a written schedule of study, class, recreation, work times, and/or participation in extra-curricular activities. Follow this daily plan as closely as possible.
- Make your course work and study time your number one goal no matter what others may tell you.
- Do not put off assignments but work on each class daily. It is faulty thinking which says that you study for a class only when there is a deadline to meet.
- Always read your class material before you attend the lecture over the material.
- Realize that you are responsible for reading and understanding the textbook. In college, the responsibility for learning is the student's.
- Review, review, review the material in each class every day.
- Start to prepare for exams 1-3 weeks in advance.
- Learn what your learning style is and what study techniques best match it.
- Be wise enough to select a major for which you are suited. Be realistic about your skills but at the same time don't compromise your abilities. Seek the help of the Office of Career Services before declaring a major.
- Remember that self discipline is a daily responsibility. Keep trying to become more intentional in your choices.

Grievance Procedure

Students who are dissatisfied with any decision or accommodation provided may file a

grievance. Depending on the nature of the grievance, the student may file in one of two ways – by filing a Section 504 complaint or by filing an Academic Grievance. The College administration encourages students with a grievance to use the informal (internal) process before the formal (external) one. We have been able to address concerns in the past using the informal (internal) process.

Title IX and Section 504

Any student who believes he/she may have a legitimate grievance regarding alleged discrimination based on Title IX or Section 504 of the Rehabilitation Act of 1973, or any other federal civil rights law, may do one of two things. First, the student may go to the duly appointed institutional grievance officer, the Vice President and Dean for Academic Affairs, or secondly, the student may file a grievance directly with the Office of Civil Rights, Chicago Office, U.S. Department of Education, 111 N. Canal Street, Suite 1053, Chicago, IL 60606-7204, 312-886-8434; TDD 312-353-2540.

If the student chooses to take the grievance to the institutional grievance officer, the institutional grievance officer will be responsible to launch an investigation of the alleged discrimination, in the following manner:

1. The student and the faculty/staff member should discuss the student's grievance, possibly including a mutually agreed upon third party, and make every effort to reach a solution that is satisfactory to the student and the faculty/staff member.
2. If an agreement cannot be reached, the student will bring the issue to the department chair/supervisor of the involved College employee. Grievances related to accommodations must be brought before the department chair as soon as possible and **no later than five days following the incident**. Final course grade grievance must be brought before the Department Chair **no later than March 1 for fall semester and January session grades, and October 1 for spring semester and summer session grades**.
3. If an agreement cannot be reached with the department chair/supervisor, the student will bring the issue to Vice President and Dean for Academic Affairs. the department chair/supervisor of the involved College employee as soon as possible ad no later than five days following the conversation with the department chair/supervisor-.
4. The Vice President and Dean for Academic Affairs will render a final decision that is final and no further appeal procedure shall exist within the College.

APPENDIX A
ASSOCIATION ON HIGHER EDUCATION AND DISABILITY GUIDELINES
Adopted July 1997

Documentation Guidelines

I. Qualifications of the Evaluator

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

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

II. Documentation

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

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

III. Substantiation of the Learning Disability

Documentation should validate the need for services based on the individual's current level of functioning in the educational setting. A school plan such as an individualized education program (IEP) or a 504 plan is insufficient documentation, but it can be included as part of a more comprehensive assessment battery. A comprehensive assessment battery and the resulting diagnostic report should include a diagnostic interview, assessment of aptitude, academic achievement, information processing and a diagnosis.

A. Diagnostic Interview

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

B. Assessment

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

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

1. Aptitude
A complete intellectual assessment with all subtests and standard scores reported.
2. Academic Achievement
A comprehensive academic achievement battery is essential with all subtests and standard scores reported for those subtests administered. The battery should include current levels of academic functioning in relevant areas such as reading (decoding and comprehension), mathematics, and oral and written language.
3. Information Processing
Specific areas of information processing (e.g., short- and long-term memory; sequential memory, auditory and visual perception/processing, processing speed, executive functioning and motor ability) should be assessed.

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

establish a differential diagnosis). In addition to standardized tests, it is also very useful to include informal observations of the student during the test administration.

C. Specific Diagnosis

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

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

D. Test Scores

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

The tests used should be reliable, valid and standardized for use with an adolescent/adult population. The test findings should document both the nature and severity of the learning disability. Informal inventories, surveys, and direct observation by a qualified professional may be used in tandem with formal tests in order to further develop a clinical hypothesis.

E. Clinical Summary

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

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

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

IV. Recommendations for Accommodations

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

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

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

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

V. Confidentiality

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

APPENDIX B

Recommendations for Consumers

1. For assistance in finding a qualified professional:
 - contact the disability services coordinator at the institution you attend or plan to attend to discuss documentation needs; and
 - discuss your future plans with the disability services coordinator. If additional documentation is required, seek assistance in identifying a qualified professional.

2. In selecting a qualified professional:
 - ask what his or her credentials are;
 - ask what experience he or she has had working with adults with learning disabilities, and
 - ask if he or she has ever worked with the service provider at your institution or with the agency to which you are sending material.

3. In working with the professional:
 - take a copy of these guidelines to the professional;
 - encourage him or her to clarify questions with the person who provided you with these guidelines;
 - be prepared to be forthcoming, thorough and honest with requested information; and
 - know that professionals must maintain confidentiality with respect to your records and testing information.

4. As follow-up to the assessment by the professional:
 - request a written copy of the assessment report;
 - request the opportunity to discuss the results and recommendations;
 - request additional resources if you need them; and
 - maintain a personal file of your records and reports.

APPENDIX C

Tests for Assessing Adolescents and Adults

When selecting a battery of tests, it is critical to consider the technical adequacy of instruments including their reliability, validity, and standardization on an appropriate norm group. The professional judgment of an evaluator in choosing tests is important.

The following list is provided as a helpful resource, but it is not intended to be definitive or exhaustive.

Aptitude

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

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

Academic Achievement

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

And/or specific achievement tests such as:

- *Nelson-Denny reading Skills Test*
- *Stanford Diagnostic Mathematics Test*
- *Test of Written Language - 3* (TOWL-3)
- *Woodcock Reading Mastery Tests - Revised*

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

Information Processing

Acceptable instruments include the

- *Detroit Tests of Learning Aptitude - 3* (DTLA-3)
- *Detroit Tests of Learning Aptitude - Adult* (DTLA-A)

and/or information from subtests on *WAIS-R*, *Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability*, as well as other relevant instruments.

Revised November, 2000

Adopted by the Association on Higher Education and Disability, July, 1997

APPENDIX C

Services for Students with Disabilities
Intake Information

Personal Information

Date ____/____/____

2. Name _____

3. Student ID# _____ 4. Birth date _____

5. Local address _____

6. Telephone land (_____) _____ cell: (_____) _____

7. College email address _____@manchester.edu

8. Permanent address _____

9. City/State/Zip _____

10. Telephone (____) _____

Circle choice

11. Sex: Male Female

12. Status: Prospective Transfer FY SO JR SR Masters

13. Current college GPA _____

14. Major _____ 15. Minor _____

15. Ethnic Origin: Asian/Asian American Black/African American
Caucasian Hispanic/Mexican American
Native American Other _____

International: Country of Origin _____

If English is not your native language, then what is?

Disability Information

16. Are you a student with a disability? Yes Suspected No

17. If yes or suspected, describe the nature of the disability _____

18. Describe your Health: Good Fair Poor

19. What medications are you currently taking? _____

20. What medications have you taken in the past? _____

21. Describe any serious physical illnesses, injuries, or surgeries you have no or had in the past:

22. Describe any accommodations you have had in the past _____

Signature: _____

Other than exceptions per Indiana law and court orders, information provided is confidential.

Please return this completed application to:

Denise L.S. Howe
Assistant Professor of Education
Director of Learning Support Services
Email: DSHowe@manchester.edu

Manchester College
604 College Ave., Box 182
North Manchester, IN 46962
Phone: (260) 982-5076

APPENDIX D

Services for Students with Disabilities
REQUEST FOR ACCOMMODATIONS

Name Semester Year MC Box #
Campus Phone # Other Phone #

MC e-mail @manchester.edu

I legally qualify for accommodations because of a disability. Documentation of the disability is on file in the Learning Center and I have discussed my needs with the Director of Learning Support Services.

I need the following services for the semester named above:

- extended time for in-class activities such as tests and exams
distraction-free environment for tests and exams
exams read orally to me
scribe for exams
notetaker in class, I will work with my instructor to identify a competent notetaker
I am a member of Recordings for the Blind and Dyslexic and will get books on tape
other
other

My class schedule for the above named semester is:

Table with 3 columns: Class & Code, Instructor, Time & Days. Includes example row: HIST 101A, KATinsley, 11:00 MTRF.

Academic Advisor:

Major: Minor:

If you are an education major: El Ed Sec Ed Area:

Return this form to: Denise Howe at MC Box 182 or Winger Hall room 115
These requests only provide the college with permission to discuss the legality and suggestions regarding accommodations for you. It is your responsibility to make arrangements with your instructors for them.
If you make changes in your schedule, contact Denise immediately at 5076 or DSHowe@manchester.edu.

Signature Date

APPENDIX E
Services for Students with Disabilities
Release of Information Permission Form

Name _____ Student ID# _____

I give my permission for the Learning Support Services staff to discuss and/or release information regarding my case with the following offices and/or individuals when necessary or appropriate:

_____ Admissions office

_____ Registrar's office

_____ Health center

_____ Student development

_____ Academic affairs

_____ Academic advisor

_____ Other: on campus (specify)

_____ Financial aid office

_____ Parents/guardians

_____ Outside agencies (specify)

Topics that may not be discussed: _____

Student signature

Date

This permission expires on _____
Date