

Corban University Disability Services Policies and Procedures

Corban University is committed to providing students with disabilities access to services in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance ..."

Federal Definition of Disability: Someone who has a physical or psychological condition which substantially limits one or more major life activities; has a record of such impairment, or is regarded by the covered entity as having impairment.

Substantially limits: Unable to perform a major life activity or significantly restricted as to the condition, manner, or duration under which a major life activity can be performed when compared with the average person.

Major life activity: Includes the functions of caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Documentation of a Disability: Generally, students seeking support services under the ADA must have adequate documentation on file in the Student Support office in a timely manner before adjustments or modifications can begin, preferably as soon after admission as possible. The documentation must be based upon an evaluation by a professional in the healthcare or mental health field such as a physician, psychiatrist, psychologist or school psychologist. Originals or notarized copies must be provided before accommodation will be made.

Note: the law stipulates that in the postsecondary setting a student does not qualify for services until they have registered with the disability office and been certified for eligibility. Retroactive accommodations are not made.

The provision of all reasonable accommodations and services is based upon a case-by-case assessment of the impact of the student's disabilities on his or her academic performance and/or university participation at a given time in the student's life. Therefore, it is in the student's best interest to provide recent and appropriate documentation and generally documentation should not be more than three years old. Students with temporary disabling conditions may be provided services on a case by case basis, taking into consideration both the duration of the expected condition and the extent to which it actually limits academic performance and/or college participation. Such students may need to re-document their condition periodically (e.g., each semester) before services can continue.

An individualized education program (IEP) or Section 504 plan, if you have one, will help identify services that have been effective for you. Postsecondary education presents different demands than high school education, therefore, what you need to meet these new demands may be different based on the type of disability. One notable difference at the postsecondary level is the use of accommodations vs modifications.

Costs for Diagnosis/Testing: Costs associated with diagnosis, evaluation, and testing or retesting are the responsibility of the student. For students currently enrolled at Corban, referral to the Counseling Center and/or other professionals in the community may be appropriate.

The diagnostic report should include specific recommendations for accommodations as well as an explanation as to why each accommodation is recommended. The evaluator should describe the impact the diagnosed disability has on a specific major life activity of the individual. The evaluator should

support recommendations with specific test results or clinical observations. If accommodations are not clearly recommended in a diagnostic report, clarification may be requested.

Decisions regarding the nature of the accommodations are made using the documentation provided. In addition, input from faculty can be an important part in accommodating students. The final determination for providing appropriate and reasonable academic accommodations rests with the university.

Requesting and Receiving Accommodations: Corban University has identified Student Support as the primary resource for students needing academic accommodations and for faculty needing information. The Associate Director of Student Support will meet with each student seeking services to discuss disability support, appropriate documentation and procedures. Ideally students seeking support should make contact with the associate director prior to the beginning of the semester.

Accommodations requested in a timely manner that are determined and approved by the university as reasonable may include but are not limited to: adjustments in test taking, note takers, readers, interpreters, taped textbooks, auxiliary aids, and extended time to complete longer assignments.

Accommodations are to be reasonable. Determining what is reasonable is at the discretion of the Associate Director of Student Support and the professors. In determining what accommodations are reasonable, available diagnostic information will be used; previous IEPs or 504 plans will be reviewed; and the student's input will be considered. The goal of any accommodation is to allow the student to participate and access the program without altering the essence of the program or cause undue hardship for the program.

At the beginning of each semester, the student is to come to Student Support to review and sign an Accommodations Request form. Students will be advised to make an appointment to meet with their professor to discuss the accommodations. Students are not required to disclose the specific disability but are encouraged to discuss ways in which professors can help them. Students are also encouraged to meet with their academic advisor in order to discuss their academic goals and challenges.

Students should not, however, independently solicit accommodations from faculty but should begin that process in Student Support. Although uncommon, any continuing concern by a student of faculty or staff's compliance with an approved accommodation generally should be handled by the Associate Director of Student Support, who should work out arrangements that best address the needs of the instructor, the student, and the university. If a resolution cannot be reached, the matter will be referred to the Provost.

Personal Attendants: Section 104.44[2](d) states specifically, "Recipients need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature." Thus, personal needs that necessitate an attendant are the responsibility of the student.

Housing Requests: Any student who requests housing adjustments due to a disability should be approved through Student Support and Residence Life. The Office of Residence Life consults with Student Support about how specific concerns can best be met.

Privacy of Records: Student Support maintains record in accordance with university policy for the handling of student record under the Family Educational Rights and Privacy Act (FERPA). Records maintained by Student Support are considered property of Corban University.

Clinical information provided in the documentation of a disability can include the diagnosis of a physical, learning or psychological condition and related test scores. This information will not be released to anyone without the consent of the student except as necessary to implement accommodations. Access to clinical information is restricted to the Student Support and Student Life offices. Documentation is normally not forwarded to a third party, such as a health care provider or another college. However, following written consent, documentation can be sent directly to the student.

Confidential information is shared only on a “need-to-know” basis. Faculty need to know the accommodations that are recommended as appropriate to meet a student’s disability related needs, but do not need access to all diagnostic information.

Records for student with disabilities are maintained in the Student Support office until five years after the last semester of enrollment. Documents that relate to the student’s disability are not part of the academic record in the Registrar’s office.

Illness/Disability Issues after Enrollment

Occasionally students discover of a learning disability after enrolling at Corban University. When this does occur all efforts will be made to make adjustments when the appropriate paperwork has been provided to the Associate Director of Student Support. The accommodations cannot be made “retroactive” but will be implemented in a prudent and timely manner. The above policies pertaining to testing, accommodations, records etc apply.

There are times when students encounter occasional/short term illness, serious illness, family emergencies, mental health issues or other issues that compromise their ability to attend class and complete coursework. When these situations arise it is imperative that the appropriate university personnel be in communication with the student and one another to ensure the student is receiving the necessary care, support, and treatment as needed. The following serve as guidelines when these situations arise.

Occasional/Short term illness

When a student misses the occasional class due to illness, the student may visit the Student Health Center and provide documentation to their professor and the Associate Director of Student Support. The professor may then consider this an excused absence with no grade penalty for attendance.

Long term/Serious Illness or Family Emergency

If a student develops a chronic or long term ailment or experiences some other type of emergency that prevents class attendance or inhibits his or her ability complete assignments in a timely matter, Student Life and Student Support Services personnel will work together to determine strategies for success. This team is referred to as a Student Support Team. Students may request assistance of this team, but one will be assigned regardless of student preference if it becomes clear that a health issue has compromised the student’s ability to thrive.

- Any discussion of accommodations or extensions on coursework should be coordinated by the Associate Director of Student Support. Recommendations for accommodation must come from a health care professional. Accommodations are based on their diagnosis or recommendations.
- Accommodations may include extensions on work, incompletes, or withdrawal from the course.
- Accommodations will vary depending on the nature of the courses in which a student is enrolled. Some courses, by nature of their material, require attendance.
- The Associate Director of Student Support will coordinate meetings with health care professionals and professors as needed.