

Nazarene Bible College Accessibility Policy



ACCESSIBILITY

A Guidebook for Students with Disabilities Nazarene Bible College

Updated: February 2021

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This guidebook is based on St. Edward's University's Faculty Guidebook for Students with Disabilities. Lorrain Perea, MEd. LPC, Coordinator of Student Disabilities Services in Academic Planning and Support, granted permission to do so.

The sections on mobility and dexterity and speech impairments are based on The University of Notre Dame's Students with Disabilities. Scott Howland, Program Coordinator for Students with Disabilities, granted permission to do so.

The sections on The Rehabilitation Act of 1973 and hidden disabilities were adapted from the Office for Civil Rights of the United States Department of Education.

Dear Faculty, Staff and Students:

Nazarene Bible College affirms all students as valued members of the college community and we strive to provide access to our programs and activities to students with disabilities.

The *Guidebook for Students with Disabilities* is a means toward removing any barriers to a student's education — physical, programmatic, or attitudinal — through the cooperation of all associated with Nazarene Bible College. While it is not always easy to understand a person's disabilities and/or to discern the appropriate accommodation, the information included here seeks to dispel any mystery that might exist around the services to be provided.

The contents of this guidebook include references that delineate both students' and instructors' responsibilities. This book should foster better communication among students, faculty, and staff and facilitate the learning of those for whom accommodation is appropriate.

Sincerely,

A handwritten signature in black ink, appearing to read "Alan Lyke". The signature is fluid and cursive, with a large initial "A" and "L".

Alan D. Lyke, D.Min.
Vice President for Academic Affairs

Nazarene Bible College

To meet the standards set forth by our Mission Statement and in compliance with the legal requirements of The Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990, the Accommodations Assistant at Nazarene Bible College determines appropriate accommodations for all qualifying students with disabilities. The director provides counsel and advocacy to students and works to promote the development of personal independence and self-reliance.

The Law

Nazarene Bible College has a responsibility to individuals with disabilities as mandated by federal laws such as the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). It is the focus of the Accommodations Assistant to address procedures and practices which impact students with disabilities.

The law states that an institution cannot discriminate in the recruitment, admission, educational process, or treatment of students with disabilities. Students who have voluntarily disclosed that they have a disability (self-identified), provided documentation of the disability, and requested accommodations are entitled to receive: approved, reasonable modification of programs; appropriate academic adjustments; and proper auxiliary aids. These accommodations allow students to participate in and benefit from all of the educational programs and extracurricular activities at Nazarene Bible College.

The Rehabilitation Act of 1973

The Rehabilitation Act of 1973 was the first "civil rights" legislation to prohibit discrimination against people with disabilities. This law applied to programs conducted by federal agencies, those receiving federal funds such as college participation in federal student programs, federal employment, and employment practices of businesses with federal contracts. The standards for determining employment discrimination under the Rehabilitation Act are the same as those used in Title I of the Americans with Disabilities Act.

Section 504 of the Rehabilitation Act provides for "reasonable accommodations" for qualified individuals and requires that these persons not be excluded from, denied access to, or subjected to discrimination under any program. Agencies that provide financial assistance are governed by regulations covering all entities that receive federal aid. In addition to reasonable accommodations, Section 504 requires access to participation in all programs, facilitates communication for people with hearing or visual disabilities, and provides accessible construction and alterations in physical facilities.

The Section 504 regulation defines a qualified individual with handicaps for postsecondary education programs as a person with a handicap who meets the academic and technical standards requisite for admission to, or participation in, the college's education program or activity.

A college has no obligation to identify students with handicaps. In fact, Section 504 prohibits a postsecondary education recipient from making a preadmission inquiry as to whether an applicant for admission is a handicapped person. However, a postsecondary institution is required to inform applicants and other interested parties of the availability of auxiliary aids, services, and academic adjustments, and the name of the person designated to coordinate the college's efforts to carry out the requirements of Section 504. After admission (including the period between admission and enrollment), the college may make confidential inquiries as to whether a person has a handicap for the purpose of determining whether certain academic adjustments or auxiliary aids or services may be needed.

Many students with disabilities, seeking college degrees, were provided with special education services during their elementary and secondary school years. It is especially important for these students to understand that postsecondary institutions also have responsibilities to protect the rights of students with disabilities. In elementary and secondary school, their school district was responsible for identifying, evaluating, and providing individualized special education and related services to meet their needs. At the postsecondary level, however, there are some important differences. The key provisions of Section 504 at the postsecondary level are highlighted below.

At the postsecondary level it is the student's responsibility to make his or her handicapping condition known and to request academic adjustments. This should be done in a timely manner. A student who requests academic adjustments or auxiliary aids because of a handicapping condition may be requested by the institution to provide documentation of the handicap and the need for the services requested. This may be especially important to an institution attempting to understand the nature and extent of a hidden disability.

The requested documentation may include the results of medical, psychological, or emotional diagnostic tests, or other professional evaluations to verify the need for academic adjustments or auxiliary aids.

The Americans with Disabilities Act of 1990 (ADA)

According to the ADA, “no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity.”

ADA is the civil rights guarantee for persons with disabilities in the United States whether or not they are citizens and without regard to racial or ethnic origin. International students with disabilities are entitled to any and all of the same services and support provided by law to any other student with a disability enrolled in a program of higher education in this country. ADA provides protection from discrimination for individuals on the basis of disability. The ADA extends civil rights protections for people with disabilities to employment in the public and private sectors, transportation, public accommodations, services provided by state and local government, and telecommunication relay services.

DEFINITION OF A DISABILITY

Under the ADA and according to the Association on Higher Education and Disability (AHEAD), a “person with a disability” is someone with a physical or mental impairment that substantially limits one or more major life activities. A person is considered to be a person with a disability if s/he has the disability, has a record of the disability, or is regarded as having the disability.

“Physical Impairment” means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, muscular-skeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genital-urinary, hemic and lymphatic, skin and endocrine.

“Mental Impairment” means any psychological disorder, organic brain syndrome, emotional or mental illness, specific learning disabilities, mental retardation, and any psychological disorder as diagnosed by a licensed professional using the Diagnostic and Statistical Manual of Mental DSD **“Substantially Limits”** means 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. This is in comparison to the average person or to most people; the availability of some mitigating measure (such as a hearing aid for someone with a hearing loss that brings hearing acuity within normal limits) is not to be considered when determining if the disability substantially limits the individual.

“Major Life Activity” means functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. The impairment must be severe enough to result in substantial limitation of one or more life activities. Impairments that do not affect a major life activity do not qualify. Assessment of whether a person has a disability is made without regard to availability of a reasonable accommodation or auxiliary aid.

“Hidden Disabilities” refers to physical or mental impairments that are not readily apparent to others. They include such conditions and diseases as specific learning disabilities, diabetes, epilepsy, and allergy. A disability such as a limp, paralysis, total blindness or deafness is usually obvious to others. But hidden disabilities such as low vision, poor hearing, heart disease, or chronic illness may not be obvious. A chronic illness involves a recurring and long-term disability such as diabetes, heart disease, kidney and liver disease, high blood pressure, or ulcers.

ELIGIBILITY

Students with disabilities have met the same admission standards as non-disabled students. Nazarene Bible College cannot limit the number of qualified students with disabilities admitted to the college.

Qualifying: A student is eligible for accommodations when qualifying criteria set forth by the Association on Higher Education and Disability (AHEAD), with support from the U.S. Department of Justice, have been met. Adequate information from a licensed professional qualified to diagnose the particular disability must be presented to the DSD. Accommodations are then determined based on the individual needs of students and the recommendations of the documentation.

Identifying: Although students are legally entitled to request accommodations at any time during the semester, faculty members are encouraged to help identify students as soon as possible.

Confidentiality: All documentation of a disability is treated as a confidential medical record. These records are maintained and kept with the DSD confidential files until the student leaves Nazarene Bible College.

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights of equal access to programs and services. The accommodations listed are provided in compliance with these federal guidelines in order to provide equal access for students to the academic program at Nazarene Bible College.

PROCEDURE FOR STUDENTS SEEKING ACCOMMODATIONS

Nazarene Bible College recognizes that many students with learning, psychological, or medical disabilities or an attention disorder can succeed in college if they are provided support services and appropriate accommodations. Nazarene Bible College provides reasonable accommodations to students with disabilities to help them meet academic requirements and to ensure that they have access to campus life.

To obtain accommodations, students must:

1. **Submit documentation of a disability.** If submitting a prior evaluation, full documentation completed within the past three years is required. The evaluation must include a specific diagnosis and the evidence that supports that diagnosis (including test results where appropriate), and must make specific recommendations for accommodation. The evaluator must be a professional qualified to diagnose a disability including but not limited to a licensed psychologist, psychiatrist, a neurologist, or in some cases, general practice physicians. The diagnosing professional must have expertise in the differential diagnosis of the documented mental disorders and follow established practices.
2. **Specify the kinds of accommodations that they are requesting.** These accommodations must be consistent with the evaluator's recommendations. Students must complete and submit a Request for Accommodation (below).

The Accommodations Assistant will review the student's request form. Nazarene Bible College reserves the right to deny the request if the diagnosis is not adequately supported or properly documented. In some cases, the college may ask the student to submit additional information. The director will inform the student of the outcome of the college's assessment. Once the college approves an evaluation, it will be recognized for three years after the date of the evaluation.

REQUEST FOR ACCOMMODATIONS

Nazarene Bible College

Name _____ Date _____

Address _____ Phone (____) _____

City _____ State _____ Zip _____

Note: If you have been diagnosed as having a disability that requires special accommodations in an academic setting, please complete this form. To qualify for such services, a copy of a recent evaluation (completed within the past three years) that documents necessary academic accommodations must also be submitted. Any recommendations, an Individualized Education Program (IEP), or prescriptions for specific services should also accompany this form. Do not assume that because you had a transcript sent, testing results were also sent. Typically, testing results need a separate signed release before they will be sent.

Describe briefly the condition you have that requires accommodation. Also attach documentation of the disability:

List briefly which accommodations you are requesting:

I acknowledge that by requesting accommodations, I am authorizing the Accommodations Assistant to contact and discuss information relevant to the recommended accommodations with faculty and staff listed below who have a need to know.

Signature of Applicant

Nazarene Bible College • 17001 Prairie Star Parkway, Suite 300 • Lenexa, KS 66220

Phone 719-884-5000 • Fax 719-884-5199

THE 504 LETTER AND ACCOMMODATIONS

It is the institution's obligation under Section 504 and the ADA to provide reasonable accommodations to qualifying students with disabilities. These accommodations afford equal opportunity to participate in the college's educational program.

Only students who have received a 504 Letter legally qualify for accommodations. Accommodations are indicated on the 504 Letter, which the instructor receives from the Accommodations Assistant. *If an instructor does not receive the 504 letter, the instructor is not in any way required to make accommodations.*

Students must complete a Request for Accommodations form in order for the Accommodations Assistant to contact their instructors. Because courses and instructors change each semester, students must request the Accommodations Assistant prior to or at the beginning of each semester to contact their instructors if students want to continue to receive accommodations. The accommodations go into effect when students request them; they are not retroactive.

It benefits both student and instructor to discuss the accommodations indicated in the 504 Letter. Most students do not mind speaking openly about their disability, but some do. Discussions should be confidential, and the student's privacy should be considered. To reduce any concern the student may have, the instructor might begin with, "I don't need to know your diagnosis, but having an understanding of the accommodation letter will benefit us both."



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The 504 LETTER: Authorized Accommodation Services

Student Name: _____ Date: _____

The student named above qualifies for services checked below as of the date listed above:

- Extended test times on exams and quizzes -- within 3 days of the exam date
- Extended deadlines and time-limited "incomplete" grades when appropriate if the completion of required work is allowed due to illness or disability issues allowed
 - Class participation must be completed within the week it is due
 - Weekly assignments due within one week past the due date
 - Final assignments due within one week of the close of the class
- Assistance with contact with the instructor in cases of hospitalization or other severe circumstances
- Assistance from library personnel to access databases and card catalogues, bookshelves, microfiche, and other equipment or to manipulate the pages of publications as needed
- Audio versions of textbooks
 - Audio recorded format: _____ PDF _____

Under the American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights of equal access to programs and services. The accommodations listed are provided in compliance with these federal guidelines in order to provide equal access for students to the academic programs at the Nazarene Bible College.

Signature: _____ Date: _____
Accommodations Assistant

Signature: _____ Date: _____
Vice President for Academic Affairs

Additional comments: _____

Signature: _____ Date: _____
Student

Signature: _____ Date: _____
Faculty

CATEGORIES OF DISABILITIES

All disabilities fall into three broad categories: educational, medical, or psychological. According to national 1998 statistics, approximately one of eleven full-time college freshmen reported having a disability of some kind.

Learning Disabilities

Learning disability is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical skills. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not, by themselves, constitute a learning disability. Although learning disabilities may occur concomitantly with other disabilities, or with extrinsic influences, they are not the result of those conditions or influences (NJCLD: 1990).

A Learning Disability is:

- **Individual-specific.** These are commonly recognized as affecting performance in basic academic functions. Less frequent, but no less troublesome, are problems in organizational skills, time management, and social skills. Many adults with LD may also have language-based and/or perceptual problems.
- **Like interference on the radio or a fuzzy TV picture,** incoming or outgoing information may become scrambled as it travels among the eye, ear, or skin and the brain.
- **Often inconsistent.** It may present problems on Mondays but not on Tuesdays. It may cause problems throughout grade school, seem to disappear during high school, and then resurface again in college. It may manifest itself in only specific areas, such as math or foreign language.
- **Frustrating!** Persons with learning disabilities often have to deal not only with functional limitation, but also with the frustration of having to “prove” that their invisible disabilities may be as problematic as physical disabilities.

*A Learning Disability is **NOT**:*

- A form of mental retardation or an emotional disorder. In fact, the marked discrepancy between intellectual capacity and achievement is what characterizes a learning disability.

Characteristics of a Learning Disability

Remember that each student has deficits in some of these skills. Each deficit may occur in a very mild form or a more severe form.

- Reading skills
- Oral language skills
- Written language skills
- Mathematical skills
- Organizational and study skills
- Social skills

Suggested Tips for Instructors:

- Select a well-written textbook. Try to choose one with a study guide or construct a study guide and sample questions.
- Provide students with a detailed course syllabus early. It is the responsibility of the student to make sure s/he contacts all available resources to obtain the proper materials.
- Make all expectations of the class clear (e.g., grading criteria, materials to be covered, due dates, and test dates).
- Present new or technical vocabulary visually and use in context for clarity of proper use.

- Allow students with learning disabilities to demonstrate mastery of course materials using alternative methods when applicable.
- Copies of displayed materials, lecture notes, and expanded syllabi in hard copy or electronic formats can be very helpful to students.

Students with Learning Disabilities may qualify for these accommodations:

- Extended course requirement due dates
- Exam accommodations
- Audio textbooks
- Recorded lectures

Attention Deficit/Hyperactivity Disorder

Attention Deficit Disorder (ADD) or Attention Deficit with Hyperactivity Disorder (ADHD) is a neurobiological disorder that interferes with a person's ability to sustain attention or focus on a task or delay impulsive behavior. Its core symptoms are inattention, impulsivity, and over-activity.

Characteristics of Attention Deficit / Hyperactivity Disorder:

ADD/ADHD is characterized by varying degrees of difficulty within these symptoms:

- attention span
- impulse control
- hyperactivity (may or may not be present)

Associated difficulties include:

Distractibility	Memory problems	Disorganization
Procrastination	Chronic boredom	Low self-esteem
Chronic lateness	Restlessness	Depression
Mood swings	Anxiety	Relationship problems
Poor social skills	Underachievement	Employment problems
Dyslexia		

Students with ADHD may qualify for these accommodations:

- Assignments and multi-step instructions in written as well as verbal form
- Extended course requirement due dates
- Exam accommodations
- Recorded lectures

Documentation of a Learning Disability (LD), Attention-Deficit Disorder (ADD), or Attention-Deficit/Hyperactivity Disorder (ADHD)

In order for Nazarene Bible College to provide disability-related services, the Accommodations Assistant needs to establish that this student has a disability under Colorado law, which defines a disability as an impairment that limits a major life activity.

Qualifications of the Evaluator

Professionals conducting assessments, rendering diagnoses of learning disabilities or attention deficit hyperactivity disorder, and making recommendations for appropriate accommodations must be qualified to do so. For example, the following professionals would generally be considered qualified to evaluate specific learning disabilities: clinical, counseling, or educational psychologists, school psychologists, neurologists, learning disabilities specialists, medical doctors, or other appropriate specialists.

Documentation

The provision of all reasonable accommodations and services is based upon assessment of the impact of the student's ADD, ADHD or LD on his or her academic performance at a given time in the student's life. Therefore, documentation verifying this must be current (i.e. within the last three years). 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.

Substantiation of a Learning Disability

The evaluation for the diagnosis of ADD, ADHD or a specific learning disability must provide clear and specific evidence that ADD, ADHD or a learning disability does exist.

A diagnostic summary based on a comprehensive evaluation process is a necessary component of the report. 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, behavioral problems and cultural language differences;
2. indication of how patterns in the student's cognitive ability, achievement and information processing reflect the presence of ADHD or 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; and
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). The diagnostic report should include specific recommendations for accommodations as well as an explanation as to why each accommodation is recommended.

The final determination for providing appropriate and reasonable accommodations rests with the institution.

All information provided to Nazarene Bible College is considered confidential and any part of the documentation will not be released without the student's informed and written consent.

DOCUMENTATION OF A LEARNING DISABILITY, ATTENTION-DEFICIT DISORDER, OR ATTENTION-DEFICIT/HYPERACTIVITY DISORDER

Nazarene Bible College

In order for Nazarene Bible College to provide disability-related services, the Accommodations Assistant needs to establish that this student has a disability under Colorado law, which defines a disability as an impairment that limits a major life activity. This form is designed to help make that determination.

PLEASE PROVIDE THE FOLLOWING INFORMATION IN FULL

Student Name _____ Medical Record# _____
Last First M.I.

Date of last appointment with this individual:

Please identify any current medical condition or learning disorder you have diagnosed, or which you have on record, for this individual (e.g. DSM V diagnoses).

Please identify the severity and duration of any current, functional limitations in an educational setting that are a direct result of the identified learning disorder or condition.

Do any of the limitations listed above (if any) make the achievement of a major life activity difficult? If so, please identify the major life activity involved.

What recommendations do you have regarding necessary and appropriate auxiliary aids or services, academic adjustments or other accommodations to equalize the student's educational opportunities?

Please attach all supportive information, reports, and test results relevant to the documented diagnosis and limitations – particularly where the standard of practice for the diagnosis requires standardized testing.

Signature _____ Date _____

Name & Degree _____ Lic. Type & No. _____

Address _____

Phone _____ Fax _____

Note: Qualified diagnosing professionals are licensed psychologists, psychiatrists, neurologists, and in some instances general practice physicians. The diagnosing professional must have expertise in the differential diagnosis of the documented mental disorder or condition and follow established practices in the field.

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Psychological Disabilities

Psychological disabilities cover a wide range including depression, anxiety, and chronic mental illness. While these illnesses may not be curable, they usually can be greatly improved with medication, therapy, and social support. Students with psychological disabilities may require treatment or, on occasion, hospitalization. Emotional concerns may manifest themselves in negative or apathetic attitudes and behavior. It may be helpful to remember that these students have as little control over their disabilities as students with physical disabilities.

Description:

- Disabilities affect people regardless of age, gender, income, ethnicity, and religion. One in five Americans has some form of mental illness (U.S. National Institute of Mental Health). Those under treatment may have few periods of active symptoms.
- Disabilities can be controlled with medication. However, some medications cause undesirable side effects such as drowsiness and disorientation that can affect academic performance.
- Depression and anxiety, two of the more common psychological disabilities, may be acute or chronic.
- Psychological impairments may result in additional symptoms such as poor concentration, irritability, fatigue, anxiety, apathy, perception problems, physical symptoms, and learning disabilities.
- Behaviors may be of concern in a classroom environment. If behavior is a concern:
 - Discuss classroom behavior with the student privately and candidly. Be specific.
 - Do not attempt to diagnose or treat the psychological disorder, or focus on the student's behaviors.
 - If it seems appropriate, refer the student to the Accommodations Assistant.
 - If the student's behavior is abusive or threatening, refer the matter to the Vice-President for Academic Affairs.
 - Refer student to the DSD for proper documentation and possible accommodations in the classroom.

Suggested Tips for Instructors:

- If the student initiates the conversation, it may be appropriate to discuss problems and side effects associated with medications.
- Hold these discussions in private when possible.
- Be willing to clarify assignment and class performance expectations several times if necessary.
- Establish clear boundaries regarding your relationship with students. Refer them for counseling, if necessary.
- Protect confidentiality whenever possible.

Students with Psychological Disabilities may qualify for these accommodations:

- Extended course requirement due dates
- Exam accommodations
- Incompletes or late withdrawals in place of course failures in the event of prolonged illness
- Modifications for in-class presentations and group projects

DOCUMENTATION OF PSYCHOLOGICAL IMPAIRMENT

Nazarene Bible College

In order for Nazarene Bible College to provide disability-related services, the Accommodations Assistant needs to establish that this student has a disability under Colorado law, which defines a disability as an impairment that limits a major life activity. This form is designed to help make that determination.

PLEASE PROVIDE THE FOLLOWING INFORMATION IN FULL

Student Name _____ Medical Record# _____
Last First M.I.

Date of last appointment with this individual:

Please identify any current medical condition or psychological disorder you have diagnosed, or which you have on record, for this individual (e.g. DSM V diagnoses).

Please identify the severity and duration of any current limitations that are a direct result of the identified psychological disorder or condition.

Do any of the limitations listed above (if any) make the achievement of a major life activity difficult? If so, please identify the limitation, the major life activity involved, and the extent of the difficulty.

Is this individual on prescribed medications for the identified mental disorder or condition? If so, what is the effect (if any) on the limitations listed above?

Please attach all supportive information, reports, and test results relevant to the documented diagnosis and limitations – particularly where the standard of practice for the diagnosis requires standardized testing.

Signature _____ Date _____
Name & Degree _____ Lic. Type & No. _____
Address _____
Phone _____ Fax _____

Note: Qualified diagnosing professionals are licensed psychologists, psychiatrists, neurologists, and in some instances general practice physicians. The diagnosing professional must have expertise in the differential diagnosis of the documented mental disorder or condition and follow established practices in the field.
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Medical Disabilities

A wide range of conditions may interfere with stamina and mobility and affect academic functioning. Common conditions may include hepatitis, Muscular Dystrophy, Cerebral Palsy, Chronic Asthma, any sight or hearing impairment, Epilepsy, Spinal Cord Injuries, ADD/ADHD, Arthritis, auto-immune diseases such as HIV/AIDS, Diabetes, Cancer, Chronic Fatigue Immune Deficiency Syndrome, Fibromyalgia, Lupus, Multiple Sclerosis, or Multiple Chemical Sensitivities. There are many other health disabilities that can be determined by a licensed medical professional. Functional limitations and abilities will vary widely even within the same type of disability. Students may have difficulty getting to or from class, performing in class, and managing out-of-class assignments and tests. Accommodations vary greatly and can only be determined on an individual basis.

Things to Keep in Mind:

- Occasional absence or tardiness may be unavoidable. These problems may be the result of fatigue, severe pain, illness, or other health-related concerns.
- Scheduling may be an issue. Special projects and testing may require some time flexibility to allow students to work during optimal time periods of the day.
- Chronic health problems may create secondary disabilities such as depression and anxiety.
- Progression of illness is unpredictable. Periodic remissions may allow for added energy and euphoria, while exacerbations may require hospitalization.

Tips for Instructors:

- Arrange for the assistance of an aide to help a student in a lab course if necessary.
- Flexibility with coursework is especially helpful. The student and instructor should meet early in the semester to discuss timelines and agree to the suggested deadlines.

Students with Medical Disabilities may qualify for these accommodations:

- Extended deadlines and time-limited "incomplete" grades when appropriate if the completion of required work is delayed due to illness or disability issues
- Assistance with contact with instructor in cases of hospitalization or other severe circumstances
- Assistance from library personnel to access databases and card catalogues, bookshelves, microfiche, and other equipment or to manipulate the pages of publications
- Recorded lectures and/or textbooks
- Assistance with taking notes
- Exam accommodations

DOCUMENTATION OF MEDICAL IMPAIRMENT

Nazarene Bible College

In order for Nazarene Bible College to provide disability-related services, the Accommodations Assistant needs to establish that this student has a disability under Colorado law, which defines a disability as an impairment that limits a major life activity. This form is designed to help make that determination.

PLEASE PROVIDE THE FOLLOWING INFORMATION IN FULL

Student Name _____ Medical Record# _____
 Last First M.I.

Date of last appointment with this individual:

Please identify any current medical condition you have diagnosed, or which you have on record, for this individual (e.g. DSM V diagnoses).

Please identify the severity and duration of any current limitations that are a direct result of the identified medical disorder or condition.

Do any of the limitations listed above (if any) make the achievement of a major life activity difficult? If so, please identify the limitation, the major life activity involved, and the extent of the difficulty.

Is this individual on prescribed medications for the identified medical disorder or condition? If so, what is the effect (if any) on the limitations listed above?

Please attach all supportive information, reports, and test results relevant to the documented diagnosis and limitations – particularly where the standard of practice for the diagnosis requires standardized testing.

Signature _____ Date _____
Name & Degree _____ Lic. Type & No. _____
Address _____
Phone _____ Fax _____

<p>Note: Qualified diagnosing professionals are licensed psychologists, psychiatrists, neurologists, and in some instances general practice physicians. The diagnosing professional must have expertise in the differential diagnosis of the documented mental disorder or condition and follow established practices in the field.</p>

Hearing Impairments

More individuals in the United States have a hearing impairment than any other type of physical disability. A hearing impairment refers to any type or degree of auditory impairment; deafness is an inability to use hearing as a means of communication. Hearing loss may be mild, moderate, or profound. A person who is born with a hearing loss may have language deficiencies and exhibit poor vocabulary and syntax. People with acquired deafness may have excellent speech. Some students with hearing loss may use hearing aids and rely on lip reading. Many students learn communication through American Sign Language (ASL) and will require an interpreter.

Things to Keep in Mind:

- Students who are hard of hearing may use speech, lip reading, and hearing aids to enhance communication. Some students are highly skilled in speech reading; however, only 30-40% of spoken English is understandable by speech reading alone.
- Students who are hard of hearing may use an FM amplification system. Instructors wear a clip-on microphone. The system's limitation may affect participation, so instructors may need to repeat classroom comments.

Tips for Instructors:

- Help students locate a qualified note-taker.

Accommodations to Consider:

- Adaptive equipment loaned for academic use
- Captioned films and video materials
- Interpreters for instructions on examinations
- Exam accommodations
- Peer assistance with classroom participation and group discussions

DOCUMENTATION OF HEARING IMPAIRMENT

Nazarene Bible College

In order for Nazarene Bible College to provide disability-related services, the Accommodations Assistant needs to establish that this student has a disability under Colorado law, which defines a disability as an impairment that limits a major life activity. This form is designed to help make that determination.

PLEASE PROVIDE THE FOLLOWING INFORMATION

Student Name _____ Medical Record# _____
 Last First M.I.

Clearly describe this individual's hearing impairment.

Specify functional limitations on the individual's ability to perform or participate in an academic setting.

Provide a description of treatment(s) with anticipated effectiveness in minimizing the impact of the impairment.

Please attach all supportive information, reports, and test results relevant to the documented diagnosis and limitations – particularly where the standard of practice for the diagnosis requires standardized testing.

Signature _____ Date _____

Name & Degree _____ Lic. Type & No. _____

Address _____

Phone _____ Fax _____

Note: Qualified diagnosing professionals are licensed psychologists, psychiatrists, neurologists, and in some instances general practice physicians. The diagnosing professional must have expertise in the differential diagnosis of the documented mental disorder or condition and follow established practices in the field.
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Visual Impairments

There are many types of visual impairments that may require special assistance. Depending on the condition, a student with a visual impairment may experience a wide variety of difficulties with sight. While one student may be totally blind, another student may have spotty vision. The Executive Assistant works closely with each student with a visual impairment in selecting the appropriate combination of services and technology, which will best assist the student in being successful at Nazarene Bible College.

Suggested Tips for Instructors

- Some students have scanners at their homes where information from a disk can be scanned and then put into Braille from any computer. Be aware of what technology and equipment will be needed for your class.

Accommodations to Consider:

- Audio record lectures
- Exam accommodations
- Appointed lab assistant for classes with a lab requirement
- Audio textbooks from Learning Ally
- Scribe for written assignments

DOCUMENTATION OF VISUAL IMPAIRMENT

Nazarene Bible College

In order for Nazarene Bible College to provide disability-related services, the Accommodations Assistant needs to establish that this student has a disability under Colorado law, which defines a disability as an impairment that limits a major life activity. This form is designed to help make that determination.

PLEASE PROVIDE THE FOLLOWING INFORMATION

Student Name _____ Medical Record# _____

 Last First M.I.

Date of last appointment with this individual:

Clearly describe this individual's visual impairment.

Summarize the assessment procedures and evaluation instruments used to diagnose the impairment.

Specify functional limitations related to the condition(s), i.e., length of time able to read, write, size of print needed, how long activity can be performed before needing a break, and how long breaks should last.

Specify visual acuity with best correction:

Provide a description of treatment(s) and/or assistive devices used to minimize impact of the impairment.

List medication side effects (if applicable).

Indicate the prognosis with anticipated duration of limitations and impairment.

Please attach all supportive information, reports, and test results relevant to the documented diagnosis and limitations – particularly where the standard of practice for the diagnosis requires standardized testing.

Signature _____ Date _____

Name & Degree _____ Lic. Type & No. _____

Address _____

Phone _____ Fax _____

<p>Note: Qualified diagnosing professionals are licensed psychologists, psychiatrists, neurologists, and in some instances general practice physicians. The diagnosing professional must have expertise in the differential diagnosis of the documented mental disorder or condition and follow established practices in the field.</p>

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Speech Impairments

Speech impairments may have many causes—hearing loss, illness, injury, and congenital or psychological conditions. Speech impairments are found alone and in combination with other disabilities. Speech impairments range from problems with articulation or voice strength to an inability to speak at all. Unless the impairment is recent, students with speech impairments generally have had some speech therapy.

Things to Keep in Mind:

- Many students with speech-impairments are unable or reluctant to participate in activities that require speaking. Even if the students have adjusted well to speech impairments, new situations may enhance past anxieties.
- Self-expression should be encouraged; however, pressure to speak is not likely to be helpful. Speaking in front of a group can be an agonizing experience for a speech-impaired student.

Suggested Tips for Instructors

- Be patient and listen.
- Do not provide words or finish sentences for a person who stutters or speaks with difficulty; let the person complete his or her thoughts.
- Give students with communication disabilities the opportunity to participate in class discussions as much as possible even if extra time is necessary
- If the course requires oral communication and the student is unable to communicate orally, arrange for alternative methods such as written communication that might be shared with the class.
- Encourage participation, but do not require a student with a communication difficulty to speak in front of the class.
- If the instructor does not understand what is being said by the student, do not pretend to know; the instructor needs to tell the student they do not understand, and allow him or her to repeat the communication.
- Keep all information confidential.

Accommodations to Consider:

- Participation through written assignments or responses to specific questions that are read to the class by a reader.
- Written assignments or responses to specific questions that can be shared with the class by someone else reading them aloud as an alternative to oral presentations.
- Patience and encouragement for students who choose to participate orally, offers an opportunity to develop self-confidence in a challenging situation.

Mobility and Dexterity Impairments

Most mobility limitations result from neuromuscular and orthopedic disabilities that result in wide variations in the remaining physical abilities. The most common mobility disabilities among students are spinal cord injuries, cerebral palsy, multiple sclerosis, muscular dystrophy, post-polio paralysis, spina bifida and others that result in quadriplegia and paraplegia. Do not generalize with regard to specific limitations of persons with these kinds of disabilities. Functional abilities vary widely not only among the disabilities, but also among students with the same disability. General conditions affecting the degree of limitation may include age at onset, progression rate, disorder, level and extent of injury, and response to treatment. Some disabilities are progressive (as in muscular dystrophy); others are not. Limitations associated with some disabilities fluctuate with periods of remission and exacerbation (as in multiple sclerosis and arthritis), some may remain constant (as in spina bifida), and others may improve with time and therapy.

The student with the disability is the best source of information regarding his or her disability and accompanying specific limitations. Although it is difficult to generalize about classroom needs of students with physical disabilities, the major limitations affecting college participation generally involve mobility and hand dexterity.

Mobility Limitations

Access and timely travel are the major concerns of students who use wheelchairs, crutches, canes, walkers, braces, or other mobility aids. These students must learn the routes across campuses that do not present barriers (stairs, curbs, narrow walkways, heavy doors, and some elevators).

Suggested Tips for Instructors:

- If the class involves field work or field trips, care should be taken in selecting the site to ensure that the facility is accessible enough for the mobility-impaired student to participate and benefit from the experience.

Accommodations to Consider:

- Almost all students with dexterity problems will engage classmates as note takers.
- Another possible accommodation is for the professor to provide a copy of his or her notes at the end of each class session. This helps alleviate confusion of note content or completion of ideas.

Hand and Arm Dexterity Limitations:

Students may have hand and arm dexterity limitations alone (carpal tunnel syndrome where the nerve in the wrist is compressed) or in conjunction with mobility limitations (spinal cord injury quadriplegia). Generally speaking, hand dexterity limitations have greater impact on academic functioning than mobility limitations, but again, the specific limitation will depend on the type and severity of the disability.

Things to Keep in Mind:

- Some students with hand dexterity impairments are able to write to some degree; others cannot write at all. Those who do their own writing usually require additional time to do so. Students with hand and arm limitations often record class lectures or have note takers. Some can type their own papers by using regular or adapted keyboards or key guards; others use typists.
- Unless tests are all objective with answers that can simply be marked or circled, most will require special test accommodations often in the form of extra time or the use of a scribe or a word processor.
- Students with hand dexterity and arm limitations should be allowed and encouraged to participate to the fullest extent possible in laboratory classes. If the lab objective is to learn a procedural process and resulting reaction, as in a chemistry experiment, the objective can usually be achieved if the student has an aide or is paired with a classmate who can carry out step-by-step instructions given by the student (e.g., type of test tube to use, what chemical to add when and where, and how to dispose of used chemicals). In this way, the student who has a disability is actively involved and will learn everything except how physically to manipulate the chemicals.

Suggested Tips for Instructors:

- Students with mobility limitations will ask for assistance when they need it. Do not assume that assistance is needed.

- When conversing with someone in a wheelchair, sit so that you are at that person's eye level whenever possible.
- Leaning on a wheelchair is tantamount to leaning on a person's shoulder - it is an invasion of personal space.
- When discussing a student's disability and accommodation/adaptation needs, talk only about needs that are relevant to the successful completion of course work.
- Refer to a person in a wheelchair as a "wheelchair user," not as "confined" to a wheelchair. Most people using wheelchairs transfer to furniture, automobiles, etc., using wheelchairs only as means of movement from one point to another.
- If a student's speech is affected by the disability and is difficult to understand, do not hesitate to ask the student to repeat.
- Keep all information confidential.

Accommodations to Consider:

- Support the use of note takers and taped lectures
- Restructure laboratory experiences to include the use of a partner for students with hand and arm dexterity or other mobility imitations. The partner can perform the active parts of the assignment at the direction of the disabled student.
- Work with students to arrange for appropriate time for completion of class assignments.
- Allow adequate time for testing.

DOCUMENTATION OF MOBILITY IMPAIRMENT

Nazarene Bible College

In order for Nazarene Bible College to provide disability-related services, the Accommodations Assistant needs to establish that this student has a disability under Colorado law, which defines a disability as an impairment that limits a major life activity. This form is designed to help make that determination.

PLEASE PROVIDE THE FOLLOWING INFORMATION

Student Name _____ Medical Record# _____
Last First M.I.

Date of last appointment with this individual:

Clearly describe this individual's medical or mobility impairment.

Summarize the assessment procedures and evaluation instruments used to diagnose the impairment.

Specify functional limitations related to the condition(s), i.e., length of time able to write, keyboard, walk before needing a break, and how long breaks should last before resuming activity.

Provide a description of treatment(s) with anticipated effectiveness in minimizing the impact of the impairment.

List medication side effects (if applicable).

Indicate the prognosis with anticipated duration of limitations and impairment.

Please attach all supportive information, reports, and test results relevant to the documented diagnosis and limitations – particularly where the standard of practice for the diagnosis requires standardized testing.

Signature _____ Date _____

Name & Degree _____ Lic. Type & No. _____

Address _____

Phone _____ Fax _____

Note: Qualified diagnosing professionals are licensed psychologists, psychiatrists, neurologists, and in some instances general practice physicians. The diagnosing professional must have expertise in the differential diagnosis of the documented mental disorder or condition and follow established practices in the field.
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FACULTY REFERRALS

Most students with disabilities self-identify to the Executive Assistant of the VP of Enrollment Management office early in their college experience; however, some students attend college with an undiagnosed learning disability. They may have struggled through high school by meeting minimal standards and not have been identified as having any academic problems. The instructor's observations in the classroom are invaluable. A referral to the Director of Student Development to discuss their learning difficulties may result in a referral for further testing and a long overdue diagnosis. The following clues may help instructors in the referral process.

Do you have a student in class who:

- demonstrates marked difficulty in reading, writing, spelling, and/or using numerical concepts?
- has illegible handwriting?
- exhibits such behaviors as an inability to stick to simple schedules, repeatedly forgets things, loses or leaves possessions, and generally seems personally disorganized?
- sometimes seems disorganized in time, space: confuses up and down, right and left?
- confuses similar letters and words such as "b" and "d", "was" and "saw"?
- is easily distracted?
- often displays anxiety or anger due to an inability to cope with school or social situations?
- often demonstrates an inability to understand the subtleties in a social situation and doesn't seem to perceive how his/her behavior comes across to others?

If you have a student who has any or some of the above characteristics, you may have a student with an undiagnosed disability. It is recommended that the instructor refer the student to the Accommodations Assistant in order to make a referral to an outside agency for a complete assessment and possible diagnosis.

ISSUES AND ANSWERS

Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) prohibit discrimination on the basis of disability in any program or activity offered by an institution of higher education. YES.

The Rehabilitation Act (1973), Section 504, Subpart E Post-secondary Education, states that qualified persons with disabilities may not be denied, on the basis of their disability, access to any program or activity offered by an institution of higher education that receives federal assistance. The Americans with Disabilities Act (ADA) (1990), Title III, extended this mandate to include private institutions. With the accessibility of postsecondary education programs, more than 800,000 students with disabilities were reported to be enrolled in higher education institutions in the 1992-1993 academic year (Facts in Brief, 1995).

Nazarene Bible College must operate its programs so individuals with disabilities may have access to the greatest extent possible. YES.

Section 504 mandates that programs be accessible to students with disabilities. Wichita State University violated Section 504 by hiding a medallion in an inaccessible location. Students with mobility impairments could not participate in the contest (Kincaid & Simon, 1994). Section 504 also states that activities developed to be separate but equal are inappropriate unless they can be shown to be developed to meet the specific, unique needs of students with disabilities (Jarrow, 1991).

Student requests for accommodations must be granted when the accommodation would result in a fundamental alteration of the program/course. NO.

Academic requirements that the institution can show are essential to the student's course of study do not have to be modified/accommodated. In other words: the institution would not have to change a requirement if it could demonstrate that such a change would fundamentally alter the nature of the course. The Ohio Civil Rights Commission upheld Case Western Reserve University's refusal to accommodate a student because such accommodation would unduly burden the school and require it to modify the essential nature of its program (Kincaid, 1995). The case relied on federal law (Southeastern Community College v. Davis, 1979) in its decision that the student was not otherwise qualified with or without accommodation.

Faculty and/or staff are required to provide a student with a disability accommodation even if the student does not request it. NO.

The student has the responsibility to self-identify to the Executive Assistant, provide documentation of a disability and ask for accommodation before the institution is required to provide that accommodation. In the case of Salvador v. Bell, the Office of Civil Rights (OCR) ruled in favor of Roosevelt University because the student had not self-identified and requested the necessary accommodation (Jarrow, 1991).

Faculty and/or staff are prohibited from counseling a student with a disability into a more restrictive career path than are recommended to a non-disabled student with similar abilities and interests. YES.

Section 504 specifies that counseling services, including personal, academic, vocational guidance, and placement counseling, be provided without discrimination on the basis of disability. The institution is responsible to provide counseling services that are not restrictive but based on the student's abilities, interest, and career choices (Jarrow, 1991).

A student with a learning disability must have a diagnostic evaluation that is less than three years old to be eligible for reasonable accommodations. YES.

Although OCR has not made a specific ruling on this issue, it is generally accepted procedure to ascertain that appropriate academic accommodations can only be made on the current functioning level of the student. OCR was aware of the ruling at the University of Arizona and did not indicate that it was inappropriate (D. Perreira, personal communication, October 4, 1995). Boston University has indicated that it follows the three-year limit on documentation for learning disabilities and recently announced that currently enrolled students must keep their documentation updated (Lewin, 1996).

A student with a learning disability may ask for and expect accommodation in a program, service, or classroom even though the student has not provided documentation to the DSD. NO.

A student is required to provide the Executive Assistant with the necessary documentation from a licensed professional that the disability exists before any classroom accommodation need be provided. This documentation must be current within the last three years. In Salvador v. Bell, the OCR ruled that the institution

was under no obligation to provide accommodation for a student with a disability who fails to provide documentation of the disability (Jarrow, 1991).

A program or classroom location should be changed if necessary to provide accessibility for a student with a mobility disability. YES.

Section 504 of the Rehabilitation Act (1973) mandates that programs be accessible to students with disabilities. The institution does not need to make every classroom accessible but must allow the participation of students with disabilities when “viewed in its entirety.” Therefore, the institution may choose to move a class to an accessible location without making every campus building accessible (West et. al., 1993).

A student with a speech disorder must be given an alternate assignment to presenting an oral report if identified as a needed accommodation. YES.

Under Section 504 of the Rehabilitation Act (1973), the institution must operate its programs in such a way that students with disabilities are not excluded on the basis of their disability. The institution must make modifications to academic requirements to ensure that they do not have the effect of discriminating against students solely on the basis of disability.

Faculty and staff members have the right to access diagnostic information regarding a student's disability. NO.

Faculty members do not have the right to access the student's diagnostic information (Jarrow, 1991). The Department of Education follows the rules of confidentiality that are described in Section 504 of the Rehabilitation Act (1973). A number of court cases as well as OCR findings have further defined Section 504 as the standard for compliance. According to the rules of confidentiality, faculty and staff members need only know the accommodations that are necessary to guarantee an equal opportunity for the student.

If a student's disability documentation specifically recommends a quiet testing area with no distractions, the instructor must allow the student to take an exam in a room different from the classroom. YES.

The Rehabilitation Act (1973), Section 504, specifically calls for the accommodations in testing of a separate proctored setting if the student's documentation specifically recommends this. This mandate was tested in the case of Weintraub v. Board of Bar Examiners; separate private room accommodations for testing was upheld (Lathan, 1995)

An individual faculty or staff member who fails to provide an accommodation to a student with a documented disability may be held personally liable. YES.

In the case of Dinsmore v. University of California at Berkeley, a professor refused to allow extended time on math tests to a student with a learning disability whose documentation specified the need for that accommodation. The professor maintained that giving the student extended time provided an unfair advantage. The Office of Disability Services and the university's administrators supported the student's request. However, the professor still refused to allow the accommodation. The OCR found the institution violated Section 504 and ordered the university to establish necessary procedures to ensure that no student would be denied necessary accommodations for equal access. The student filed a civil suit against the professor for abridgment of civil rights, and the court accepted the case. The case was settled out of court for an unspecified amount. The case signaled that a faculty or staff member would be held liable if his/her behavior denied a student necessary accommodations (Jarrow, 1992).

The instructor's academic freedom permits the instructor to decide if s/he will provide special aids and services for students with disabilities in the classroom. NO.

The individual faculty member's academic freedom cannot supersede the rights of a student with a disability for the provisions of documented accommodations (Jarrow, 1991).

Nazarene Bible College

Step-by-Step to Accessibility

Step 1 The Student:

- ✓ Complete document of disability form. (Pages 11 through 26)
- ✓ Submit *Request for Accommodations* form (Page 8)
- ✓ Submit forms to the Director for Student Development (DSD).

Step 2 The College:

- ✓ DSD reviews request
- ✓ Upon review, recommend accommodations to Vice President for Academic Affairs
- ✓ Develop 504 Letter
- ✓ Notify student of decision; provide copy of 504 Letter

Step 3 The Student:

- ✓ Submit *Request for Accommodations* at the beginning of each trimester to each instructor.

Step 4 The College:

- ✓ Send instructor(s) copy of student's 504 Letter
- ✓ Instructor confers with student