

“Providence College is committed to providing students with disabilities equal access to programs, facilities, services, and activities at the College.”

DISABILITY SUPPORT MANUAL

Disability Support Manual

Policies and Guidelines for Faculty

Office of Academic Services • Providence College



PROVIDENCE
COLLEGE

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COMMITMENT TO STUDENTS WITH DISABILITIES

Providence College

Philosophy

The mission statement of Providence College states that the College “...encourages the deepest respect for the essential human dignity, freedom, and equality of every person...” Providence College is also committed to providing students with disabilities equal access to programs, facilities, services, and activities at the College. The College will make every effort to provide “reasonable accommodations” so that students can be ensured equal access and work to remove any barriers which may prevent this from occurring.



Harkins Hall

ACCOMMODATION REQUEST FORM/ACCOMMODATION DESCRIPTIONS

The Assistant Director for Disability Support Services will send an Accommodation Request Form (*Appendix B, page 16*) to you after confirming that a student has a documented disability and is eligible to receive academic accommodations. Students with disabilities are entitled to reasonable accommodations under 504/ADA (*see "Laws Relating to Postsecondary Education," p. 4*). A student wishing any accommodation or modification must first meet with a staff member from the Office of Academic Services (OAS).

If at any time you have questions regarding the accommodations listed on the request form please contact the Assistant Director for Disability Support Services at x1121. Please remember that any information sent to you regarding a student's disability is **confidential**. If you need to speak to a student regarding accommodations, please do so privately.

The faculty, administration, and staff of Providence College are not mandated to provide any accommodation or modification until the OAS officially notifies them. In addition, accommodations that fundamentally alter the nature of the educational program will not be approved.

The following is a list of accommodations that a student *may* be qualified to receive depending on his/her disability.

- ❑ Extended time for tests and exams
 - A student may receive additional time (generally, up to 100%) to complete his/her tests.
 - Students must notify their professor **prior** to the testing date if additional time is requested.
 - Students must schedule the exam in the OAS **at least two days** in advance of its date.
 - Instructors must deliver the exam to the OAS in person or via email (nkudarau@providence.edu) or fax (865-1219). If the instructor sends the exam with the student, it must be placed in a sealed envelope.
 - Completed exams will be returned to instructors' campus mailbox or another pre-determined location.
 - *Please review specific testing procedures on page 15 of this manual for important information.*
- ❑ Separate/quiet exam location
 - A student may take his/her test in an alternate setting with fewer distractions.
 - The OAS has a testing room available.
 - *Please review specific testing procedures on page 15 of this manual for important information.*
- ❑ Use of computer
 - The OAS has computers available for students to use for essay exams.
- ❑ Note taking assistance
 - Services will be determined on an individual basis depending on the course in which the student is enrolled.
 - Another student in the class will be hired to provide class notes to the OAS. In turn, the OAS will provide a copy of the notes to the student receiving the accommodation. Occasionally, instructors may be contacted for assistance in identifying a potential note taker.
 - Notes must be picked up a minimum of once a week.
 - Students are responsible for informing the OAS if notes are missing, incomplete, or poorly written/photocopied.
 - Any misuse of note taking services; for example, unauthorized duplication or distribution of notes or using notes as a substitute for attending class, will be grounds for termination of such services. **Students must attend class to continue receiving notes.**

ACCOMMODATION REQUEST FORM/ACCOMMODATION DESCRIPTIONS

- Written materials in an alternate format
 - The College uses DAISY books for students who need their books in an alternate format. DAISY books are produced in house or obtained from Readings for the Blind & Dyslexic (RFB&D) if available.
 - Computer software and hardware are available for students to borrow to listen to DAISY books.
 - Students are responsible for furnishing the course syllabus and ISBN numbers for any/all textbooks needed.
- Interpreters
 - Oral and sign language interpreters will be provided as needed.
- Readers/scribes
 - Students may use readers and scribes for test taking purposes.
- Braille and/or large print text
 - Handouts, tests, syllabi, etc., may be Brailled or enlarged.
- Tape recorder
 - Several tape recorders are available for students to use in class. (Note: Students can sign a release form agreeing not to release the tapes if you have concerns, especially in the event you are planning to publish your lecture notes.)
- Use of technical aid during an exam
 - Technical aids may include, but are not limited to, calculator, dictionary, spell-check, etc.
- Alternate test format
 - Students may request an alternate test format (objective *vs.* essay, oral *vs.* written).
- Extended time to complete assignments
 - Students may be granted extensions to complete assignments.
- Modified attendance requirement
 - The student may request a modified attendance requirement if certain, serious medical situations exist or arise. This does not absolve the student from attending class. The instructor and student should agree upon terms for this accommodation (with the assistance of the DSSC if necessary) at the beginning of the semester.
- Reduced course load
 - A student may carry less than the 12-credit minimum course load and still be considered a full time student.
- Course substitutions
 - A course may be substituted for a required course if it does not fundamentally alter the nature of the educational program.
- Priority registration
 - Students may pre-registration for semester courses.

Accommodations do not give the student with a disability an advantage; they are adjustments that allow the student with a documented disability to compete with equally non-disabled peers. Accommodations do not lower academic standards.

HELPFUL HINTS – FACULTY

- ✓ Include a syllabus statement encouraging students to discuss their individual needs with you.
- ✓ Be available to students and open to discussing their individual needs.
- ✓ Provide lecture outlines and handouts.
- ✓ Allow tape recorders in the classroom.

LAWS RELATING TO POSTSECONDARY EDUCATION

Providence College follows the mandates of Section 504 of the Rehabilitation Act (Section 504, 1973) and the Americans with Disabilities Act (ADA, 1990) in providing accommodations and services to students with disabilities. A student with a disability should be familiar with the following laws that will affect them in the postsecondary setting.

I. Section 504 of the Rehabilitation Act of 1973 (PL 93-112)/1992 Reauthorization

Subpart E of Section 504 specifically addresses the postsecondary setting. *(Please see <http://www.504idea.org/Full504Regs.pdf> or <http://204.245.133.32/law/rehabact.htm> for the full text of the law)*

The statute states: “no otherwise qualified handicapped individual, shall solely by reason of his/her 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.” This civil rights statute mandates that postsecondary institutions provide equal access and reasonable accommodations to students with disabilities.

II. The Americans with Disabilities Act of 1990/ADA (PL 101-336)

The ADA also prohibits discrimination against individuals with disabilities but expands the provisions of Section 504 to include the private sector. *(Please see <http://www.usdoj.gov/crt/ada/statute.html> or <http://www.usdoj.gov/crt/ada/pubs/ada.txt> for full text of the law)*

The ADA is divided into five areas or “titles” which are concerned with non-discrimination. Only two of these areas/titles impact postsecondary education. These two titles are:

- Title II: Public Services, State and Local Government and Transportation
Subpart A requires that any of these entities that receive federal funding be accessible to individuals with disabilities.
- Title III: Public Accommodations
This title ensures that goods, services, privileges, or facilities of any public place are offered, “in the most integrated setting appropriate to the needs of the individual.” Entities owned and operated by a religious organization (like Providence College), are exempt.

WHO RECEIVES ACCOMMODATIONS?

The question most frequently asked by faculty is: *What type of disability entitles a student to accommodations?* Under the mandates of Section 504 of the Rehabilitation Act (1973) any institution/organization that receives federal funds is required to provide accommodations to individuals with documented disabilities. Disabilities under Section 504, include, but are not limited to the following:

- ❑ Alcoholism*
- ❑ Attention – Deficit Disorder
- ❑ Blind/Visually Impaired
- ❑ Cancer
- ❑ Cerebral Palsy
- ❑ Contagious Diseases
- ❑ Deaf/Hearing Impaired
- ❑ Diabetes
- ❑ Drug Addiction*
- ❑ Eating Disorders
- ❑ Epilepsy
- ❑ Heart Disease
- ❑ HIV – Positive Status
- ❑ Learning Disabilities
- ❑ Multiple Sclerosis
- ❑ Muscular Dystrophy
- ❑ Orthopedic Impairment
- ❑ Psychiatric Disorders
- ❑ Speech Impairment
- ❑ Traumatic Brain Injury

*Individual must be in rehabilitative services in order to receive accommodations

While some of these conditions are readily identifiable many are not. Remember that all students with disabilities at Providence College have qualified for admission based on their abilities – despite their disability and not because of it. All admission standards have been maintained in the student’s application to the College.

Providing academic accommodations to students with documented disabilities does not give them an advantage over other students once they arrive on campus. Rather, it allows them to compete equally with their non-disabled peers by lessening the impact of their disability.

Providence College uses the Association on Higher Education and Disability (AHEAD) guidelines for the appropriate documentation of disabilities.

RIGHTS/RESPONSIBILITIES – STUDENTS/PROVIDENCE COLLEGE

Providence College students and Providence College, the institution, each have rights and responsibilities related to disability support services:

	Rights	Responsibilities
STUDENT	Equal access to courses, programs, facilities, services, jobs, and activities offered by the College	Provide appropriate documentation of the disability prepared by professionals within the field that clearly identifies the disability, resulting limitations, and the need for specific accommodations
	Reasonable accommodations, modifications, and/or auxiliary aids as determined on a case-by-case basis	Disclose the disability (by furnishing documentation) and a request for accommodations to the Office of Academic Services (OAS) in a timely manner
		Meet the College’s academic and technical standards
		Do not abuse services (e.g., receiving notes and not attending class, arriving late to scheduled exams, etc.) – abuse may result in termination of services, determined on a case-by-case basis
INSTITUTION	Request current documentation from students prepared by professionals within the field that clearly identifies the disability, resulting limitations, and the need for specific accommodations	Provide equal access to courses, programs, facilities, services, jobs, and activities offered by the College
	Deny an accommodation request that is unreasonable, poses a threat to self or others, fundamentally alters the nature of a course or program, or poses undue financial burden to the College	Provide approved accommodations for students in a timely manner
	Maintain the College’s academic standards	Maintain confidentiality regarding the nature of the student’s disability/documentation unless the student authorizes disclosure
		Maintain documentation on file for a minimum of four (4) years; documentation may be destroyed after four years from the student’s date of separation from the College

ACCOMMODATIONS PROCESS – DESCRIPTION

I. Student Self Discloses Disability

The student must first disclose that he/she has a disability before any services or accommodations can be provided.

II. Documentation of Disability

The student must provide documentation to verify his/her disability; the documentation may include psycho-educational testing, medical reports, or clinical reports. The College prefers that documentation of a learning disability be no more than four years old. Older documentation may not accurately indicate what services and accommodations the student will need.

III. Review of Documentation

The Disability Support Services Coordinator will review all documentation of a student's disability. When necessary, a team consisting of various administrators, faculty, and staff will also review the documentation. The Disability Support Services Coordinator and/or the team will determine if there is a disability condition that limits the student's participation in the educational program at the College based on the diagnostic information provided.

The Assistant Director for Disability Services and/or a designee of the review team will then meet with the student to discuss potential accommodations. One of the following will be determined:

A. Accommodations Approved – Faculty Notifications Sent if Requested

The documentation supports the need for accommodations. Accommodations are coordinated between student, faculty, and disability support services coordinator in the Office of Academic Services.

B. Further Documentation Needed

The documentation does not clarify or specify the student's disability. The team needs additional testing to determine if a disability condition exists and what services and reasonable accommodations will be needed.

C. No Disability Condition

The team determines that the student does not have a disability condition that would warrant any services or accommodations.

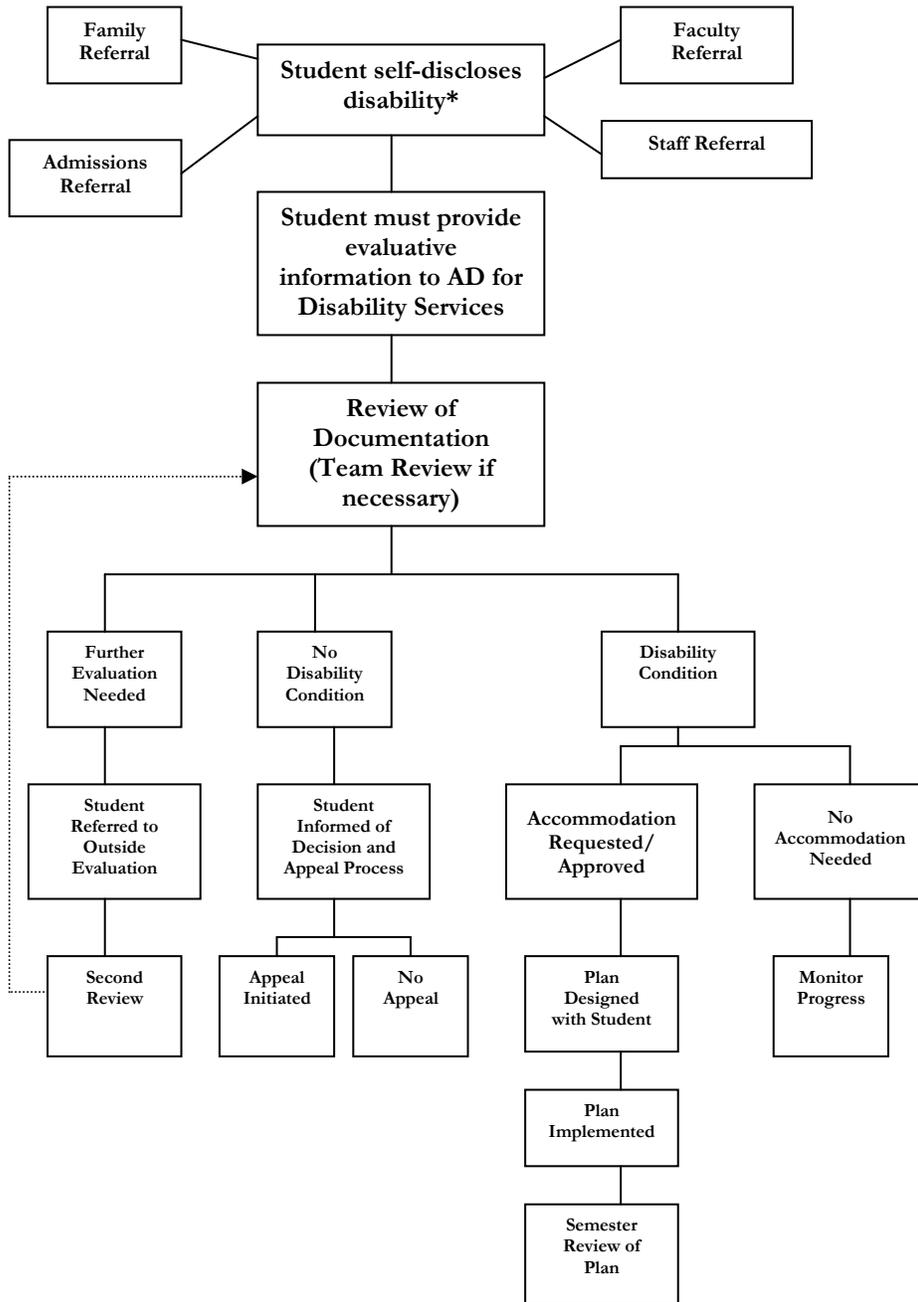
If a decision is made that there is no evidence of a disability condition that warrants accommodations, the student may appeal to the 504/ADA compliance officer.

D. Disability Condition

The team determines that a disability condition does exist and services and accommodations would be available. The student then decides if he/she wants any services or accommodations. An accommodation plan is then designed with the student. The plan is reviewed and revised on a semester basis due to the changes in the student's schedule.

A student may also decide that he/she does not want any services at this time. The student's progress will be monitored while he/she remains a student at the college, in accordance with such monitoring for all students.

ACCOMMODATIONS PROCESS – FLOW CHART



**If 18 years of age or older.
If not, parents must initiate.*

TYPES OF DISABILITIES – LEARNING DISABILITIES

Section 504 of the Rehabilitation Act (1973) does not define learning disabilities. Rather, it states that “*if an individual has a physical or mental impairment which substantially limits one or more major life functions and meets the academic and technical standards requisite for admission, then that student must be ensured equal educational opportunity.*”

In 1988, the National Joint Committee on Learning Disabilities (NJCLD) developed its own definition of learning disabilities:

“Learning disabilities 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 abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the lifespan. 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 handicapping conditions (for example, sensory impairment, mental retardation, psychiatric disorders) or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences.”

Subpart E of Section 504 of the Rehabilitation Act (See Appendix A) is applicable to any postsecondary institution that receives federal funding, such as Providence College. This mandate states that any institution that receives federal funding “may not on the basis of handicap, exclude any qualified handicapped student from any course, course of study or other part of its educational program or activity.” Students with learning disabilities are protected under this law.

How learning disabilities may affect student participation (from DSM IV*, pp. 48-60):

- ❑ “In individuals with Reading Disorder (which has also been called dyslexia), oral reading is characterized by distortions, substitutions, or omissions; both oral and silent reading are characterized by slowness and errors in comprehension.”
- ❑ “A number of different skills may be impaired in Mathematics Disorder, including ‘linguistic’ skills (e.g., understanding of naming mathematical terms...and decoding written problems into mathematical symbols), ‘perceptual’ skills (e.g. recognizing or reading numerical symbols or arithmetic signs...), ‘attention’ skills (e.g., copying numbers or figures correctly...and observing operational signs), and ‘mathematical’ skills (e.g., following sequences of mathematical steps...)”
- ❑ When a Disorder of Written Expression is present, “there is generally a combination of difficulties in the individual’s ability to compose written texts evidenced by grammatical or punctuation errors within sentences, poor paragraph organization, multiple spelling errors, or excessively poor handwriting.”
- ❑ An Expressive Language Disorder may present difficulties in a “markedly limited vocabulary, errors in tense, difficulty in recalling words or producing sentences with developmentally appropriate length or complexity, and general difficulty expressing ideas.”
- ❑ “An individual with Mixed Receptive-Expressive Language Disorder has impairments in receptive language development (e.g., difficulty understanding words, sentences, or specific types of words). In more severe cases, there may be deficits on various areas of auditory processing (e.g., discrimination of sounds and symbols, storage, recall, and sequencing).”

**Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, (1994)*

TYPES OF DISABILITIES – ADD/ADHD

DSM IV DEFINITION:

“The essential feature of Attention-Deficit/Hyperactivity Disorder is a persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequent and severe than is typically observed in individuals at a comparable level of development. Some hyperactive-impulse or inattentive symptoms that cause impairment must have been present before age 7 years, although many individuals are diagnosed after the symptoms have been present for a number of years.” (DSM IV, p. 78)

SUBTYPES:

- ❑ **Attention-Deficit/Hyperactivity Disorder, Combined Type.** This subtype should be used if six (or more) symptoms of inattention and six (or more) symptoms of hyperactivity – impulsivity have persisted for at least six months. Most children and adolescents with AD/HD have the Combined Type. It is not known whether the same is true of adults with the disorder.
- ❑ **Attention-Deficit/Hyperactivity Disorder, Predominantly Inattentive Type.** This subtype should be used if six (or more) symptoms of inattention (but fewer than six symptoms of hyperactivity-impulsivity) have persisted for at least six months.
- ❑ **Attention-Deficit/Hyperactivity Disorder, Predominantly Hyperactive-Impulsive Type.** This subtype should be used if six (or more) symptoms of hyperactivity-impulsivity (but fewer than six symptoms of inattention) have persisted for at least six months. Inattention may still be a significant clinical feature in such cases.

How AD/HD may affect student participation:

- ❑ Difficulty organizing and completing assignments
- ❑ Difficulty keeping focused for extended periods of time
- ❑ Easily distracted by external stimuli
- ❑ Mistakes due to lack of attention to detail
- ❑ Difficulty listening

TYPES OF DISABILITIES – HEARING IMPAIRMENT

HEARING IMPAIRED – DEAF/HARD OF HEARING

The term “hearing impaired” is used to describe the entire range of hearing loss. The range of hearing impairment can fall anywhere between a moderate to a profound loss. The terms “hard of hearing” and “deaf” are commonly used to distinguish between the levels of hearing loss.

People who are deaf frequently have a hearing loss in the severe to profound range. These individuals (with or without amplification) primarily use the visual channel in order to receive and express information. A deaf individual may use a sign language interpreter. Sign language interpreters use a wide range of sign systems that vary from Signed English to Cued Speech, Pidgin Sign Language to American Sign Language. Each of these systems follows different semantic and syntactical guidelines. The system used is based on the preference of the individual with the hearing impairment.

The term “hard of hearing” generally describes an individual with sufficient residual hearing to process information auditorially. These individuals utilize many assistive systems to enhance their residual hearing such as hearing aids, FM systems, and speech reading (or, “lip reading”). It is important to note that when relying solely on speech reading only 30-40% of spoken communication is received/understood.

How hearing loss may affect student participation:

- ❑ In situations where a student is using a sign language interpreter, there may be a time lag while the interpreter is processing auditory information; as a result the student’s response/reaction may appear to be delayed. Sign language interpreters follow a strict Code of Ethics as set forth by the Registry of Interpreters for the Deaf. The Code requires the confidentiality of private communication and honesty in interpretation of translation.
- ❑ If a student is prelingually deaf/hard of hearing the syntax of spoken or written communication may be different.
- ❑ A student’s speech may be affected as a result of reduced auditory feedback. Initially, it may be difficult for instructors to understand the student’s speech. However, as the instructors become more familiar with the student it will become easier to understand.
- ❑ Deaf students will utilize their visual channel throughout a lecture so they will not be able to take notes simultaneously. Thus, a note taker will be necessary.

TYPES OF DISABILITIES – VISUAL IMPAIRMENT

VISUALLY IMPAIRED – BLIND/PARTIALLY SIGHTED

The legal definition of visual impairment describes visual acuity and field of vision as the two criteria that determine the level of impairment. An individual with a visual impairment is usually classified as “blind” or “partially sighted.”

Blindness means a visual acuity ranging from a central visual acuity of 20/200 or less in the better eye after refraction, or a peripheral field of vision that subtends an angle no greater than 20 degrees.

“Partial sight” refers to a visual acuity ranging from 20/70 to 20/200 in the better eye after refraction, or at a significant loss of fields of vision in both eyes as a result of, but not limited to:

- ❑ Hemeralopia
- ❑ Glaucoma
- ❑ Brain tumor
- ❑ Retinitis Pigmentosa
- ❑ Retinoschisis
- ❑ Diabetes Retinopathy
- ❑ Albinism

How a visual impairment may affect student participation:

- ❑ Students may experience a time delay in obtaining books in an alternate format. This delay could be as long as six to eight weeks.
- ❑ The student will be able to complete in-class assignments on a timely basis if the assignment is presented in an accessible format (Large print/Braille/Recording).
- ❑ Instructors should verbally describe any written material being presented (transparencies, chalkboard, etc.).
- ❑ Many students who are blind will use a tape recorder or Braille’n’Speak device to record lectures. If instructors are planning to publish their lectures, the student can sign a release form agreeing not to release the recordings.
- ❑ The use of assistive technology should allow the student who is visually impaired to participate equally with her/his non-disabled peers.

TYPES OF DISABILITIES – TRAUMATIC BRAIN INJURY

NATIONAL HEAD INJURY FOUNDATION DEFINITION:

“Traumatic head injury is an insult to the brain, not of a degenerative or congenital nature but caused by an external force that may produce a diminished or altered state of consciousness, which results in impairment of cognitive abilities or physical functioning. It can also result in the disturbance of behavioral or emotional functioning. These impairments may be either temporary or permanent and cause partial or total functional disability or psychosocial maladjustment.”

TWO MAJOR TYPES OF TBI:

Closed Head Injury – This injury is caused by a blunt force and causes diffused impact and damage. The brain often bruises if the impact is severe. There may also be a “contra coup” injury by the brain rebounding to the opposite side of the impact site. In this case, the injury would extend beyond the area of impact.

Penetrated Head Injury – This injury occurs when an object penetrates the skull. Penetration by the object affects the brain areas in the path of the object. Deficit(s) will depend on the area of penetration.

How a TBI may affect student participation:

- ❑ *Cognitively* – difficulty in acquisition of new information, slow information processing, difficulty with memorization, poor attention, poor organization, perceptual difficulties, delayed reaction time
- ❑ *Sensorimotor Issues* – deficits in fine and gross motor skills, impaired speech, impaired vision/hearing
- ❑ *Behavioral* – extreme frustration with performance that posed no problem prior to injury, impaired judgment, irritability, impulsivity, poor social skills

Some common accommodations for TBI students:

- ❑ *A reduced course load* because students fatigue easily and may not be able to carry a full schedule.
- ❑ *An alternate test format* where the student can utilize recognition vs. recall (multiple choice vs. essay).
- ❑ *Pre-registration* in order to space classes apart from each other to allow for rest periods.
- ❑ *Extended time* to complete assignments and tests.

Adapted from The Student With Traumatic Brain Injury; School Reintegration, TBI Resource Center, 1994.

OAS SERVICES FOR STUDENTS WITH DOCUMENTED DISABILITIES

ACADEMIC MONITORING

The Disability Support Services Coordinator reviews all mid-semester and final grades. Individual meetings with students are scheduled as necessary and appropriate. In addition, communication is shared between students, faculty, and the Disability Support Services Coordinator regarding student performance and progress.

ACADEMIC WORKSHOPS

OAS staff members coordinate and present programs and workshops on select academic areas (e.g., time management, test taking, learning strategies, etc.).

COUNSELING/MENTORING

The Assistant Director for Disability Support Services and Academic Skills/Program Coordinator are available to meet with students, regarding academic and/or personal issues.

NOTIFICATIONS

Students with disabilities notify the OAS of accommodations they are requesting on a semester-by-semester basis. The Assistant Director for Disability Support Services reviews these requests, develops an individual plan with the student, and notifies instructors of this plan as necessary and appropriate.

REASONABLE ACCOMMODATIONS

Reasonable accommodations approved by the Assistant Director for Disability Support Services and coordinated by the OAS for students with documented disabilities are available (as described in this manual).

TESTING ACCOMMODATIONS

Students with disabilities may schedule to take exams in the OAS with extended time or if they need a separate, quiet exam location. Computers are also available for testing if appropriate. Tests must be scheduled at least two days in advance. Please see Appendix A (*page 15*) for more information

TUTORIAL SERVICES/WRITING CENTER

Students are referred to the Tutorial Center and/or Writing Center (available to all PC students and coordinated by the OAS free of charge) for content-based academic support in most subject areas.

APPENDIX A: GUIDELINES FOR TESTING ACCOMMODATIONS

In the event that the individual professor is not able to accommodate a student's non-standard testing request, the Office of Academic Services (OAS) has a room available for administering tests. The student and the professor should follow the guidelines stated below:

STUDENT RESPONSIBILITIES

- To schedule an exam to be taken in the OAS, students must call x2494 or stop by Library Office 250 to sign up.
- The student must notify the OAS at least **two school days** prior to the exam date, in order to secure a room and proctor. Students may not be allowed to take exams in the OAS if appropriate notification is not given.
- If students require the use of a computer for written/essay exams, they must notify the OAS when they schedule each exam in order to receive this accommodation.
- Students are responsible for reminding the instructor they will be taking the exam in the OAS and for reminding him/her to deliver the exam to the OAS prior to the exam time.
- If a student is unable to take the exam on the scheduled date/time, he/she must contact the instructor directly. The student must also notify the OAS if he/she will not be coming to a scheduled exam. If the student fails to show up at the assigned date/time, the test will be returned to the instructor.
- Any instances of suspected cheating will be reported directly to the instructor. In the event cheating behaviors are observed, the exam will be stopped and collected at once. Cheating may result in the suspension of privileges to take exams in the OAS.
- If the student arrives late the day of the test, he/she will not be given additional time at the end of the test period.
- Students must arrive at the start of the testing period so that other students will not be interrupted.

INSTRUCTOR RESPONSIBILITIES

- Instructors are asked to drop off their test the day before it is to be administered.
- If the instructor sends the test with the student, it must be placed in a signed/sealed envelope.
- Instructors must inform the OAS as to how and where the test should be returned.

APPENDIX B: ACCOMMODATIONS REQUEST FORM

Each semester, students with documented disabilities must visit the Office of Academic Services to complete the appropriate "Request for Accommodations" forms. These forms will be reviewed and approved by the Disability Support Services Coordinator.

AUTHORIZATION FOR ACADEMIC ACCOMMODATIONS
Office of Academic Services (OAS) – Library 250 – Providence College

TO:

FROM: Assistant Director for Disability Support Services

RE:

COURSE:

Please be advised that the above student is registered with the (OAS) as having a documented disability as defined under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Accordingly, requests for the following academic accommodations should be honored.

THIS STUDENT IS ELIGIBLE FOR THE FOLLOWING ACCOMMODATIONS:

- Extended exam time, not to exceed ____%* Note taking assistance**
- Separate/quiet exam location* Braille and/or large print text
- Text on tape/talking books program Permission to tape record lectures
- Use of computer for written/essay type exams* Modified attendance requirement
- Points not taken off for spelling or punctuation for in-class writing assignments
- OTHER _____

Student Signature: _____ Date: _____

Friar Box #: _____ EMAIL: _____ Phone: _____

FACULTY'S RESPONSIBILITY:

Every attempt should be made to provide appropriate accommodations within your academic department. If you are unable to appropriately accommodate a student, please contact the OAS for other options. If you have questions or concerns regarding the proposed accommodation including but not limited to the accommodation being consistent with legitimate course objectives please contact me as soon as possible.

STUDENT'S RESPONSIBILITY:

Students have been strongly encouraged to schedule an appointment early in the semester with each faculty member to discuss their specific needs and/or requests. However, please note that it is the student's decision alone to determine if s/he wishes to disclose the specific nature of their disability (dyslexia, ADD, lupus, etc.).

Please feel free to call me with any questions or concerns regarding this notification at ext. 1121.

* *Students taking a test in OAS must inform our office AT LEAST 2 DAYS prior to the test date.*

** *Any misuse of note taking services (unauthorized duplication or distribution of notes, using notes as a substitution for attending class) will be grounds for termination of such services.*

APPENDIX C: RELEASE OF INFORMATION FORM

Office of Academic Services Release/Exchange of Information Form

Student Name: _____ Class Year: _____

Banner ID: _____

I, the undersigned student, give permission for the Office of Academic Services at Providence College to release/exchange the following information:

____ Nature of Disability

____ Other: _____

The above information may be released to the following:

____ Academic Advisor(s)

____ Instructor(s)

____ Tutor(s)

____ Other: _____

Note: Under the Family Educational Rights and Privacy Act of 1974 (FERPA), Providence College is committed to protecting, to the maximum extent possible, the right of privacy of all individuals about whom it holds information, records, and files. Access to, and release of, such records is restricted to the student concerned, to others with the student's written consent, to officials within the College, and to a court of competent jurisdiction and otherwise pursuant to law.

Signature of Student

Date

Authorized Signature and Title

Date

MISSION STATEMENT

Providence College

Providence College is a primarily undergraduate, liberal arts, Catholic institution of higher education. Committed to fostering academic excellence through the sciences and humanities, the College provides a variety of opportunities for intellectual, social, moral and spiritual growth in a supportive environment.

The College actively cultivates intellectual, spiritual, ethical and aesthetic values within the context of the Judaeo-Christian heritage. These values are nurtured by the unique tradition of the Dominican Order which emphasizes quality teaching and scholarship.

Providence College recognizes the unity of the human family that proceeds from its one Creator. It therefore encourages the deepest respect for the essential dignity, freedom and equality of every person and welcomes qualified women and men from all religious, racial and ethnic backgrounds. Providence College prepares its students to be responsible and productive citizens to serve in their own society and the greater world community.

MISSION STATEMENT

Office of Academic Services

The Office of Academic Services at Providence College is dedicated to fostering academic excellence and to helping students prepare to become responsible and productive citizens in the greater societal and world communities.

The Office of Academic Services is available to assist all Providence College students through a combination of academic and personal development programming, including individualized and group academic assistance, tutoring, specialized workshops, and outreach. The Office offers unique attention and support to students with disabilities by providing reasonable academic accommodations and advocating for equal access to all services and programs offered to members of the campus at-large. The Office also provides specialized support to student-athletes in light of the unique time demands, responsibilities, and rules governing participation in intercollegiate athletics.

The Office of Academic Services provides all services in a safe, personal environment where academic growth is a priority, personal development and independence are enhanced, and long-term success is nurtured by a staff which models these same commitments.

OFFICE OF ACADEMIC SERVICES • PROVIDENCE COLLEGE

PHILLIPS MEMORIAL LIBRARY – SECOND FLOOR • HOURS: 8:30 AM – 4:30 PM

(NOTE: SOME SERVICES HAVE EXTENDED HOURS)

PHONE: 401.865.2494 • FAX: 401.865.1219

E-MAIL: OAS@PROVIDENCE.EDU • WEB: WWW.PROVIDENCE.EDU/OAS