

Policy Name: Student Access and Accommodation Services
Policy Number: ADM 3.03
Title of Policy Owner: Executive Council
Approved by: Executive Council
Effective Date: 8/15/2021
Version: 1.0
Policy Status: Approved

I. Policy

Student Access and Accommodation Services

II. Purpose

To provide for equal access, the College is committed to making individuals with disabilities full participants in its programs, services and activities through compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, as amended.

III. Scope

All College representatives, including faculty, staff, and students are responsible for the implementation of this policy and adherence to the principles of equal access.

IV. Definitions

Disability - a physical or mental impairment that substantially limits an individual from performing one or more major life activities, as defined by law.

Core Performance Standards for Admission and Progression- the basic duties that a student must be able to perform, with or without reasonable accommodation. (See Policy ACA 1.02.)

Interactive process - a formal or informal discussion between the student seeking an accommodation and the Vice President of the College to clarify

what the individual needs and identify the appropriate reasonable accommodation.

Qualified individual - an individual who, with or without reasonable accommodation, can perform the essential functions of the academic program. (See Policy ACA 1.02.)

Reasonable accommodation - an adaptation to a program or service that allows a student with a disability to have equal opportunity to participate in and benefit from the program or service and to perform the essential functions, but that does not place undue hardship on the institution.

Undue hardship - the accommodation would be too difficult or too expensive to provide considering the institution's size, financial resources, or represents a fundamental alteration to the curriculum.

V. Policy Details

The College will provide reasonable accommodations to qualified students to fulfill the requirements of the program. Students, faculty, and staff are required to utilize this policy and its procedures in order to request, authorize, and/or implement reasonable accommodations. A student's failure to comply with the policy and supplemental procedures may result in the denial of services. Although students are encouraged to identify their needs as early as possible, students have the right to request accommodations at any time during their enrollment.

Because students with similar accommodations may not equally benefit from the same auxiliary aid or service, the College will analyze each request on a case-by-case basis within the specific context of the activity in which the student plans to participate. The College has the right to select among equally effective methods of accommodating a student with a disability. The College also has the right to refuse an accommodation based on undue hardship to the College.

Accommodation requests and services are not retroactive, and therefore requests for accommodations should be made in a timely manner.

VI. Attachments

Procedure for Requesting Accommodations

VII. Related Policies

ACA 1.02 Core Performance Standards

VIII. Disclaimers

Nothing in this policy creates a contractual relationship between Southside College of Health Sciences (SCHS) and any party. SCHS, in its sole discretions, reserves the right to amend, terminate or discontinue this policy at any time, with or without advance notice.

IX. Version Control

Version	Date	Description	Prepared by
1.0	8/1/2021	Revised and new template	Executive Council

Procedure for Requesting Accommodations**STEPS:**

1. Students need to contact the Administrative Assistant to Vice-President.
 - To receive the ***Request for Accommodations Form***.
 - To schedule an appointment to meet with Vice-President to review and resolve questions and share resources (e.g. EAP and potential providers).
2. Student will need to make an appointment with a certified or licensed professional evaluator to conduct the evaluation.
 - The name, title, and professional credentials of the evaluator, including information about license or certification, as well as the area of specialization (e.g. licensed psychologist), and state and area of employment must be clearly stated in the documentation submitted.
 - Examples of individuals generally considered to be qualified to evaluate disabilities, providing they have the training and expertise in evaluating adults with disabilities: clinical or educational psychologists; school psychologists; neuropsychologists; learning disabilities specialists; medical doctors with demonstrated experience in assessing disabilities in adults if the disability is learning.
 - All reports must be in English typed, on official letterhead of the agency or institution, dated, and legibly signed by the professional evaluator who performed the evaluation. Reports must also include contact information for the professional evaluator.
 - It is not appropriate for the student to request a professional evaluator who is a member of their family or close friend. Documentation must be current.
 - i. Testing and evaluation must be completed within the last 5 years. The College acknowledges that once an individual is diagnosed with a learning disability that qualifies for protection under the ADA, the disability is normally considered lifelong. However, the severity and manifestations of the condition may change over time. A complete diagnostic reevaluation is no longer necessary for an applicant with an evaluation performed more than five years prior if the applicant is applying for certain reasonable accommodations.
 - ii. The provision of reasonable accommodations and services will be based upon the current impact of the individual's disability on the individual's academic and clinical performance.

- iii. The College requires students with long standing learning disabilities (greater than 5 years) requesting more extensive accommodations must abide by the 5 year rule and submit documentation for review. Accommodations may include, but are not limited to: extra time for testing, a quiet environment, or etc.
3. The professional evaluator will submit a signed summary report along with the completed portion of the Request for Accommodation Form, sent directly to Vice President of Southside College of Health Sciences (SCHS) at 430 Clairmont Court, Suite 200, Colonial Heights, VA 23834 via United State Postal Service, UPS, or FedEx. Hand delivery by student or faxed documents will not be accepted.
4. Upon receipt of the summary report and within five (5) business days, the Vice-President will draft a Response Letter for Request of Accommodations which details the accommodations that will be granted. The Administrative Assistant to Vice-President will schedule an appointment with the student to meet with the Vice-President to discuss the response to the accommodations request.
 - If accommodations are granted, the Vice-President will provide the student with the Response Letter for Request of Accommodations. The student will need to refer to the Student Responsibilities on how to properly notify faculty.
 - If accommodations are not granted, the student may submit request an additional review or the Vice-President may request additional information to be provided by the professional evaluator.

Student Responsibilities

1. Review the policy on Student Access and Accommodation Services.
2. Contact the Administrative Assistant for scheduling an appointment with the Vice President.
3. Complete an assessment of disabilities/need for accommodations performed by a certified or licensed professional evaluator within the past 5 years.
4. Direct that a summary of the professional evaluator's assessment be delivered to the Vice President by USPS, courier, or private delivery service at least 4 weeks prior to the need for accommodations. Delivery by the student or fax is not acceptable.
5. Meet with the Vice President to review the determination for accommodations based on the summary of the professional evaluator's assessment and what the

SCHS is reasonably able to grant as outlined in the Response Letter for Request of Accommodations.

6. If eligible for accommodations, the student will schedule an appointment with the course coordinator (nursing) or faculty member (Imaging) each semester to review the accommodations authorized and required in the Response Letter for Request of Accommodations.
7. Safeguard the confidentiality and privacy of Response Letter for Request of Accommodations.
8. Utilize available support services (e.g., EAP, remediation) and accommodations while enrolled in SCHS.

Faculty Responsibilities

1. Refer students seeking information about accommodations to the policy on Student Access and Accommodation Services and to the Administrative Assistant for scheduling an appointment with the Vice President.
2. Encourage students with documented accommodations to privately contact the course coordinator (nursing) or program director (Imaging) at the beginning of each semester to support timely communication and limit misunderstandings.
3. Hold students with accommodations to the same academic and behavioral standards as other students.
4. After being notified by a student who has been granted accommodations, meet with the student to review the statement of accommodations letter and discuss its implementation for the semester.
5. Respect and maintain student privacy and confidentiality related to disabilities, accommodation, and related information including the information outlined in the Response Letter for Request of Accommodations.
6. Provide accommodations only to students who have a statement of accommodations letter (Response Letter for Request of Accommodations) from the Vice President.
7. Coordinate testing with students who require testing accommodations.
8. Communicate specific requirements and responsibilities (e.g., amount of time, quiet environment, etc.) with staff who are acting as test proctors for those with accommodations.

Administration Responsibilities

1. Provide information and services for students with disabilities in keeping with the SCHS policy and as required by the Vocational Rehabilitation Act of 1973, Title II of the American with Disability Act of 1990 and the Americans with Disability Act of 2008.
2. Respect and maintain student privacy and confidentiality related to disabilities, accommodation, and related information; including the information outlined in the Response Letter for Request of Accommodations.
3. Meet with student to provide information on disability services at SCHS. Outline documentation needed to support the request for accommodations. Provide a list of local potential providers who are examples of professional certified, licensed evaluators.
4. Review documentation from the professional evaluator to determine eligibility for services and identify reasonable accommodations.
5. If needed, request additional information to support a student's accommodation request.
6. Compose a Response Letter for Request of Accommodations and provide a copy to the student outlining the specific accommodations.
7. Review the Response Letter with the student and discuss its implementation.
8. Work with associates and students when accommodation-related issues arise.
9. Assist associates with appropriated disability-related training and questions.
10. Provide information about policies and procedures regarding students with disabilities.
11. Maintain student disability data and documentation.

Staff Responsibilities

1. Refer students seeking information about accommodations to the policy on Student Access and Accommodation Services and to the Administrative Assistant for scheduling an appointment with the Vice President.
2. If proctoring a test for student with accommodations, have clear communication with the faculty about the specific requirements (e.g., amount of time, quiet environment, etc.) granted for the specific student.
3. Respect and maintain student privacy and confidentiality related to disabilities, accommodation, and related information; including the information outlined in the Response Letter for Request of Accommodations.

REQUEST FOR ACCOMMODATIONS FORM

This form is used to outline the steps for a student to request accommodations at Southside College of Health Sciences (SCHS). If a student requires accommodations, the process should begin at least four (4) weeks prior to the anticipated need; however, students may request accommodations at any time during their enrollment.

Student Information

Student Name: _____

Phone #: _____

Email: _____

Program: _____

To successfully implement the accommodations process, students must follow the steps indicated below.

STEPS:

1. Students need to contact the Administrative Assistant to Vice-President.
 - To receive the ***Request for Accommodations Form***.
 - To schedule an appointment to meet with Vice-President to review and resolve questions and share resources (e.g. EAP and potential providers).
2. Student will need to make an appointment with a certified or licensed professional evaluator to conduct the evaluation.
 - The name, title, and professional credentials of the evaluator, including information about license or certification, as well as the area of specialization (e.g. licensed psychologist), and state and area of employment must be clearly stated in the documentation submitted.
 - Examples of individuals generally considered to be qualified to evaluate disabilities, providing they have the training and expertise in evaluating adults with disabilities: clinical or educational psychologists; school psychologists; neuropsychologists; learning disabilities specialists; medical doctors with demonstrated experience in assessing disabilities in adults if the disability is learning.
 - All reports must be in English typed, on official letterhead of the agency or institution, dated, and legibly signed by the professional evaluator who

- performed the evaluation. Reports must also include contact information for the professional evaluator.
- It is not appropriate for the student to request a professional evaluator who is a member of their family or close friend. Documentation must be current.
 - i. Testing and evaluation must be completed within the last 5 years. The College acknowledges that once an individual is diagnosed with a learning disability that qualifies for protection under the ADA, the disability is normally considered lifelong. However, the severity and manifestations of the condition may change over time. A complete diagnostic reevaluation is no longer necessary for an applicant with an evaluation performed more than five years prior if the applicant is applying for certain reasonable accommodations.
 - ii. The provision of reasonable accommodations and services will be based upon the current impact of the individual's disability on the individual's academic and clinical performance.
 - iii. The College requires students with long standing learning disabilities (greater than 5 years) requesting more extensive accommodations must abide by the 5-year rule and submit documentation for review. Accommodations may include, but are not limited to, extra time for testing, a quiet environment, or etc.
3. The professional evaluator will submit a signed summary report along with the completed portion of the Request for Accommodation Form, sent directly to Vice President of Southside College of Health Sciences (SCHS) at 430 Clairmont Court, Suite 200, Colonial Heights, VA 23834 via United State Postal Service, UPS, or FedEx. Hand delivery by student or faxed documents will not be accepted.
4. Upon receipt of the summary report and within five (5) business days, the Vice-President will draft a Response Letter for Request of Accommodations which details the accommodations that will be granted. The Administrative Assistant to Vice-President will schedule an appointment with the student to meet with the Vice-President to discuss the response to the accommodations request.
- If accommodations are granted, the Vice-President will provide the student with the Response Letter for Request of Accommodations. The student will need to refer to the Student Responsibilities on how to properly notify faculty.

- If accommodations are not granted, the student may submit request an additional review or the Vice-President may request additional information to be provided by the professional evaluator.

My signature below indicates, I hereby requesting a reasonable accommodation for my disability and agrees to the following:

- Grant permission to the Vice President and individuals identified by the Vice President as necessary participants in the decision-making process (instructors, academic advisors, Medical Department staff, etc.) to review the pertinent information
- Have provided and discussed the matter with me and my health professional(s).
- If accommodations are not clearly identified in a diagnostic report, the Vice President is authorized to seek clarification from my healthcare provider.
- It is the responsibility of the student who has received approval for accommodations for a documented disability to notify the course faculty of the need for any reasonable accommodations or modifications prior to the beginning of each and subsequent semester or at least seven (7) business days to allow faculty time to prepare and make the necessary arrangements.
- Refer to the Student Responsibilities listed in the Student Access and Accommodation Services policy.

In general, institutional policy calls for reasonable accommodations to be made for students with disabilities on an individualized and flexible basis. It is the responsibility of students who have been diagnosed with a disability to seek available assistance at SCHS and to make their needs known.

Student Signature: _____

Date: _____

TO BE COMPLETED BY CERTIFIED OR LICENSED PROFESSIONAL EVALUATOR:

Name: _____

Title: _____

Professional Credentials: _____

Practice: _____

Address: _____

Phone #: _____

Email: _____

I hereby authenticate the summary report provided to be true and accurate and followed the SCHS guidelines as listed below.

Documentation for Testing Accommodations

- Must confirm that adult measures were used to determine the diagnosis and functional limitations.
- Must provide an accommodation history, including the rationale for the requested accommodation. A self-report from the student is not acceptable.

Documentation to substantiate the disability:

- Must be comprehensive including a specific diagnosis and validate the need for accommodation based upon the applicant's current level of functioning, as well as how that functioning level may affect performance.
- Should include the following:
 - Summary of the clinical assessment/interview and major domains of cognitive and academic functioning.
 - List of administered tests and scores from standardized instruments used with adults including all standard scores.
 - Expert interpretation of the results.
 - Clear diagnosis and statement of disability.
 - Discussion of the limitations and functional levels. Any areas of weakness identified in prior evaluations must be discussed thoroughly in the current evaluation.

Evidence to establish a rationale supporting the need for accommodations must include:

- Prior history of diagnosis and accommodations, without demonstrating a current need, does not warrant providing accommodations as accommodation needs can and do change over time and may not always be identified through the initial process.
- Specific recommendations for accommodations including detailed explanations of why each accommodation is being requested must be included and be signed by the evaluator.
- Whenever possible, the evaluator should link the suggested accommodation with expected results. For example, if the recommendation is to give extended time for a test, the evaluation of performance must demonstrate improvement in test scores with the additional time.
- If prior accommodations have not been provided, the evaluator and/or student should include a detailed explanation of why no accommodations were used in the past and why accommodations are needed at this time.
- Other sources of information may be used to corroborate the need for accommodations. This information should be included in the summary or included as an attachment. Items that may be included are:
 - A school-based Individualized Educational Plan (IEP)
 - Summary Performance from a school
 - School and/or college transcripts
 - A detailed letter from a college disability services provider.
 - A personal letter from the student in the student's own words, explaining academic difficulties and coping strategies that have been used in the past may also be helpful.

Documentation submission:

- The professional evaluator will submit a signed summary report along with the completion portion of the Request for Accommodation Form, sent directly to Vice President of Southside College of Health Sciences (SCHS) at 430 Clairmont Court, Suite 200, Colonial Heights, VA 23834 via United State Postal Service, UPS, or FedEx. Hand delivery by student or faxed documents will not be accepted.

Certified/Licensed Professional Evaluator Signature: _____

Date: _____