

Title: Students with Disabilities :  
 Rights and Responsibilities

Policy  
 No.: ADM 1.23

Date: 5/19/2008  
 Rev.: 4/22/09

Areas Affected: All BSMSO Faculty

Page 1 of 4

**Introduction**

The Office of Student Services assists students with disabilities in obtaining appropriate academic adjustments during the course of their studies at the School of Nursing. If a student believes that he or she may need and wants such an academic adjustment, the student should read this section of the student bulletin and contact the office of the Assistant Dean for Student Services or her designee, for an appointment for this purpose. The Assistant Dean for Student Services is the School of Nursing's coordinator for compliance with applicable disability laws.

**Policy Statement**

The School of Nursing seeks to comply with all applicable laws, including Section II of the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and state and local requirements regarding students and applicants with disabilities. The School provides appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability.

**Procedure**

If a student wants the School to provide an academic adjustment, he or she must apply as soon as possible. It is the responsibility of the student to make the application in a timely fashion, and to submit supporting documentation, in accordance with the guidelines provided by the Office of Student Services. Even if a student's application to the School of Nursing disclosed the existence of a disability, the student should not assume that this information is known by the Office of Student Services. Once academic adjustments are granted, it is the student's responsibility to register each semester thereafter with the Office of Student Services, Disability Support Services, in order to maintain his or her eligibility to continue receiving the adjustments previously provided by the School. Of course, students who do not require or wish to receive academic adjustments need not disclose or identify their disabilities to School officials. Information regarding student disabilities and academic adjustments is treated as confidential by the School in accordance with applicable law.

Once Disability Support Personnel have reviewed and approved the documentation provided by the student, Disability Support Personnel will provide a confidential Memo to the student. The student decides which faculty, if any, will receive this memo. Only the student can elect to disclose the accommodations they are eligible to receive. Upon receiving the memo from a student, they will

Reference Policy # \_\_\_\_\_

**Approved by:**

_____	Dean	_____
_____	CEO	_____
Signature	Title	Date

**Approval History:**

Committees and Dates:  
 Assistant Dean of Student Services – 4/09  
 Faculty Forum –  
 Faculty Organization -

also be given the forms of this policy (available at Forms Warehouse, Form # ST 1.30), so arrangements can be made for testing accommodations.

## **Guidelines for Disability Documentation**

Students who request adjustments on examinations or other academic tasks on the basis of a disability must provide documentation that meets the guidelines set forth below. The documentation should be submitted to the Assistant Dean for Student Services as soon as possible. In all cases, the cost of obtaining the professional verification to establish the disability shall be borne by the student. In the event that a student requests an academic adjustment that is not supported by the data in the assessment, or the initial verification is incomplete or inadequate to determine the extent of the disability, then it is incumbent upon the student to obtain supplemental testing and assessment at the student's expense. If the School of Nursing requires an additional assessment for the purpose of obtaining a second professional opinion then the School will bear the cost of doing so. The School customarily engages the services of one or more qualified healthcare professionals to assist in the review and evaluation of students' requests for academic adjustments.

### **A. Verification of Physical and Mental Disabilities**

A student with a physical or mental disability must provide professional documentation by a licensed professional health care provider who is qualified to diagnose the disability. The documentation must consist of a comprehensive, typed report that identifies a specific, current diagnosis, describes the diagnostic criteria and/or tests used, and reflects the student's present level of functioning in the major life activity affected by the disability. In the case of requests for adjustments on examinations, the documentation must specifically describe how the student's functional limitations due to the diagnosed disability substantially limit his or her ability to take School of Nursing examinations under regular testing conditions.

### **B. Verification of Learning Disability**

A student with a learning disability must provide professional testing and evaluation results that reflect the student's present level of functioning and achievement, establishes the existence of a learning disability and its impact on the student's educational performance, and validates the need for the adjustments requested. The documentation must consist of a comprehensive neuropsychological or psycho-educational assessment report. Documentation verifying the learning disability must:

- (1) be prepared by a professional qualified to diagnose a learning disability. All reports must be on the professional's letterhead, typed, dated and signed, and must set forth (or attach) the professional evaluator's qualifications to render a diagnosis of a learning disability.
- (2) be current. In most cases, the diagnostic evaluation should be no more than **two (2)** years old.
- (3) provide clear and specific evidence that a learning disability does or does not exist. The assessment must consist of a comprehensive battery of tests, and the report must summarize the testing procedures followed, the instruments used to assess the disability, the test results, and a written interpretation of the test results by the professional evaluator.
- (4) reflect the student's present level of functioning in the following three domains: achievement (reading comprehension, reading rate, written expression, writing mechanics and vocabulary, writing, grammar and spelling); intelligence/aptitude; and information processing.
- (5) recommend specific adjustments, and explain why such adjustments are necessary and how the data supports the request for such academic adjustments.

### **C. Verification of Attention-Deficit/Hyperactivity Disorder (ADHD)<sup>1</sup>**

A student with ADHD must provide a comprehensive written evaluation that establishes the existence of ADHD and its impact on the student's educational performance, and validates the need for the academic adjustments requested. Documentation verifying the existence of ADHD must:

- (1) be prepared by a professional qualified to diagnose ADHD. All reports must be on the professional's letterhead, typed, dated and signed, and must set forth (or attach) the professional evaluator's qualifications and experience with diagnosing ADHD in an adult population.
- (2) be current. In most cases, the diagnostic evaluation should be no more than **two (2)** years old. In some cases, such as when new medication has been prescribed or discontinued since the prior assessment, or if observed changes have occurred in the student's performance, it may be necessary to update the evaluation report to account for these changes.
- (3) provide appropriate clinical documentation to substantiate the existence of ADHD. The documentation must consist of a comprehensive report that includes, at a minimum, a diagnostic interview and history (including evidence of childhood symptoms), relevant testing information (such as neuropsychological or psycho-educational assessment), identification of DSM-IV criteria, a specific diagnosis, relevant academic records, and an interpretive summary.
- (4) recommend specific academic adjustments, and explain why such adjustments are necessary and how the evaluation results support the request for such academic adjustments. The report should address the ameliorative effects of medication, if any, and the impact of such amelioration on the adjustments recommended.

<sup>1</sup> This term shall be understood to include, for the purpose of these guidelines, Attention Deficit Disorder ("ADD").

#### **D. Prior IEP or 504 Plan**

The existence of a prior Individualized Education Plan (IEP) or of a prior 504 Plan is insufficient documentation, alone, to determine eligibility for academic adjustments in the School of Nursing. Accordingly, students who seek academic adjustments must comply with the above guidelines, regardless of whether they previously have had an IEP or a 504 Plan. Such plans may be included as a part of a submittal which otherwise fulfills the requirements of these guidelines.

#### **E. Essential Functions**

The requested academic adjustments may not, in any event, contradict or override the Essential Functions of a Student Nurse.

#### **Other Information**

##### **Disabled Student Parking:**

Disabled student parking is available for those who receive authorization from the Office of Student Services. The issued parking permit must be properly displayed at all times when the vehicle is on School property.

#### **Adjustments for and Verification of Temporary Disabilities, including Pregnancy and Related Conditions:**

A student requesting academic adjustments due to a temporary disability, including pregnancy or related conditions, shall provide current documentation verifying the nature of the condition, stating the expected duration of the condition and describing the academic adjustments requested. A professional health care provider who is qualified to diagnose such conditions must provide such verification on the provider's letterhead. The cost of obtaining the professional verification shall be borne by the student. Verification from a physician demonstrating that the particular adjustments are

medically necessary is required. If the initial verification is incomplete or inadequate to determine the extent of the disability and appropriate adjustments, the School has the discretion to require supplemental assessment of a temporary disability. The cost of the supplemental assessment shall be borne by the student. If the School requires an additional assessment for the purpose of obtaining a second professional opinion, then the School will bear the cost of doing so. The Assistant Dean for Student Services shall consider requests for academic adjustments on the basis of a temporary disability on a case-by-case basis and will arrange appropriate adjustments. Medical leaves of absence also may be requested if deemed medically necessary by the student's physician. Disability Support Services form # ST 1.30 is available in the Forms Warehouse.

**Grievance Procedure:**

Students who request academic adjustments from faculty or staff members and believe that such adjustments have been wrongly denied, or believe they have been discriminated against on the basis of a disability, should bring this matter to the attention of the Assistant Dean for Student Services. If the Assistant Dean for Student Services is unable to resolve this matter informally or if the student is dissatisfied with the resolution, the student may file a grievance with the Assistant Dean, in accordance with the Grievance Policy.