

Academic Support Services Policies and Procedures

Hebrew College is committed to being an inclusive learning institution and community, supporting all students to the extent possible to engage fully with the courses of study. Hebrew College seeks to enhance the quality of learning by offering services and support to students with disabilities who need additional help in their academic coursework.

Disability Support Services

Hebrew College encourages students to work closely with faculty if they face learning challenges. Disclosing and requesting accommodations based on a disability is a personal decision. While Hebrew College does not require a student to disclose the existence of a disability, students who wish to request accommodations must do so.

Process and Determination of Accommodation(s)

For students who have recent, comprehensive evaluation

1. The student initiates the process by requesting an intake meeting with the Director of Academic Support Services, completing the Student Intake Form, and submitting documentation of recent, comprehensive evaluation (see Guidelines for Documentation below).
2. The Director of Academic Support will review submitted documentations (within two weeks).
3. The Director of Academic Support, in consultation with the Dean of Students and the student, will determine appropriate accommodations. Accommodations are based on the specific nature of a student's disability, as well as the educational or testing environment in which the student will be functioning on a case-by-case basis.
4. The Director of Academic Support will prepare a confidential Professor Notification Letter (PNL) for the student to share with relevant faculty. Students are best served when they self-advocate and use the PNL to facilitate an ongoing communication with their faculty.

For students without recent, comprehensive evaluation

1. Students who are struggling in a course can request help from the Director of Academic Support. In some cases, faculty members, in consultation with the Dean of Students, may recommend a student who is struggling in a course to seek help from the Director of Academic Support. In either case, the student initiates the process by requesting a meeting with the Director of Academic Support by completing the Student Consultation Form.
2. The Director of Academic Support will meet with the student in a timely manner to learn about the challenges the student is having and discuss appropriate support.
3. Students must have a recent, comprehensive evaluation to be eligible for accommodations. The Director of Academic Support may recommend the student be evaluated, which is at the student's expense. Students are advised to check with their health insurance carrier to determine if the evaluation is covered under their policies. The Director of Academic Support will recommend qualified professionals the student may see for an evaluation, though the student is free to see any qualified professional of their choosing. If the student decides to be evaluated, then the above process will be followed.

4. If the student decides not to be evaluated, the Director of Academic Support will discuss alternative options of support, such as tutoring or academic coaching.

Guidelines for Documentation of a Specific Learning Disability

Students who are seeking support services from Hebrew College based on a diagnosed specific learning disability are required to submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The following guidelines are provided to ensure that documentation is appropriate to verify eligibility and support requests for reasonable accommodations.

1. Testing must be current
Specifically this means that the testing must be conducted within the last four years. Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is in the student's best interest to provide recent and appropriate documentation.
2. Testing must be comprehensive
Testing must reflect the student's present levels of aptitude, achievement, and information processing. Tests used must be technically sound (i.e. statistically reliable and valid) and standardized for use with an adult population. Actual test scores must be provided. Standard scores and/or percentiles are acceptable. It is not acceptable to administer only one test for the purpose of diagnosis.
3. Qualifications of Evaluator
Trained and certified learning disability specialists and/or licensed psychologists may conduct the assessment. Diagnostic reports must include the names, title, and professional credentials of the evaluators, as well as the date(s) of the testing.
4. Specific LD must be diagnosed
There must be clear and specific evidence of a learning disability. "Individual learning styles" and "learning differences" in and of themselves do not constitute a learning disability.
5. Educational Recommendations
Educational recommendations regarding the impact of the disability and accommodations recommended at the post-secondary level, if applicable, must be included.

Guidelines for Documentation of ADHD

Documentation from the psychiatrist, psychologist or clinician who made the diagnosis must be no older than four years and provide information regarding the onset, longevity, and severity of the symptoms, as well as the specifics of describing how it has interfered with educational achievement.

To receive accommodations on the basis of ADHD, an assessment that measures the student's current functional impact of ADHD on learning and/or testing is required. The assessment might include measures in the areas of attention, learning, intellect, achievement, processing speed, fluency, executive functioning, language and memory. Some formal measures are required.

A complete psycho-educational or neuropsychological assessment is often recommended for determining the degree to which the ADHD currently impacts functioning relative to taking standardized tests.

Guidelines for Documentation of Medical or Physical Condition, Chronic Illness, or Mental Health Disorder

Under the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and may be entitled to reasonable accommodations and rights of equal access to programs and services. A diagnosis of a disorder/condition alone does not automatically qualify an individual for accommodations under the ADAAA. To establish that an individual is covered under the law, the documentation must explain how the disability substantially limits one or more major life activities, and supports the request for services, accommodations, academic adjustments, and/or auxiliary aids.

Students who wish to request academic accommodations based on a ***medical or physical condition, chronic illness, or mental health disorders*** must submit documentation from a licensed professional who is qualified to evaluate and diagnose such conditions. Information about licensure/certification, as well as the area of specialization, employment, and state or province in which the individual practices should be clearly stated in the documentation.

The documentation should be in English and must be typed on the provider's letterhead. It should also be signed and dated and include the following information:

- A diagnosis (for mental health disorders, the diagnosis must conform to the Diagnostic and Statistical Manual of Mental Disorders, including relevant code)
- The student's history with this diagnosis
- Description of the student's functional limitations relevant to an academic setting
- Current treatment plan, including medications
- Recommendation for accommodation(s)
- Justification for why recommended accommodation is medically necessary. There must be a very clear connection between the functional limitation(s) described and the recommended accommodation.

Documentation should be **recent** (within one year) and should **address the student's need** for accommodation(s) based on the student's current level of functioning within an educational setting. *Documentation for a chronic illness may be older if the functional limitations do not change.*

**A diagnosis documented by a family member will not be accepted due to professional and ethical considerations even when the family member is otherwise qualified by virtue of licensure/certification. The issue of dual relationships as defined by various codes of professional ethics should be considered in determining whether a professional is in an appropriate position to provide the necessary documentation.*