



# JOHN PAUL II INSTITUTE FOR STUDIES ON MARRIAGE AND FAMILY

## Accessibility and Disability Service Guide

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**JOHN PAUL II INSTITUTE FOR STUDIES ON MARRIAGE AND  
FAMILY**  
**Accessibility and Disability Service Guide**

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## **ACADEMIC ADJUSTMENT/ACCOMMODATION POLICIES**

### **General Information**

#### **Equal Access to Education**

The Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA) of 1990 state that qualified students with disabilities who meet the technical and academic standards of the John Paul II Institute may be entitled to reasonable accommodations. Under these laws, a disability is defined as any physical or mental impairment that substantially limits a major life activity. To this end, the Institute is committed to providing equal access to education by removing unnecessary barriers to enhance each student's ability to demonstrate his or her academic abilities. The Americans with Disabilities Act of 1990 (ADA) reinforced the provisions of the Rehabilitation Act and extended coverage to the private sector (Title III) with the extension of access into all aspects of campus life, including communications and other privileges and advantages by requiring that all public facilities, services and communications be accessible to persons with disabilities and that auxiliary aids and services be provided unless such provisions place an undue hardship (defined as significantly difficult or expensive) upon an institution.

#### **Who is Considered Disabled under the Law?**

According to the Americans with Disabilities Act (ADA) of 1990, a disability is a chronic, long-term, physical or mental impairment that substantially limits one or more major life activities (e.g., walking, sitting, breathing, learning, working, sleeping, etc.). This law also requires an individualized assessment of each case to determine whether a disability exists. The Institute is not required to evaluate students or pay for such an evaluation. It is a student's responsibility to provide adequate documentation and request adjustments/accommodations and services. The Institute has the right to establish professional criteria to be used in reviewing the documentation.

#### **Reasonable Accommodation**

"Reasonable accommodation" is the term used by the ADA and the Rehabilitation Act for modifications made to an environment that eliminate or decrease, to a reasonable degree, structural and/or learning barriers that a student might encounter due to his or her disability. Nevertheless, an academic institution is not required to fundamentally alter the nature of its academic program to accommodate students.

The John Paul II Institute is committed to providing access to all of its programs, activities, and services and will either remove physical barriers or enhance access in other ways to enable qualified students to participate in such endeavors.

## Student with Disabilities Rights and Responsibilities

- 1) Students with disabilities at the Institute have a right to:
  - a. Reasonable and effective accommodations according to their disability based on sufficient documentation.
  - b. Equal access to educational and co-curricular programs, services, jobs, activities, and facilities available through the Institute.
  - c. Treatment that reflects respect and dignity.
  - d. Treatment that is fair and equal to that received by other students.
  - e. Confidentiality in all parts of their documentation and academic records.
  - f. Information reasonably available in accessible formats.
  
- 2) Students with disabilities at the Institute have the responsibility to:
  - a. Understand that they are required to initiate desired services with the Institute.
  - b. Provide appropriate documentation of their disability to their respective institutional administrators according to the criteria listed in this manual.
  - c. Understand that they are to request accommodations in a timely manner to ensure that they are in place as soon as possible.
  - d. Understand that they can make a request for accommodations at any time during their tenure at the Institute.
  - e. Work in collaboration with Institute administration and the Chair of the Accommodations Review Committee (ARC) to determine reasonable accommodations, if needed.
  - f. Advocate for themselves and monitor their own progress; and alert administration, faculty, or the Disability Services Coordinator (DSC) if they need assistance with accommodation related issues as soon as possible.
  - g. Meet with the administrators and faculty regarding accommodations.
  - h. Abide by the *Student Handbook*, and if applicable, program-specific handbooks, or policies concerning academic integrity.

## The John Paul II Institute Commitment and Support

### Commitment

The John Paul II Institute is committed to promoting access for students with disabilities through a supportive academic and social environment. Faculty, administration, and students will work together in partnership to determine students' needs and attempt to see that those needs are met. A student who **presents himself or herself to any staff or faculty member** as a person with a disability requiring auxiliary aids/academic adjustments at any time during the student's enrollment will be referred to the Associate Dean for Program and Administration. Adherence to this procedure will ensure that the students obtain the appropriate information; and, if desired by the applicant/student, initiate the formal process for receipt of auxiliary aids and academic adjustments. The auxiliary aids and academic adjustments will be provided at no cost to qualified students with a documented disability.

### Support

The John Paul II Institute complies with Title III of the ADA requiring that no qualified person with disabilities will be excluded from participating in or being denied the benefits of the services or activities of the Institute due to the nature of a disability. For physically challenged students, the John Paul II Institute provides access to its facilities with appropriate elevator service, ramps, and designated parking to facilitate easy entry. Restrooms are equipped with wide doorways and bars to ensure wheelchair accessibility.

The following individual is The Institutes Section 504 Disability Services Coordinator (DSC):

Mr. Nick Bagileo  
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John Paul II Institute for Studies on Marriage and Family  
McGivney Hall  
The Catholic University of America  
Washington, DC 2004  
202-526-3799 (Institute)  
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nbagileo@johnpaulii.edu

## **Communication**

As far as possible, students wishing to avail themselves of special adjustments/accommodations under the Americans with Disabilities Act should disclose special needs at the time of enrollment. Once informed, the Institute has an obligation to assess the merit of the applicant's request and to verify the authenticity of the stated disability.

Reviewing documentation and arranging for appropriate adjustments/accommodations takes time. Failure of the student to follow through promptly in providing appropriate documentation can result in a delay in the approval of adjustments/accommodations. Thus, it is important that students disclose to the Institute their need for accommodations as soon as possible, to allow sufficient time to make necessary arrangements.

The John Paul II Institute expects persons with disabilities to take an active role in communicating their needs to the Institute's administrative personnel to receive the proper ADA information and this guide. In addition, such persons may consult with the appropriate program advisor to discuss any unique or special qualifications, i.e., the program's academic or essential requirements.

## Sources and Forms of Documentation

Documentation is critical in determining suitable adjustment(s) or accommodation(s). It is an individual student's responsibility to identify him-or-herself as a person with a disability and to provide the Institute with diagnostic documentation of the disability from an appropriately licensed professional. The documentation must (1) demonstrate how the disability limits the student's ability to participate in an academic setting, (2) clearly outline the accommodation or academic adjustment requested, (3) be included as part of the application, and (4) be submitted to the administration for procedural verification. This documentation is provided to the Accommodations Review Committee before an adjustment/accommodation is provided.

The John Paul II Institute's process and criteria for determining accommodations may not be the same as practiced by other institutions or entities.

Below are acceptable sources of documentation for substantiating a student's disability and request for particular accommodations:

### Student's Self-Report

The student is a vital source of information regarding how he or she may be "limited by impairment." A student's narrative of his or her experience of disability, barriers, and effective and ineffective accommodations is an important tool, which, may be sufficient for establishing disability and a need for accommodation.

AND

### Information from External or Third Parties

Diagnostic documentation of the disability from an appropriately licensed professional. The documentation should demonstrate how the learning disability limits the student's ability to participate in an academic setting, must clearly outline the accommodation or academic adjustment requested, and must be submitted to the Disability Services Coordinator for verification.

### Accommodations Review Committee (ARC)

**The Associate Dean for Programs and Administration (ADPA), who serves the Institution on a full-time basis, one of the program advisors, an appointed faculty representative, and either the registrar or director of admissions will comprise the Accommodations Review Committee (ARC).** The ARC will have access to all the documentation pertaining to the student's request for adjustments/accommodations. The ARC will meet within 10 business days of receipt of the student's signed and dated forms requesting accommodation(s) or adjustment(s). The ADPA will chair the committee and serve as the Disabilities Service Coordinator (DSC).

The ARC engages in an interactive process with the student through the office of the Associate Dean for Programs and Administration. The Institute personnel, with guidance from the DSC, in cooperation with the ARC, will help applicants/students regarding the academic access process. The ARC chair will contact the student prior to the ARC determination to ensure that the student is involved in the process that determine what services, if any, he or she is to receive.

The student will be sent an Academic Response Letter within 15 business days of receipt of the student's accommodation request indicating the extent to which the requested accommodation(s) or adjustment(s) can be authorized.

Students are provided the approved accommodations or adjustments following the dated Academic Access Letter, unless specialized accommodations(s), adjustment(s), or equipment needs to be ordered and received by the student or institution, not to exceed 30 business days. If possible, in the interim, the institution will provide alternative reasonable supplemental or substitute accommodations to the student pending receipt of the specialized accommodations or equipment. Every effort will be made to provide the approved accommodation(s) or adjustment(s) as expeditiously as possible.



## **Policies**

### **Confidentiality and Information Release Policy**

The John Paul II Institute is committed to ensuring that all disability information regarding a student is maintained as confidential as required or permitted by law. In some instances, the Institute may inform faculty members as to the nature of a student's disorder if it is necessary for providing appropriate adjustments/accommodations or to protect the health and safety of the student and/or others. Faculty is informed of necessary or appropriate adjustments/ accommodations needed to meet a student's disability-related needs. A student may give written authorization for the release of diagnostic documentation if he or she wishes it to be shared with others.

In addition to the usual adjustments/accommodations provided by faculty, the Institute reserves the right to release supplementary information should the need arise. Some common need-to-know scenarios include, but are not limited to the following circumstances:

- a request for a course substitution
- the safety of the student and/or others
- complaint or appeal cases
- special financial aid considerations

Completed Accommodation Request Forms and any documentation of disability are confidential and are stored in a locked file or other secure location under the control of the ADPA that is separate from the student's permanent student record.

### Temporary Disabilities Policy

Services are extended to students with temporary disabilities only for the time that their access to John Paul II Institute classes, coursework, and programs is specifically prescribed as a direct result of those disabilities. The eligibility process is the same as for permanent disability cases. Temporary conditions include but are not limited to the following circumstances:

- Extended illness
- Complications due to pregnancies
- Recoveries from surgeries that are extensive
- Short term injuries due to accidents including:
  - Broken bones
  - Sprains
  - Concussive conditions

### Service Animal Policy

Policy Statement: The John Paul II Institute adheres to the Americans with Disabilities Act (ADA) in allowing use of service animals for students, staffs, and visitors. It is the policy of the John Paul II Institute that service animals assisting individuals with disabilities are generally permitted in all facilities and programs on campus except as described below.

Definition: “Service animal” is defined by the ADA, as amended in 2008 and 2010, as any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or task performed by a service animal must be directly related to the individual’s disability. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person’s disability. Animals whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.

Where Service Animals are allowed: Under the ADA, State and local governments, businesses, and nonprofit organizations that serve the public generally must allow service animals to accompany people with disabilities in all areas of the facility where the public is normally allowed to go. **For example, in a hospital it would be inappropriate to exclude a service animal from areas such as patient rooms, clinics, cafeterias, or examination rooms. However, it may be appropriate to exclude a service animal from operating rooms or burn units where the animal’s presence may compromise a sterile environment.**

When Service Animals are to be removed: A service animal may be asked to leave the Institute facility or program if the animal's behavior or presence poses a direct threat to the health and safety of others because the animal is not under the control of the owner. Service animals may be also excluded in areas where the presence of a service animal fundamentally alters the nature of a program or activity or is disruptive. Other circumstances include: service animals found be out of control and the animal's handler does not take immediate and effective action to control the service animal; service animals that are physically ill; service animals that are unreasonably dirty; service animals that attempt to enter a place on campus where their presence causes danger to the safety of the handler or other students/members of the campus, or where the service animal's safety is compromised. Furthermore, animals not covered under the ADA service animal definition may not be allowed on the John Paul II Institute campus.

The Institute personnel will only be able to ask two questions when it is not obvious what service an animal provides:

1. Is the animal a service animal required because of a disability?
2. What work or task has the animal been trained to perform?

Administration will not ask for documentation or about the nature of the disability, require medical documentation, require special identification or training documentation for that animal, or ask to witness the animal perform the work or task.

Requirements for the Service Animal:

*Licensing:* Dogs must wear a license tag in the local town/city where the dog regularly resides. The handler is responsible for complying with the local dog control and licensing laws.

*Leash:* Dogs must be on a harness, leash, or tether at all times, unless impracticable or unfeasible due to the owner/keeper's disability, or unless such a restraint would interfere with the animal's ability to safely and effectively perform its duties.  
(According to DC law the leash can be no longer than 4 feet)

*Under Control:* The owner/keeper of a service animal must be in full control of the animal at all times. The care and supervision of a service animal is solely the responsibility of the owner/handler. The owner/handler may be directed to remove the animal if animal behavior is out of control. The owner/handler may be asked to leave if the animal is not under the control of the owner.

*Care:* The handler is responsible for the costs of care necessary for a service animal's well-being. The arrangements and responsibilities for the care of the service animal is the sole responsibility of the owner at all times, including regular bathing and grooming, as needed.

*Animal Etiquette:* To the extent possible, the handler should ensure that the animal does not:

- Sniff people, restaurant tables, or the personal belongings of others

- Display any behaviors or noises that are disruptive to others, unless part of the service being provided the handler
- Block an aisle or passageway for fire exits

### Waste Cleanup

Cleaning up after the animal is the sole responsibility of the owner/handler. If the handler is not physically able to clean up after the animal, it is then the responsibility of the handler to hire someone capable of cleaning up after the animal. The person cleaning up after the animal should always carry equipment sufficient to clean up the animal's feces whenever the animal is on campus, and properly dispose of waste and/or litter in appropriate containers. Personnel should contact staff if arrangements are needed to assist with cleanup. Any cost incurred for doing so is the sole responsibility of the handler.

### Conflicting Disabilities

Some people may have allergic reactions to animals that are substantial enough to qualify as disabilities. The Institute will consider the needs of both persons in meeting its obligations to reasonably accommodate all disabilities and to resolve the problem as efficiently and expeditiously as possible.

### Public Etiquette towards Service or Assistance Animals

Asking someone if he or she needs assistance because there seems to be general confusion is acceptable. However, the actions below should not be undertaken:

- Petting a service animal, as it may distract them from the task at hand
- Feeding the service animal
- Deliberately startling a service animal
- Separating or attempting to separate a handler from his/her service animal

### **Emotional Support Animals**

Emotional Support Animals (ESA) or Comfort Animals may be used as part of a medical treatment plan as therapy animals; however they are not considered service animals under the ADA.

For animals to be designated as Emotional Support Animals or Comfort Animals, students are required to demonstrate that their animal is a reasonable accommodation for an emotional or mental health disability. Demonstrating this need requires documentation from a treating medical or mental health professional certifying that the Emotional Support Animal or Comfort Animal is part of a prescribed treatment plan for the disabling condition and alleviates symptoms or effects of a disability. Students must receive Emotional Support Animal designation from the Accommodations Review Committee (ARC) prior to bringing their animal to campus.

Note: Emotional distress resulting from having to give up an animal because of a “no pet” policy does not qualify a person for an accommodation under federal law.

### Alternative Textbook Format Procedure

The approved student should first seek the required textbook in the appropriate alternative format. If available, the student should purchase it. If the textbook is unavailable in an alternative format, then the approved student should request the required textbooks via the Disability Services Coordinator, who solicits the publisher on behalf of the student, as described below.

- a. As soon as the booklist is released (usually one month before the beginning of each semester), the approved student must review the course booklist to determine if required course texts are available in the needed alternative formats.
- b. For any textbooks or books that are not available, the student should complete and sign the Alternative Format Textbook Request Form for those books.
- c. The Alternative Format Textbook Request Form should be given to Mr. Nick Bagileo, the DSC, who contacts the publisher on behalf of the student. (Note: Please allow several weeks for the request to be fulfilled).
- d. Once the file is received, the alternative format textbook will be forwarded electronically to the student, as well as to the faculty member for the course, from the Disability Services Coordinator. If the file is too large, the e-book will be sent to the program advisor in a flash drive through inter-office mail to provide to the student.

## ACADEMIC ADJUSTMENT/ACCOMMODATION PROCEDURES

A student desiring an academic adjustment/accommodation must submit current documentation as required by the Criteria for Disability Documentation (part of this packet) to the Disability Services Coordinator. As verified by an appropriate licensed professional, the documentation should state what reasonable adjustments/accommodations are needed for the student. Academic adjustments/accommodations may be requested by following the review/verification process described below:

1. As soon as possible upon acceptance of admission, the student should schedule a meeting with the Disability Services Coordinator to discuss the student's proposed application for adjustment/accommodation.
2. The following forms should be completed within two weeks of meeting with the DSC:
  - A. Disability Registration Agreement
  - B. Confidentiality Statement
  - C. Request for Adjustments/Accommodations (including Student Self-Report)
  - D. Any additional disability documentation prepared a licensed professional familiar with the student's history and diagnosis

All forms must be signed and submitted to the DSC.

3. The DSC will conduct a preliminary review of the submitted documentation and schedule a meeting of the ARC to review and respond to the application. Not all accommodations listed by the student and/or medical professional will be automatically granted.
4. The DSC/ARC may select among equally effective accommodations, adjustments, and/or auxiliary aids and services. The DSC/ARC may also deny a request for accommodations, academic adjustments, and/or auxiliary aides and services if the documentation demonstrates that the request is not necessary, justified, or documented. In addition, with the applicant student's permission, the DSC/ARC *may* consult the student's healthcare provider(s), if needed, to reach a decision regarding the accommodation request.
5. The DSC/ARC reserves the right (1) to accept documentation which varies from the criteria established in this manual, but is professionally sound and of high quality, or conversely, to reject documentation viewed as inadequate to support the requested adjustment/accommodation; and (2) to refuse an unreasonable accommodation, adjustment, and/or auxiliary aid or services that imposes a fundamental alteration of the program or activity or places an undue burden on the Institute.

6. If a request is deemed unreasonable or if the application is deferred, the DSC/ARC will communicate with the applicant to explain the reason for deferral or ineligibility within 10 business days of receiving the Request for Adjustment(s)/Accommodation(s) (including Student Self-Report). A letter will be sent to the student outlining the rationale. The student is also free to contact the Institute personnel to set up a meeting with the DSC/ARC in order to work collaboratively towards a reasonable solution.
7. When a qualified student is determined eligible to receive accommodations or adjustments, an Academic Access Letter will be sent to the student to give formal approval and to document the details of the approved accommodations.
8. Following receipt of the letter, it is the student's responsibility to meet, in conjunction with the DSC, with each instructor of record to discuss the approved reasonable accommodations. Accommodations will not be initiated prior to this meeting. Such adjustments/ accommodations will be documented for each course on a separate Approved Course Adjustments/Accommodations form. These meetings must take place for each subsequent term prior to the beginning of instruction and be documented on an Approved Course Adjustments/Accommodations form.
9. If a student encounters difficulties with an instructor or other Institute personnel regarding adjustments/accommodations, the student should bring the difficulties to the attention of the DSC. If the DSC is unable to resolve said difficulties, the Program Advisor will be brought into the discussion to assist with a resolution. As with all matters, if further deliberations are required with the Academic Dean, the decision of the Academic Dean will be final.

### **Appeal and Complaint Procedures**

Students who have applied for and been deemed ineligible for reasonable adjustments/accommodations under Section 504 have the right to appeal the decision with the John Paul II Institute by filing a written appeal to the Program Advisor stating the grounds or basis of the appeal.

Qualified students with disabilities who have concerns about the actions taken at the Institute have the right to file a written complaint. Either a complaint or an appeal of an Institute decision should be submitted to the Disability Services Coordinator. These procedures apply only to complaints or appeals received in writing.

- A complaint or an appeal is submitted in person, by U.S. mail, or by fax to the Disability Services Coordinator. Complaints or appeals may not be submitted by email. Complaints or appeals should be dated.
- Within 15 business days after acknowledging receipt of the ADA policy complaint or appeal, the Disability Services Coordinator will inform the student regarding the institutional response to the written complaint or appeal.

## **CRITERIA FOR DISABILITY DOCUMENTATION**

The Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA) of 1990 state that qualified students with disabilities who meet the technical and academic standards of the John Paul II Institute may be entitled to reasonable accommodations. Under these laws, a disability is defined as any physical or mental impairment that substantially limits a major life activity. The program for students with disabilities at the John Paul II Institute does not provide disability documentation for students. It is a student's responsibility to provide appropriate documentation to this office and to request adjustments/accommodations. Appropriate documentation should be current, relevant, and compliant with the following criteria:

### **Health Condition, Mobility, Hearing, Speech, or Visual Impairment**

An evaluation report from a licensed treating medical doctor, orthopedic specialist, audiologist, speech pathologist, ophthalmologist, or other licensed professional as appropriate, which must include:

1. Clearly stated diagnosis, ruling out alternative explanations and diagnoses;
2. Defined levels of functioning and any limitations on student's academic performance caused by the disability;
3. Current treatment and medication; and
4. Current official letter (on letterhead from professional; signed and dated) stating specific accommodations and educationally relevant recommendations.

### **Psychological Disorder**

An evaluation report from a licensed mental health professional (psychiatrist, clinical psychologist, neuropsychologist, licensed professional counselor, or licensed clinical social worker), which must include:

1. Clearly stated diagnosis (DSM-IV-TR or DSM-V criteria), ruling out alternative explanations and diagnoses;
2. Defined levels of functioning and any limitations on the student's academic performance caused by the disability;
3. Supporting documentation (i.e., test data, history, observations, etc.);
4. Current treatment and medication; and
5. Current official letter (on letterhead from professional; signed and dated) stating specific accommodations and educationally relevant recommendations.



### **Traumatic Brain Injury (TBI)**

An evaluation report by a licensed rehabilitation counselor, speech-language pathologist, orthopedic specialist, and/or neuropsychologist (or other licensed specialists as appropriate), which must include:

1. Assessment of cognitive abilities, including processing speed and memory;
2. Analysis of educational achievement skills and limitations on student's academic performance caused by the disability;
3. Defined levels of functioning and limitations in all affected areas (communication, vision, hearing, mobility, psychological, seizures, etc.);
4. Current treatment and medication; and
5. Current official letter (on letterhead from professional; signed and dated) stating specific accommodations and educationally relevant recommendations.

### **Learning Disabilities (LD)**

An evaluation report from a licensed clinical psychologist, psychiatrist, neuropsychologist, school psychologist, learning disability specialist, or diagnostician, which must include:

1. Clear statement of presenting problem; diagnostic interview;
2. Educational history documenting the impact of the learning disability;
3. Alternative explanations and diagnoses ruled out;
4. Relevant test data with standard scores provided to support conclusions, such as:
  - a. Wechsler Adult Intelligence Scale-Revised (WAIS-R) or subsequent edition (WAIS III),
  - b. Woodcock-Johnson Psychoeducational Battery-Revised, including Written Language (and Spelling), Reading Comprehension, and Math (Calculation and Reasoning), and
  - c. Woodcock-Johnson Cognitive Processing Battery to substantiate any processing problems;
5. Clearly stated diagnosis of a learning disability based upon DSM-IV-TR or DSM-V criteria and supported by more than one subtest score;
6. Defined levels of functioning and any limitations on student's academic performance caused by the disability, supported by evaluation data; and
7. Current official letter (on letterhead from professional; signed and dated) stating specific accommodations and educationally relevant recommendations.

Note: High School Individual Education Plan (IEP) or 504 Plan reflects education and accommodation history and may be used to determine the reasonableness of certain accommodations; however, not all secondary accommodations are applicable in postsecondary settings. Other documentation *may* be necessary.

**Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)**

An evaluation report from a licensed psychiatrist, clinical psychologist, school psychologist, neurologist, or neuropsychologist, which must include:

1. Clear statement of presenting problem; diagnostic interview.
2. Evidence of early and current impairment in at least two different environments.
3. Alternative explanations and diagnoses ruled out.
4. Relevant test data with standard scores provided to support conclusions, such as:
  - a. WAIS-R or WAIS III,
  - b. Woodcock-Johnson Psychoeducational Battery-Revised, including Written Language (and Spelling), Reading Comprehension, and Math (Calculation and Reasoning), and
  - c. Behavioral Assessment Instruments for ADD/ADHD normed on adults;
5. Clearly stated diagnosis of ADD or ADHD based upon DSM-IV-TR or DSM-V criteria and supported by more than one score.
6. Defined levels of functioning and any limitations on student's academic performance caused by the disability, supported by evaluation data; and
7. Current official letter (on letterhead from professional; signed and dated) stating specific accommodations and educationally relevant recommendations.

Note: High School Individual Education Plan (IEP) or 504 Plan reflects education and accommodation history and may be used to determine the reasonableness of certain accommodations; however, not all secondary accommodations are applicable in postsecondary settings. Other documentation *may* be necessary.

## **MEDICAL MARIJUANA POLICY**

The John Paul II Institute prohibits the possession and use of marijuana in the buildings wherein instruction is offered. Marijuana is not permitted because it remains a drug prohibited by federal law. Federal legislation also prohibits any institution of higher education that receives federal funding from allowing the possession and use of marijuana on campus.

The institution continues to enforce its current policies regarding illegal substances or paraphernalia. Students who violate the institutional drug policy prohibiting the use or possession of illegal substances or paraphernalia, including medical marijuana on campus, can be subjected to disciplinary action as expressed in the institutional catalogue or as prescribed by the policies of the Institute.

## FORMS APPENDIX

1. Disability Registration Agreement
2. Confidentiality Statement
3. Request for Adjustments/Accommodations (including Student Self-Report)
4. Approved Course Adjustments/Accommodations
5. Alternative Book Request Form



**JOHN PAUL II INSTITUTE FOR STUDIES ON MARRIAGE AND FAMILY  
Disability Registration Agreement**

- A. I understand that I am registering for services from the John Paul II Institute and that I may be eligible for services such as information, referral, reasonable adjustments/accommodations and/or other individualized services that may be needed for access to courses, programs or facilities. If the John Paul II Institute is unable to provide the necessary services, I will be referred to other appropriate community agencies.

**The John Paul II Institute Adjustment/Accommodations Disclaimer**

I am aware that:

- The types of adjustments/accommodations provided to students with disabilities will vary depending on the nature of the disability and the course content.
- It is not unusual for there to be an initial trial and error period of finding the best way to accommodate the student.
- The Institute is committed to assisting students and faculty in finding reasonable alternative accommodations that are effective.
- The overall goal is to promote student independence and success within the context of a competitive academic environment.
- The student is asked to be a responsible and active participant in this process by advising the Institute personnel if he/she encounters any problems.
- In the granting of accommodations by the Institute; the Disability Services Coordinator/Accommodations Review Committee in no way guarantees that accommodations or equipment will be granted by outside entities (or other institutions).

**Student Initials:** \_\_\_\_\_

- B. I understand that the Institute needs disability information to provide services and to conduct reporting and research functions. This data is classified by disability.

- C. I understand that as a student, I am responsible for reviewing the rights and responsibilities pertaining to disability access.
- D. I understand that I will not be eligible for services if I do not provide documentation of a diagnosed disability, do not have a diagnosed disability, or do not follow the John Paul II Institute policies and procedures.
- E. I understand that if I request the John Paul II Institute to facilitate adjustments/ accommodations on my behalf, the Institute may need to consult with other qualified Institute or professional personnel. I give my permission to have disability-related information shared with appropriate Institute personnel (administrative personnel and appropriate faculty) to facilitate such requests.
- F. I understand that I may need to meet with the administration and/or faculty members of record prior to each term to ensure that adjustments/accommodations are provided.
- G. I hereby authorize the Institute’s Disability Services Coordinator (DSC) and Accommodation Review Committee (ARC) to contact my health care provider, if needed, to obtain relevant information to assist the ARC in reaching a decision regarding my adjustment/accommodation request.

I disclose my disability as:          
--

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Academic Dean:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## **JOHN PAUL II INSTITUTE FOR STUDIES ON MARRIAGE AND FAMILY Confidentiality Statement**

The Associate Dean for Programs and Administration is responsible for receiving and maintaining the confidential disability-related documentation and information for students with disabilities at the John Paul II Institute. The documentation and information may include test data; psychological, psychoeducational and/or neuropsychological evaluations; grades; transcripts; biographical history; case notes; and any other disability-related information necessary to document and provide adjustments/accommodations to students with disabilities.

Students with disabilities have a right to review their file. A student who wishes to review his or her file must schedule an appointment with the Associate Dean for Programs and Accreditation. Students may request and receive copies of case notes, accommodation forms, and other documentation from the Associate Dean for Programs and Administration. However, students will not be provided copies of disability-related documentation from their files. Disability-related documentation is defined as any documentation supplied to the Institute to substantiate the student's disability status and need for adjustments/accommodations (e.g., psychological, psychoeducational, neuropsychological or medical evaluations; letters or other information from physicians; or medical records). The associate dean will retain a copy of all information within a student's file.

Disability-related documentation (as defined above) is treated confidentially and will not be released to anyone not involved in the adjustment/accommodation and service-delivery process with the following exceptions: (a) the student gives the associate dean a signed release to share disability-related information with the person(s) or office(s) named on the release; (b) the associate dean will release disability-related information as required and/or permitted by the law and/or a court order; (c) the student threatens to harm himself or herself or others, or is suspected of abuse of a child or incapacitated adult; and (d) the student files a disability-related complaint, appeal, grievance, or lawsuit against an Institute office or employee(s).

Only the Institute administration or appropriate faculty may have direct access to student files. When a student with a disability requests adjustments/accommodations, he or she understands that some disability-related information may be provided on a need-to-know basis to Institute faculty and staff to help ensure that the student receives appropriate adjustments/accommodations.

If a student files a disability-related appeal or grievance, the student understands that the Associate Dean for Programs and Accreditation may release disability-related information to appropriate Institute offices or personnel. Otherwise, Institute faculty and staff need to know only (1) that the

student has been through the disability documentation review process; and (2) what adjustments/accommodations have been approved to meet the student's disability- related needs.

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I, the undersigned, have read the Confidentiality Statement. I understand and agree to the confidentiality of my disability documentation and information as discussed above. I understand that I can speak further with the Dean if I have any questions.

**Printed Name of Student:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**JOHN PAUL II INSTITUTE FOR STUDIES ON MARRIAGE AND FAMILY**  
**Request for Adjustments/Accommodations**

Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Full Current Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Please identify the program in which you are enrolled:

\_\_\_\_\_

**I am requesting adjustments/accommodations from the John Paul II Institute because I have been diagnosed with: (check all that apply)**

- Attention Deficit Disorder
- Physical Disability (specify type): \_\_\_\_\_
- Learning Disability
- Psychological Disability
- Other Disability (specify type): \_\_\_\_\_

**Date First Diagnosed:** \_\_\_\_\_





**JOHN PAUL II INSTITUTE FOR STUDIES ON MARRIAGE AND FAMILY**

**Approved Course Adjustments/Accommodations**

**Name:** \_\_\_\_\_ **Student ID#:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

Directions: Complete the sections below with the approved adjustments/accommodations from the Disability Services Coordinator/Accommodations Review Committee. If you have questions about how to access services, please make an appointment with the Associate Dean for Programs and Administration.

**Faculty Name:** \_\_\_\_\_ **Term:** \_\_\_\_\_ **Course Number:** \_\_\_\_\_

**Classroom**

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**Testing**

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Special Services

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**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Faculty Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Associate Dean for Programs and Administration**

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Academic Dean Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



**Alternative Format Textbook Request Form**

Student Name: \_\_\_\_\_

Semester: \_\_\_\_\_

Date of Request: \_\_\_\_\_

Email: \_\_\_\_\_

**Book Information**

Course: \_\_\_\_\_

Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

Publisher: \_\_\_\_\_

Edition: \_\_\_\_\_

ISBN: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Associate Dean Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### End Note

As is often the case in higher education administration, institutions publish policies and procedures on many aspects of institutional operations and educational endeavors. Over the years, institutional practitioners have extended to each other the “presumed” collegial privilege to adapt, modify, adjust, and make of each other’s thoughts, ideas, words, and concepts about items in general circulation within the academy to the point that originality is often lost in the process of institutions seeking the preferred wording, practices, ideas, concepts, or approaches to issues. It is in this vein that The John Paul II Institute for Studies on Marriage and Family wishes to express its appreciation to the following institutions from whom a variety of approaches, concepts, positions, and phrases have been adopted or modified in the best interests of its students: The Catholic University of America, Arizona State University, Ave Maria University, Eckerd College, George Mason University, Indian River College, Keiser University, and Oregon State University.