

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

DISABILITY SUPPORT MANUAL
OAS – SPRING 2008

Disability Support Manual

Policies and Guidelines for Students

Office of Academic Services • Providence College



PROVIDENCE
COLLEGE

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TABLE OF CONTENTS

Philosophy	Page 1
Transition from Secondary to Postsecondary Education	Page 2
Laws Relating to Postsecondary Education	Page 3
Rights/Responsibilities – Students with Disabilities/Providence College	Page 4
Accommodations Process – Description	Page 5
Accommodations Process – Flow Chart	Page 6
Accommodations – Description/Procedures	Page 7
Guidelines for Documentation of a Learning Disability	Page 9
Guidelines for Documentation of Other Disabilities	Page 10
OAS Services – Students with Disabilities	Page 11
Appendix A: Guidelines for Testing Accommodations	Page 12
Appendix B: Accommodations Request Form	Page 13
Appendix C: Release of Information Form	Page 14
Appendix D: Providence College Office Directory	Page 15
Appendix E: Providence College Disability Grievance Procedures	Page 16

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

TRANSITION FROM SECONDARY TO POSTSECONDARY EDUCATION

When you ask a college freshman, “What is the biggest difference between high school and college?” they often reply, “freedom.” In the secondary setting parents serve as the decision-makers, especially for students with disabilities. IDEA (Individuals with Disabilities Act, P.L. 94-142) names the parents as the decision-makers and not the student: the entire I.E.P. (Individualized Education Plan) process mandates parent involvement, parent approval, and parent signatures to implement any services. Now that you are moving into a post-secondary setting (Undergraduate/SCE/Graduate) you are the decision-maker. Your parents can influence your decisions but ultimately the decision and responsibility is yours.

As required by law, the College will communicate only with the student. If the student wants his/her parents or guardians involved in any aspect of this process he or she must notify in writing the Office of Academic Services what aspects of the process the parent or guardian will receive communication about and sign the appropriate waiver.

The transition from a secondary setting to a postsecondary setting is difficult for any student. This change may be even more difficult for a student with a disability. Please see www.ed.gov/about/offices/list/ocr/transition.html for more information. There are significant differences between the two settings. The following chart offers an illustration:

SECONDARY	POSTSECONDARY
APPLICABLE LAWS Individuals with Disabilities Act (IDEA); Section 504 of the Rehabilitation Act, Subpart D (504); Americans with Disabilities Act (ADA)	APPLICABLE LAWS Section 504 of the Rehabilitation Act, Subpart E; Americans with Disabilities Act (ADA)
REQUESTING ACCOMMODATIONS Parent	REQUESTING ACCOMMODATIONS Student (if at least 18 years of age)
CLASS TIME 6 hours per day	CLASS TIME 12/15 hours per week

TIPS FOR MAKING THE TRANSITION FROM HIGH SCHOOL TO COLLEGE

Update Testing

If possible, be re-evaluated prior to graduation.

Be Knowledgeable of your Disability

Prior to graduation, meet with a professional who can explain in detail the nature and affects of your disability.

Self Advocate

Become comfortable in describing your disability and advocating for your own services and needs.

Know the Law

IDEA (P.L. 94-142) no longer governs your services. Section 504 of the Rehabilitation Act (Section 504; 1973) and the Americans with Disabilities Act (ADA; 1990) now apply to your services.

Self-Identify

Inform the OAS of your disability even if you do not plan to access any services. In this way, services will be more quickly accessible to you should you decide to use them.

Responsibility

Key responsibilities rest with you now. Nothing can happen without (accommodations, services) you personally requesting assistance.

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.

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 three 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 Support 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.

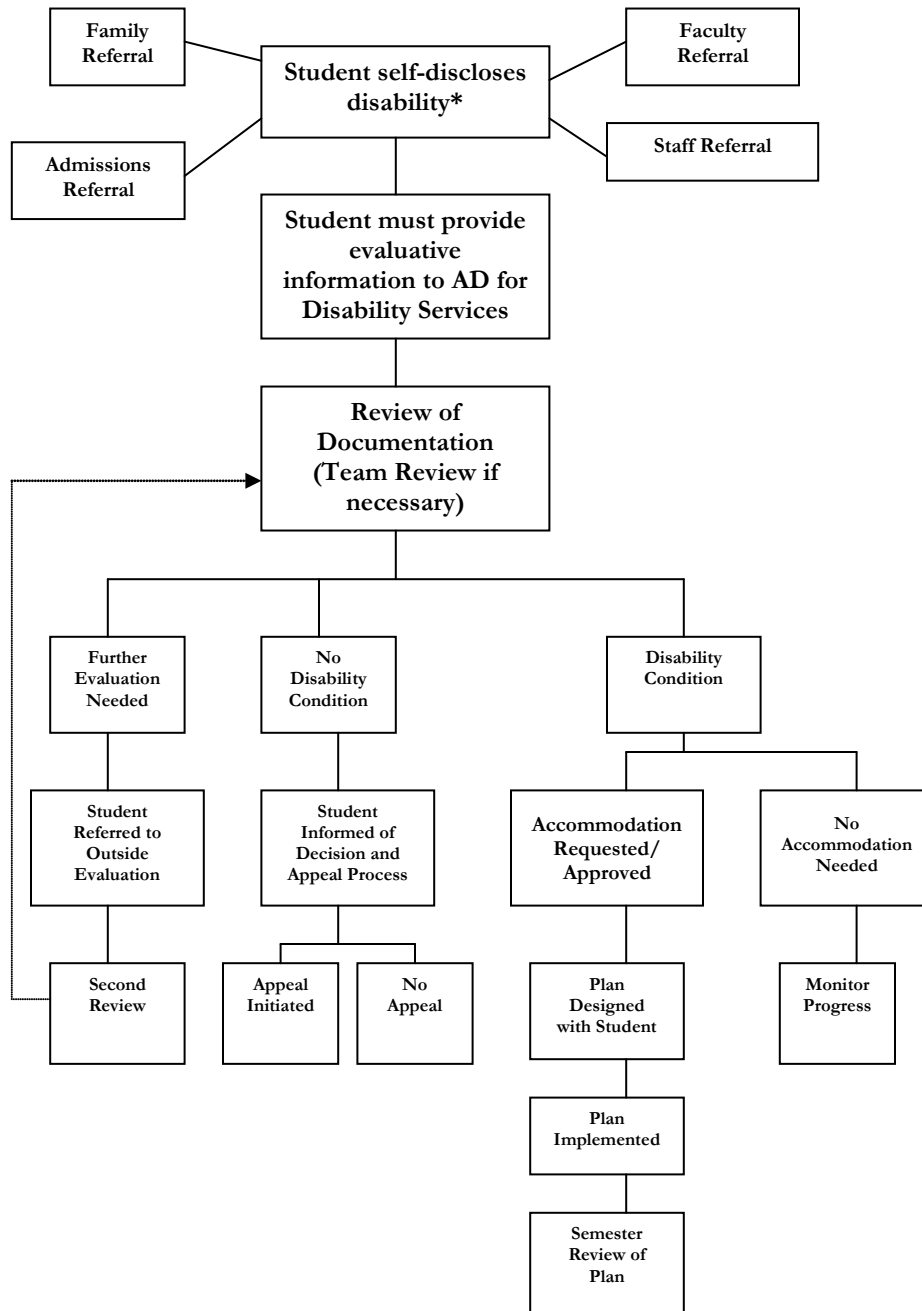
If a decision is made that there is no evidence of a disability condition that warrants accommodations, the student may appeal to the 504/ADA compliance officer.

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.*

ACCOMMODATIONS – DESCRIPTIONS/PROCEDURES

Students with disabilities are entitled to reasonable accommodations under 504/ADA. A student wishing any accommodation or modification must first meet with a staff member from the Office of Academic Services (OAS).

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 their disability.

Possible accommodations may include:

- ❑ Extended time for tests and exams
 - A student can receive additional time (up to 100%) to complete his/her tests.
 - The OAS has a testing room available.
 - 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.
 - *Please review specific testing procedures on page 12 of this manual for important information.*
- ❑ Alternate/quiet setting for taking tests
 - 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 12 of this manual for important information.*
- ❑ Notetakers
 - Notetakers may be used if the student's disability warrants such a service.
 - Services will be determined on an individual basis depending on the course the student is enrolled in.
 - 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.**
- ❑ Use of computer
 - Students who qualify may use a computer to take essay exams.
 - The OAS has computers available for students to use for essay exams.
- ❑ 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 hard copies of all books that are needed.

ACCOMMODATIONS – DESCRIPTIONS/PROCEDURES, CON'T.

- ❑ Tape recorder
 - Several tape recorders are available for students to use in class.
- ❑ Readers/scribes
 - Students may use readers and scribes for test taking purposes.
- ❑ Braille
 - Handouts, tests, etc., may be Brailled.
- ❑ Interpreters
 - Oral and sign language interpreters will be provided as needed.
- ❑ Priority registration
 - Students may pre-registration for semester courses.
- ❑ Extended time to complete assignments
 - Students may be granted extensions to complete assignments.
- ❑ 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).
- ❑ 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.

Students are reminded to visit the OAS at the beginning of every semester to fill out appropriate forms requesting any services or accommodations and those accommodations are determined at the sole discretion of the OAS. (See Appendix B)

RESPONSIBILITY CHECKLIST – STUDENTS WITH DISABILITIES

- ✓ **PROVIDE CURRENT CONTACT INFORMATION** EACH SEMESTER SUCH AS PHONE NUMBER AND E-MAIL ADDRESS.
- ✓ **CHECK FRIAR BOX** AT LEAST ONCE EVERY WEEK FOR IMPORTANT INFORMATION.
- ✓ **CHECK VOICE MAIL AND E-MAIL** REGULARLY FOR IMPORTANT INFORMATION.
- ✓ **MEET REGULARLY WITH INSTRUCTORS** TO DISCUSS ACCOMMODATIONS, INCLUDING AN INITIAL MEETING AT THE BEGINNING OF EACH SEMESTER.
- ✓ **MEET ALL DEADLINES AND OBLIGATIONS AS SET BY THE OAS**

GUIDELINES FOR DOCUMENTATION OF A LEARNING DISABILITY

The following guidelines are for students seeking support services on the basis of a *diagnosed, specific learning disability*. This documentation is required under Section 504 and the ADA. The documentation must reveal that the student's learning disability substantially limits a major life activity, such as the learning process.

I. Testing must be comprehensive. The administration of **one test is insufficient** for making a diagnosis. Minimally, the domains to be addressed must include, but not be limited to, the following:

A. Aptitude/Cognitive

- Wechsler Adult Intelligence Scale-Revised
- Woodcock-Johnson Psycho educational Battery: Tests of Cognitive Ability -Revised
- Slosson Intelligence Test
- Peabody Picture Vocabulary Test-Revised
- Detroit Tests of Learning Aptitude
- Stanford-Binet Intelligence Scale

B. Achievement/Academic

- Kaufman Test of Educational Achievement
- Peabody Individual Achievement Test-Revised
- Woodcock-Johnson Psycho educational Battery: Tests of Achievement-Revised
- Wechsler Individual Achievement Test
- Stanford Test of Academic Skills

Or specific achievement tests such as:

- Test of Written Language
- Woodcock Reading Mastery Tests
- Stanford Diagnostic Mathematics Tests

II. Testing must be completed within the past three years. It is in a student's best interest to submit current documentation so that reasonable accommodations can be provided.

III. Documentation must specify the exact nature of the learning disability. Students identified as having unique "learning *styles*," or "learning *differences*," are not considered learning *disabled*.

IV. Diagnostic reports and evaluations must include the names, titles, and professional credentials of the evaluators as well as the date(s) of testing.

V. A description of any accommodations or services that were received at the secondary level must also be documented.

QUESTIONS? CALL ANDREW CHRISTENSEN, ASSISTANT DIRECTOR FOR DISABILITY SUPPORT SERVICES, OFFICE OF ACADEMIC SERVICES, 401-865-1121.

GUIDELINES FOR THE DOCUMENTATION OF OTHER DISABILITIES

The following guidelines are for students who are seeking support services on the basis of a documented disability other than a specific learning disability (e.g., ADHD, Physical Disability, Medical Disability, Psychiatric Disability, Visual/Hearing Impairment). This documentation is required under Section 504 and the ADA.

I. ADD/ADHD and Psychiatric Disabilities

A developmental physician, neurologist, psychiatrist, licensed doctoral level clinician, educational psychologist, or other qualified diagnostician must have completed the diagnosis. The documentation must include the following:

- A. Clear statement of the DSM IV-TR or ICD-10 diagnosis
- B. Date of diagnosis
- C. Summary of instruments used to make diagnosis
- D. A summary of evaluation results with standardized scores if available
- E. Statement of impact and limitations on students performance
- F. Recommendations for academic accommodations

II. Physical/Medical/Psychiatric Disabilities & Visual/Hearing Impairments

Documentation specifying the disability and accommodations needed must be from an attending physician or psychiatrist (additional documentation may be required from other specialists).

III. Temporary Disabilities

Although Providence College is not federally mandated to provide accommodations for students with temporary disabilities, the College will attempt to assist the students to the best of its ability. Providence College in its sole discretion will determine the nature, length, extent, and value of any/all services. The scope of the services provided is not dictated by the students or their representatives. Cost of services may be charged to the student.

STUDENTS WITH SPECIFIC PHYSICAL DISABILITIES SHOULD ALSO CONTACT KEVIN HILLERY, ASSISTANT DEAN OF RESIDENCE LIFE AND COORDINATOR OF SERVICES FOR STUDENTS WITH PHYSICAL DISABILITIES (865-1955). KEVIN IS THE ADVOCATE FOR THE NON-ACADEMIC/ACCESSIBILITY NEEDS OF PROVIDENCE COLLEGE STUDENTS WHO HAVE PHYSICAL/MEDICAL DISABILITIES.

OAS SERVICES FOR STUDENTS WITH DOCUMENTED DISABILITIES

ACADEMIC MONITORING

The Assistant Director for Disability Support Services 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).

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.

“I ENCOURAGE MY STUDENTS NEVER TO GIVE UP ON THEIR DREAM, TO EMULATE EFFORT ABOVE ALL, AND TO MIX PASSION WITH DISCIPLINE SO AS TO MAKE THE MOST OF LUCK WHEN IT STRIKES.”

● DAVID PHILLIPS

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 you must call x2494 or stop by Library Office 102A to sign up. Just because you tell your instructor you are taking the exam in the OAS and the exam is sent to us does not mean you are scheduled to take it in our office. Only you can call 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. You are encouraged to sign up early!
- If you require the use of a computer for written/essay exams, then you must notify the OAS when you schedule each exam in order to receive this accommodation.
- You are responsible for reminding the instructor that you 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 you must contact your instructor directly. You must also notify the OAS if you will not be coming to a scheduled exam. If you fail to show up at the assigned date/time, then 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 your privilege 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 102a – Providence College

TO:

FROM: Andrew Christensen, 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

APPENDIX D: PROVIDENCE COLLEGE OFFICE DIRECTORY (PARTIAL)

Office of Academic Services (OAS)	Location	Phone
Main Office	Library 102A	2494
Disability Support Services Coordinator	Library 105A	1121
Academic Skills/Program Coordinator	Library 107	2470
Notetaking Services	Library 105B	1215
Tutorial Center	Library 106A	2855
Writing Center	Library 104A	2664
PC Offices	Location	Phone
Admissions	Harkins 222	2535
Academic Records	Harkins 207	2982
Academic Scheduling/Registration	Harkins 411	2105
Balfour Center	Harkins 310	2738
Career Planning/Internships	Slavin 211	1530
Career Services for Seniors	Slavin 211	2305
Chaplain's Office	St. Dominic Chapel	2216
Dean's Office	Harkins 213	2495
Financial Aid	Harkins 215	2286
Phillips Memorial Library	Library	2242
Personal Counseling	Bedford Hall	2343
Residence Life	Joseph 110	2392
Student Accounts	Harkins 400	2284
Student Activities-Involvement-Leadership	Slavin 204	2211
Student Health	O'Reilly Center (Bedford)	2422
PC Academic Departments	Location	Phone
Accountancy	Koffler 115	2332
Art/Art History	Hunt/Cavanaugh 201	2401
Biology	Sowa 236	2585
Chemistry/Biochemistry	Sowa 238	2379
Economics	Sullivan 111	2194
Education	Harkins 322	2121
Engineering/Physics/Systems	Sowa 238	2164
English	Library 110	2292
Finance	Koffler 115	2332
History	Library 112	2193
Management	Koffler 115	2332
Marketing	Koffler 115	2332
Math/Computer Sciences	Hickey 172A	2334
Military Science	Alumni 164	2471
Modern Languages	Sullivan 111	2111
Music	Smith Arts Center G04	2183
Philosophy	Howley 218	2335
Political Science	Howley 315	2434
Psychology	Albertus Magnus 116	2435
Social Work	Howley 119	2125
Sociology	Howley 119	2125
Theater/Dance/Film	Smith Arts Center G66	2327
Theology	Joseph 105	2274

APPENDIX E: GRIEVANCE PROCEDURES

Any student with a documented disability who believes he or she has been discriminated against on the basis of that disability may use this process to file a grievance with the college. The following process is designed to help the student and the College reach an understanding of the situation and resolve any differences in as cooperative, respectful and timely a manner possible.

1. INFORMAL ATTEMPT to RESOLVE

A student who has a grievance with a College employee (staff/faculty/administrator) is encouraged to first attempt to resolve the matter by meeting with that individual. The purpose of the meeting is to reach a mutual understanding of the student's situation and the employee's actions. The student has 5 business days from the date of the action being grieved, or the date the student learns of the aggrieved action, to initiate this discussion.

If the meeting with the allegedly non-compliant employee proves unsatisfactory, or if it is impractical to consult with that individual, the student should seek the assistance of the employee's supervisor within 10 calendar days of the aggrieved action. The purpose of this interaction is for the supervisor to attempt to work with both parties to reach a resolution.

It is strongly recommended the student keep a written record/log of all attempts to reach resolution of the problem.

2. FORMAL ATTEMPT to RESOLVE

If no satisfying resolution is reached after the above informal attempts to resolve are made, or if the student chooses to bypass the above informal attempts, the student may file a formal complaint in writing with the Chairperson of the College's Americans with Disabilities Act/504 Advisory Committee. A formal complaint should be submitted as soon as possible, but certainly within a reasonable amount of time after the problem occurred.

The written complaint should be as brief and factual as possible, citing the date and time of occurrence, and the precise nature of the problem, along with the hoped-for outcomes or relief. A listing of all meetings in which attempts were made to resolve the problem must also be included.

Within 5 business days of receipt of the request for a hearing, the ADA/504 Committee will convene. The Committee will review written submissions and provide the student with an opportunity to present his/her complaint. The Committee may interview the person(s) against whom the complaint is made as well as other members of the College community as deemed necessary. Every reasonable effort will be made to preserve confidentiality to the extent possible. Members of the College Community asked to provide information are mandated to cooperate with the Committee. The student who has filed a complaint may be accompanied by an advisor who is a member of the College community. Advisors may not be attorneys, and certain employees may be precluded from serving as advisors. The advisor's role is limited to providing support and consultation; the advisor may not actively participate in the hearing. The hearing will be closed to persons other than those who are directly involved. Within 5 business days of the conclusion of the hearing, the Committee will submit in writing its recommendation to the respective divisional vice president.

Within 5 business days of receipt of the recommendation, the divisional vice president, who is not required to conduct a hearing and who may consider the matter on written submission, will issue a decision to the student and provide a copy of the decision to the Committee chairperson.

If the student is not satisfied with the divisional vice president's decision, the student may, within 5 business days, submit a written appeal to the College's executive vice president, who is not required to conduct a hearing and who may consider the matter on written submission. Within 5 business days, the executive vice president will issue a decision to the student and provide a copy to the Committee chairperson. The decision of the executive vice president is final.

The above procedural steps do not limit the student or any of the College community members directly involved with the problem from attempting to resolve the matter at any time during the formal complaint process. The time frames listed above may be adjusted for compelling reasons with explanation and notification to the student (i.e.: essential individuals and /or information are not readily available).

Use of this grievance procedure does not limit an individual's pursuit of other remedies, including the right to pursue a complaint with the U.S. Department of Education, Office of Civil Rights. Visit the following webpage: <http://www.ed.gov/about/offices/list/ocr/qa-complaints.html> or call: 1(800) 421-3481.

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 – LOWER LEVEL • 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