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## FAQs

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### *If I want an academic accommodation, what must I do?*

You must contact the CTLE and inform an appropriate staff member that you have a disability and provide the appropriate documentation. It is your responsibility to self-disclose your disability.

### *Is an IEP appropriate documentation?*

Although an Individualized Education Program (IEP) or Section 504 plan may help identify services that have been effective for you, it is not sufficient documentation.

### *Once the school has received the necessary documentation from me, what should I expect?*

The CTLE will review your request and documentation to determine the appropriate accommodations. It is important to remember that the University is not required to lower or waive essential program requirements.

### *When should I request an academic accommodation?*

Requests by incoming students should be done before the semester begins or in the first two weeks of the semester for returning students. Some academic accommodations may take more time to provide than others. The CTLE needs time to review your request and provide an appropriate academic accommodation.

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## *You must take the initiative!*

If you feel that you are eligible for academic accommodations, please contact

Mary Ellen Pichiarello  
*Learning Enrichment Specialist*  
LSC 580

Rosemary Termini  
*Disability Support Specialist*  
LSC 588E

Contact us at

[disabilityservices@scranton.edu](mailto:disabilityservices@scranton.edu)

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Loyola Science Center, Fifth Floor • 570 – 941 – 4038 • [www.scranton.edu/ctle](http://www.scranton.edu/ctle) • [ctle@scranton.edu](mailto:ctle@scranton.edu)

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## Services for Students with Disabilities



*The pursuit of excellence, seeking to teach or learn to the best of one's ability, stands as a goal of a Jesuit education.*



THE UNIVERSITY OF  
**SCRANTON**  
A JESUIT UNIVERSITY

# Services for Students with Disabilities

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## How Can We Help You?

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- Handle all accommodation requests on an individual basis to ensure the student's needs are being met and the documentation supports the stated disability.
- Review the disability documentation with members of the ADA Committee to determine reasonable accommodations.
- Guide the students as they communicate their needs to faculty and other members of the University community.
- Advocate for students when appropriate.
- Help students develop self-advocacy skills and independence. Students are encouraged to be proactive.

Guidelines have been established by the CTLE to ensure confidentiality, to promote student responsibility, and to encourage a creative student faculty dialogue that will foster academic success.

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## IDEA vs. ADA

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The Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA) ensure services and equal opportunity for people with disabilities. It's important to know the difference between the two:

### **IDEA: Education Law**

- Parents and schools must provide services.
- Accommodations are meant to ensure success.
- The student is entitled to special accommodations.
- Disability is a diagnostic label.

### **ADA: Civil Rights Law**

- Student must initiate the provision of services by self-disclosing and requesting accommodations
- Accommodations are meant to ensure equal access.
- The student must prove eligibility for reasonable accommodations.
- Disability is defined as an impairment causing a substantial, functional impact on, and limitation to, a major life activity.

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## What Documentation Do I Need to Provide?

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In an effort to ensure consistency and to simplify the process of providing adequate documentation for accommodations, the CTLE has adopted the Educational Testing Services' (ETS) standards for documentation for appropriate accommodations. These are national standards from a well respected organization.

Documentation for the applicant must:

- Clearly state the diagnosed disability or disabilities.
- Describe the functional limitations resulting from the disability or disabilities.
- Be current, i.e., completed within the last 5 years for LD, last 6 months for psychiatric disabilities, or last 3 years for ADHD and all other disabilities\*.
- Include complete educational, developmental, and medical history relevant to the disability for which accommodations are being requested.
- Include a list of all test instruments used in the evaluation report and relevant subtest scores used to document the stated disability\*.
- Describe specific accommodations requested.
- Adequately support the requested accommodations.
- Be typed or printed on official letterhead and signed by an evaluator qualified to make the diagnosis (include information about license or certification and area of specialization).

The ADA Committee includes a physician, psychologist, and professionals from the CTLE, Equity and Diversity, the Counseling Center, and Residence Life. It is the responsibility of the committee to ensure equity in giving appropriate academic accommodations to the student based on the disability documentation and academic history.

For more detailed information, including ETS's policy statements and guidelines about LD, ADHD, and psychiatric disabilities, visit <http://www.ets.org/disability>

\* This requirement does not apply to physical or sensory disabilities of a permanent or unchanging nature

For more information, visit  
[www.scranton.edu/disabilities](http://www.scranton.edu/disabilities)