

**POLICY STATEMENT REGARDING STUDENTS AND APPLICANTS
WITH DISABILITIES**

4. Reconsideration

It is not Southwestern's practice to reconsider applications that have already been rejected unless there was information that was not available at the time of the application through no fault of the applicant. For that reason, applicants are advised to make any disability known at the time of application if they wish to have the disability taken into account during the application process.

5. Accepted Applicants with Need for Accommodations

a. Academic Modifications

Academic modifications include reduced course loads, extending the amount of time for graduation, allowing part-time programming, and similar modifications. Only modifications that do not fundamentally alter the nature of the program and that are not unduly burdensome financially or administratively are required by law. While Southwestern must provide justification for refusing to allow a requested accommodation, higher education institutions are given substantial deference in establishing their academic requirements.

Requests for academic modification should be made to the Dean of Students and Diversity Affairs Office. In appropriate cases, such as a reduced course load, the adjustment will be made in consultation with the appropriate faculty member or an administrator.

b. Auxiliary Services

Auxiliary services may include interpreters, notetakers, readers, assistance with photocopying and library retrieval, and other support services in connection with the academic program. Services for personal use are not provided. Purchase of special equipment (such as Dragon Naturally Speaking, a Kurzweil Reading Machine, an image enlarger, etc.) to be used at Southwestern may also constitute an auxiliary service.

Southwestern does not provide individual tutorial assistance tailored to the special needs of students with disabilities. Southwestern does have an academic support program that does not discriminate on the basis of a disability. The director of that program or the Dean of Students and Diversity Affairs Office may refer students with disabilities to faculty or administrators in order to obtain additional help in appropriate cases.

Students requiring auxiliary services should direct most requests initially to the Dean of Students and Diversity Affairs Office. For certain auxiliary services such as interpreters and readers, the Dean of Students and Diversity Affairs Office may request that the student seek eligibility for such services from the California Department of Rehabilitation, Vocational Rehabilitation Services, private agencies, or other low cost or no cost service providers. The Dean of Students and Diversity Affairs Office will work with the student in facilitating the obtaining of such services. The student is expected to fully cooperate in obtaining such services. Because obtaining these services can be time consuming and costly, students are urged to seek assistance as early as possible after being accepted.

Occasional assistance in the library may be obtained by making a request to the library staff. Students who require more extensive assistance and/or assistance on a regular basis should make this need known to the Dean of Students and Diversity Affairs Office as soon as possible. The Dean of Students and Diversity Affairs Office will work with the library staff to facilitate an appropriate schedule of assistance.

c. Exam Modifications

Exam modifications may include additional time to take the exam, time allowed for rest breaks, use of a reader or amanuensis, being allowed to eat, use of a separate exam room, or taking the exam at a time other than the regularly scheduled time. Students requesting certain exam modifications may be asked to ascertain the format of the exam in order to determine the appropriate modification. For example, if the student has difficulty writing, but does not have difficulty reading, the need for additional time would be affected by whether the exam was to be in a multiple choice format or an essay format.

All exam modification requests related to disabilities are to be directed to the Dean of Students and Diversity Affairs Office. Because of the time needed to arrange these requests, students must make such requests no later than eight weeks before exams are to be taken if the request is a first-time request, or, if the need for accommodation becomes known to the student later than such time, as early as possible, but no later than three weeks before exams are to be taken. If students who have previously been granted accommodations request accommodations different than those previously granted, or submit new or supplemental documentation to support an accommodation request, the student must submit the request no later than eight weeks before exams are to be taken.

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strongly urged not to wait until the applicable deadline but to make their request for accommodation, new or otherwise, as early as possible. Requests for readers, scribes or other assistance should be made early to ensure that there is adequate staffing. Exam accommodation requests must be renewed each semester, and must be submitted at least two weeks before the scheduled exam. Depending on the nature of the disability, new or updated documentation may be required. While the Law School will make its best effort

less than two weeks prior to the start of the exam period may be denied if there is insufficient time to gather and review the appropriate documentation, evaluate possible accommodations, or to implement an accommodation.

Note: The Law School Admissions Council, National Conference of Bar Examiners and the State Bar each

programs and services. In an educational setting, students with appropriately, medically documented disabilities may

a. Aptitude Testing

A complete IQ battery is required, including all subtests and standard scores. Acceptable measures include the Wechsler Adult Intelligence Scale; the Woodcock-Johnson Psychoeducational Battery: Tests of Cognitive Ability; the Kaufman Adult Intelligence Test; and the Stanford-Binet Intelligence Scale. The Slosson Intelligence Test-Kaufman Brief Intelligence Test do not constitute adequate aptitude test measures.

b. Achievement Testing

A complete achievement test battery is required, including all subtests and standard scores, assessed under timed and untimed conditions as appropriate to corroborate underachievement in specific academic areas. Acceptable measures include the Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Achievement; Wechsler Individual Achievement Test; Stanford Test of Academic Skills; and the Scholastic Abilities Test for Adults. The Wide Range Achievement Test, the Peabody Individual Achievement Test, and the Nelson Denny Reading Test are not comprehensive measures of academic achievement and should not be used as sole measures in this area. The Nelson-Denny Reading Test (Comprehension subtest) or a comparable measure is required if requesting additional time on exams.

c. Information Processing

Specific areas of information processing must be assessed either as a part of the aptitude testing described above or using other tests. Examples include: working memory, processing speed, short and long-term memory, reasoning, auditory and visual perception/processing, executive functioning, and motor ability. Acceptable measures include the Wechsler Adult Intelligence Scale, and the Woodcock-Johnson Psychoeducational Battery: Tests of Cognitive Functioning. Additional testing such as the Wechsler Memory Scale or the Learning Efficiency Test, or individual neuropsychological measures (Stroop Color-Interference Tests; Wisconsin Card Sorting Test; Trail-Making Test; Continuous Performance Test; etc.)

6. Accommodations Recommendation

Specific recommendations for academic accommodations based on significant functional limitations as evaluated must be included

accommodations, is required. Documentation should also indicate whether the limitations are temporary or long-term.

4. Accommodations Recommendation

A recommendation for accommodations, including rationale, must be provided. If the accommodations recommendation is specific to limitations in learning (e.g., reading, mathematics, written expression), an appropriate psychoeducational or neuropsychological evaluation must be administered to document

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4. Treatment

medication (type/dosage/side effects) have been or promise to be effective in alleviating symptoms, and whether regarding whether there are side effects of the prescribed medication, whether the student is still adjusting to the episodes associated with the disability.

5. Functional Limitations

Documentation must indicate any functional limitations caused by the disability, and whether the limitations are temporary or long-standing.

6. Accommodations Recommendation

Specific recommendations for academic accommodations for the functional limitations evaluated must be included.

7. Evaluator Qualifications

The evaluation must have been conducted by a qualified and licensed professional, including psychiatrists, neuropsychologists, licensed clinical or counseling psychologists, or other relevantly trained and licensed professionals.

D. Temporary Disabilities

Students seeking accommodations on the basis of a temporary disability must provide documentation verifying the nature of the condition, stating the expected duration of the condition, and recommending appropriate accommodations. Such verification must be provided by a professional health care provider who is qualified in the diagnosis of such conditions. If the initial verification is incomplete or inadequate to determine the extent of the

disability and appropriate accommodations, the law school shall have the discretion to require supplemental assessment(s) of the temporary disability. The cost of obtaining the initial verification and any required supplemental assessment(s) shall be borne by the student. The verification of disability and any assessment(s) must reflect the student's current level of disability, and shall be no older than sixty (60) days.

Southwestern reserves the right to submit verification documentation to an appropriate health care or other qualified professional qualified to assist Southwestern in its review of both the initial verification and any supplemental assessment(s) of the disability. If an additional assessment for purposes of obtaining a second professional opinion is required, Southwestern shall bear costs not covered by any third party payer.

E. Sources of Additional Information

ABA Commission on Lawyer Assistance Programs

321 North Clark Street

Chicago, IL 60654-7598

(312) 988-5761 (voice)

(312) 988-5483 (fax)

E-mail: will.hornsby@americanbar.org

https://www.americanbar.org/groups/lawyer_assistance.html

