

Disability Services
Policy and Procedure Manual

**Student Academic Support Services
Office**

**University of Saint Francis
Fort Wayne, Indiana**

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SECTION 1 INTRODUCTION

1.1 Purpose of Policies and Procedures

Disability Services Policies and Procedures Manual is designed to assist students, faculty and staff by providing procedures for assuring students with disabilities equal access at the University of Saint Francis.

1.2 Mission of the University of Saint Francis

Rooted in the Catholic and Franciscan Traditions of Faith and Reason, the University of Saint Francis engages a diverse community in learning, leadership and service.

1.3 Disability Statement

Student Academic Support Services provides services and accommodations for students with documented disabilities in order to provide equal access to academic programs.

As mandated by Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act of 1990, and ADA Amendments Act of 2008 the goals of disability services are to:

- Provide necessary services, accommodations, and equipment to enable students with disabilities to participate in and benefit from all USF academic programs and activities.
- To promote an access friendly environment.
- To encourage students with disabilities to become independent learners. Students are expected to self-advocate and take major responsibility for securing accommodations and services.
- To inform and collaborate with the USF community about specific disabilities and accommodations.

1.4 Association on Higher Education and Disabilities Code of Ethics

AHEAD is an international, multicultural organization of professionals organized in 1977 to act as a resource to postsecondary disability service providers. The association sponsors workshops, conferences, printed materials, and other information to assist service providers in the delivery of services. In August 1997, AHEAD adopted a Code of Ethics as a guiding principle for delivery of services by AHEAD members.

As professionals, we are responsible for upholding, supporting and advancing these ideas whenever possible. Members agree to monitor themselves and their peers in accordance with this code, as it appears below.

- Postsecondary disability service providers are committed to facilitating the highest levels of education excellence and potential quality of life for postsecondary students with disabilities.

- Postsecondary disability service providers strive to achieve and maintain the highest levels of competence and integrity in all areas of assistance to adult students with disabilities. This support is guided by the consistent use of objective, professional judgment in all areas, especially when addressing the confidential nature of the student's disability.
- Postsecondary disability service providers continually participate in professional activities and education opportunities designed to strengthen the personal, educational and vocational quality of life for students with disabilities. This includes the on-going development of strategies, skills, research and knowledge pertinent to the highest quality of disability service delivery whenever and wherever it occurs.
- Postsecondary disability services providers carry out their responsibilities in accordance with all AHEAD professional standards and policy guideline for adult students with disabilities. When certified, licensed or affiliated with other professionals or organizations, they comply with those professional guidelines as well.
- Postsecondary disability service providers are actively engaged in supporting and clarifying all institutional, state, provincial and federal laws, policies and procedures applicable to the service delivery to students with disabilities. Compliance implies that professionals will not condone or participate in any unethical or illegal acts discussed within these guidelines.

1.5 AHEAD Program Standards
The program Standards represent those service components that are fundamental for assuring equal educational access for postsecondary students with disabilities. They set parameters for essential postsecondary disability services and assert the credibility and unique responsibilities of offices that service students with disabilities. Program Standards should serve as a tool for professionals to proactively develop appropriate services that meet both the letter and the spirit of the law.

Consultation/Collaboration/Awareness

- Serve as an advocate for students with disabilities to ensure equal access.
- Provide disability representation on campus committees.

Information Dissemination

- Disseminate information through institutional publications regarding disability services and how to access them.
- Provide services that promote access to the campus community.
- Provide referral information to students with disabilities regarding available campus and community resources.

Faculty/Staff Awareness

- Provide consultation with faculty regarding academic accommodations, compliance with legal responsibilities, as well as instructional, programmatic, physical and curriculum modifications.
- Provide individualized disability awareness training for campus personnel.

- Provide feedback to faculty regarding general assistance available through the office of students with disabilities.

Academic Adjustments

- Maintain records that document the plan for the provision of selected accommodations.
- Determine with the students, appropriate academic adjustments consistent with the student's documentation.
- Have final responsibility for determining effective academic accommodations that do not fundamentally alter the program of study.

Instructional Interventions

- Advocate for instruction in learning strategies.

Counseling and Advocacy

- Assist students with disabilities to assume the role of self-advocate.

Policies and Procedures

- Develop written policies and guidelines regarding procedures for determining and accessing "reasonable accommodations."
- Establish guidelines for student rights and responsibilities with respect to service provision.
- Develop written policies and guidelines regarding confidentiality of disability information.
- Encourage the development of policies and guidelines for settling a formal complaint regarding the determination of a "reasonable accommodation."

Program Development

- Provide services that are based on the institution's mission or service philosophy.
- Coordinate services for students with disabilities through a full-time professional.
- Collect student feedback to measure satisfaction with Disability Services.
- Collect data to monitor use of Disability Services.
- Report program evaluation data to administrators.

Training and Professional Development

- Provide disability service staff with ongoing opportunities for professional development.
- Provide services by professional with training and experience working with college students/adults with disabilities.

1.6 Resources

Chicago Office
Office for Civil Rights
US Department of Education
Citigroup Center
500 W. Madison Street, Suite 1475
Chicago, Il 60661

Telephone 312-730-1560
FAX: 312-730-1576
Email: OCR.Chicago@ed.gov

Allen County Vocational Rehabilitation
219 West Wayne St.
Fort Wayne, IN 46802

Phone number: 260-424-1595

(Residents of other counties or states should contact their local office.)

SECTION 2

FEDERAL LAW AND LEGAL PRECEDENTS

There is no one law or set of rules and regulations that determine policies and procedures for providing services to individuals with disabilities. Two primary acts, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, 1990, and continuing judicial opinions and interpretations of the law establish legal precedent that guide the determination of services.

2.1 Legal Disclaimer

Because of the general nature of Section 504 and the ADA and the fact that no two students and no two universities are alike, the University of Saint Francis Disability Services Policy and Procedure Manual is a living document subject to change due to ongoing judicial decisions. This document will be reviewed periodically so that the policies reflect the continuing Office of Civil Rights (OCR) opinions and judicial rulings.

2.2 Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 states: “no otherwise qualified handicapped individual in the United States, 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. “(a) Section 7(6) of the Act was amended by adding the following new sentence: “For purposes of Titles IV and V of this Act, such term means any person (A) having a physical or mental impairment which substantially limits one or more of such person’s major life activities, (B) has a record of such impairment, or (C) is regarded as having such an impairment.”” (Federal Register, Vol. 45, No. 92, Friday, May 9 , 1980, Rules and Regulations)

Under the provision of Section 504, University of Saint Francis may not:

- Limit the number of students with disabilities admitted.
- Make preadmission inquiries as to whether or not an applicant is disabled.
- Use admission tests or criteria that inadequately measure the academic level of applicants with disabilities, because accommodations were not provided.
- Exclude a student with a disability from a course of study.
- Counsel a student with a disability toward a more restrictive career.
- Measure student achievement through methods that discriminate against a student with a disability.
- Institute prohibitive rules that may adversely affect students with disability.

2.3 Family Educational Rights and Privacy Act.

All student records are governed by FERPA. The primary rights given to students include:

- The right to inspect and review education records

- The right to seek to amend educational records
- The right to have some control over the disclosure of information from educational records

Any information received concerning a student requesting services will be kept confidential unless a release of information is signed by the student (See Appendices A and B). Once the student is 18 years old, he/she has the right to deny access of educational records to his/her parents.

2.4 Confidentiality

All documentation and information kept in the files of the Student Academic Support Services is confidential and is treated as such by office personnel. Information regarding a student with a disability will not be shared without a signed consent form except on a “need to know basis” as described in FERPA guidelines. It should be noted that this includes sharing information with parents whose child is of the age of majority.

If a student has been inactive for two years his/her file will be placed in the inactive file. After the files are inactive for five years they will be shredded and disposed of.

2.5 General Guidelines

The policies and procedures are to guide the decisions in general for all students with disabilities. Basic accommodations will be decided on a case by case basis by the director in consultation with the students and, at time faculty, based upon documentation of disability and functional limitations.

SECTION 3

DOCUMENTATION OF A DISABILITY

Documentation for each disability below was taken from *The Policy Book: Guidance for Disability Service Providers* written by JoAnne Hill (2000). This section has been partially copied from this resource guide.

DOCUMENTATION

3.1 Purpose

Documentation legitimizes a student's request for accommodations and typically includes the following:

1. Type and severity of disability
2. Functional limitation in the academic setting
3. Medications and their side effects
4. Prognosis for the disability
5. Possible accommodations needed

3.2 Eligibility Verification

Eligibility at the University of Saint Francis is based upon the nature of the disability and its impact on learning. Documentation for eligibility should be current, within the last three years, and be done by a qualified, impartial professional who is not a family member of the student. However, documentation which is older than three years may be considered if the diagnosis is not affected by maturation, time, or coping strategies. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations. Some disabilities may require yearly updates if the disability changes. Further assessment may be required than those listed below if disability co-exists with another disability.

ADHD/ADD: ADHD/ADD is considered a medical or clinical diagnosis. Recommended practitioners qualified to make a diagnosis include: developmental pediatricians, neurologists, psychiatrists, licensed clinical or education psychologists, family physicians, or a combination of such professionals. Recommended documentation would include:

1. A clear statement of ADD or ADHD with the DSM-IV diagnosis and a description of supporting past and present symptoms.
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis.
3. A narrative summary, including all scores, which support the diagnosis.
4. A statement of current functional limitations or impact of the disability on learning for which the student is requesting accommodations.
5. Medical information relevant to the student's needs, including the impact of medication on the student's ability to learn.

BLIND/LOW VISION: Ophthalmologists are the primary professionals involved in the diagnosis and medical treatment of individuals or persons who are blind or experience low vision. Optometrists provide information regarding the measurement of visual acuity as well as traction and fusion difficulties. Recommended documentation would include:

1. A clear statement of vision related disability with supportive numerical description that reflects the current impact the blindness or vision loss has on the student's functioning.
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results including standardized scores.
3. Present symptoms that meet the criteria for diagnosis.
4. Medical information relating to the student's needs, the status of the individual's vision, and its impact on the academic program.
5. Narrative text providing information about the student's abilities that might be helpful in understanding the student's functional limitation, the use of corrective lenses or ongoing therapy.
6. A statement of current functional limitations or impact of the disability on learning for which the student is requesting accommodations.

HEAD INJURY/TRAUMATIC BRAIN INJURY: Head injury or traumatic brain injury is considered a medical or clinical diagnosis. Individuals who are qualified to make a diagnosis include practitioners who have been trained in the assessment of head injury or traumatic brain injury, physicians, neurologists, licensed clinical, rehabilitation and school psychologists, neuropsychologists and psychiatrists. Documentation would include:

1. A clear statement of the head injury or traumatic brain injury and the probable site of the lesion.
2. Documentation of eligibility must reflect the current impact of the injury on student functioning.
3. A summary of cognitive and achievement measures used and evaluation results including standardized scores or percentiles used to make diagnosis.
4. A summary of present residual symptoms, which meet criteria for diagnosis.
5. Medical information relating to student's needs which would include the impact of medication on the student's ability to meet the demands of learning.
6. A statement of current functional impact or limitations of the disability on learning for which the student is requesting accommodations.

PSYCHIATRIC/PSYCHOLOGICAL DISORDERS: A diagnosis by a licensed mental health professional including licensed clinical social workers, licensed professional counselor, psychologists, psychiatrist, and neurologist is required and must include the licensee number. Recommended documentation includes:

1. A clear statement of the disability, including the DSM-IV diagnosis and a summary of present symptoms.
2. Documentation must reflect the current impact the disability has on the student's functioning.
3. A summary of assessment procedures and evaluation instruments used to make the diagnosis, including standardized scores.
4. Medical information relating to the student's needs, including the impact of medication.
5. A statement of current functional limitations or impact of the disability on learning for which the student is requesting accommodations.

LEARNING DISABILITY: A qualified professional to diagnosis a learning disability must hold a degree in a field related to diagnosis of a learning disability and have at least one-year experience in this area. Recommended practitioners include: licensed psychologists, learning disability specialists, educational therapists, and diagnosticians in the public schools. Recommended documentation would include:

1. Testing that is comprehensive, including a measure of both aptitude and academic achievement in the areas of reading, writing, and math.
2. Documentation must reflect the current impact of the learning disability on the student's functioning.
3. A clear statement that a learning disability is present along with a rationale for diagnosis.
4. A narrative summary, including all scores, standard and percentile, which supports the diagnosis.
5. A statement of strengths and needs that will impact a student's ability to learn at the secondary level.
6. A statement of functional limitations or impact of the disability on learning for which the student is requesting accommodations.

DEAF/IMPAIRED HEARING: Physicians, including otorhinolaryngologists and otologists, are qualified to provide diagnosis and treatment of hearing disorders. Recommended documentation would include:

1. A clear statement of deafness or hearing loss, with a current audiogram that reflects the current impact the deafness or hearing loss has on the student's functioning.
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a narrative summary of evaluation results.
3. Medical information relating to the student's needs, the status of the individuals hearing and its impact on the demands of the academic program.
4. A statement regarding the use of hearing aids.
5. A statement of the current functional limitations or impact of the hearing loss on learning for which the student is requesting accommodations.

PHYSICAL AND SYSTEMIC DISORDERS: Any physical disability or systemic illness is considered to be in the medical domain and requires the expertise of a physician, including a neurologist, physiatrist or other medical specialist with experience and expertise in the area for which accommodations are being requested. Recommended documentation includes:

1. A clear statement of the medical diagnosis or the orthopedic/mobility disability or systemic illness.
2. Documentation for eligibility must reflect the current impact the physical disability or systemic illness has on the student's functioning.
3. A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standard scores.
4. A description of present symptoms that meet the criteria for diagnosis.
5. Medical information relating to the student's needs to include the impact of medication on the student's ability to meet the demands of university.
6. A statement of the current functional limitation or impact of the disability on learning for which the student is requesting accommodations.

REHABILITATED DRUG ADDICTION/ALCOHOLISM: Professionals who are qualified for diagnosing, treating, and providing documentation for individuals who have been rehabilitated for drug addiction or are under treatment for alcoholism include physicians with a specialty in addiction, clinical psychologists, psychiatrists and licensed mental health professional or State Health Department certified addiction counselors who are supervised by psychologists or psychiatrists. Recommended documentation includes:

1. A clear statement of the disability, including the DSM-IV diagnosis and summary of present symptoms. For rehabilitated drug addiction, a clear statement of successful completion of a supervised drug rehabilitation program and a dated statement attesting to the compliance with appropriate post rehabilitation treatment.
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis.
3. A summary of qualitative and quantitative information that supports the diagnosis.
4. Medical information related to the student's needs including the functional limitation and the impact of medication on the student's ability to meet the demands of the university.
5. A statement of current functional limitations or impact of the disability on learning for which the student is requesting accommodations.

VISUAL DISORDERS/NOT ACUITY: Learning related visual disabilities include, but are not limited to, the following disorders: ocular motility dysfunction/eye movement disorders, vergence dysfunction/inefficiency in using both eyes together,

strabismus/misalignment of the eyes, amblyopia/lazy eye, accommodative disorders/focusing problems, visual sensory disorders, and motor integration. The qualified professional in this field is licensed to practice as an optometrist.

Recommended documentation includes:

1. A clear statement of the learning-related visual disability with supporting numerical description.
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results, including standardized scores.
3. Present symptoms that meet the criteria for diagnosis.
4. Medical information relating to the student's needs and the status of the individual's vision (static or changing) and its impact on the demands of the academic program.
5. Narrative or descriptive text providing both quantitative and qualitative information about the student's abilities which might be helpful in understanding the student's profile, including the use of corrective lenses and ongoing visual therapy, if necessary.
6. A statement of current functional limitations or impact of the disability on learning for which the student is requesting accommodations.

SECTION 4 TECHNICAL STANDARDS

University of Saint Francis Health Sciences Technical Standards

The University of Saint Francis has identified non-academic technical standards critical to the success of students in health sciences programs. These standards are designed not to be exclusionary, but to establish performance expectations that will enable students to provide safe patient practice with or without accommodations. The standards are program requirements, not individual functional ability requirements.

The current university technical standards statement is available from any of the University of Saint Francis health sciences departments—nursing, physician assistant, radiologic technology, physical therapist assistant, or surgical technology.

SECTION 5

ACCESS TO THE UNIVERSITY OF SAINT FRANCIS

- 5.1 **Activities**
University of Saint Francis departments that offer programs or events that are open to the public must be accessible. Student Academic Support Services is not responsible for providing accommodations for out-of-classroom activities that are not related to achieving a degree or credits for a degree. Decisions to attend extracurricular events are voluntary and services to students with disabilities are the responsibility of the event host.
- 5.2 **Admissions**
All students who meet the academic standards requisite to admission and are otherwise qualified are accepted and provided services (104.3 of Section 504). No preadmission inquiry as to the disability should be made. The university, however, after admission, may inquire as to what types of accommodations are needed. This request should remain confidential.
- 5.3 **Bookstore**
The university bookstore meets ADA standards of physical access with aisle width and other regulations. Personal assistance will be provided in the bookstore anytime for students whose limitations necessitate it.
- 5.4 **Financial Aid**
Students with disabilities are provided equal assistance in obtaining financial aid and student employment as the assistance is provided to all students.
- 5.5 **Facilities: Buildings and Other**
Existing: Each program or activity when viewed in its entirety is to be accessible. This does not always mean a structural change when other methods are effective.
New construction: Each facility or part of a facility is to be designed and constructed in such a manner that part or all of the facility is readily accessible.
Field trips or off campus projects: Any off campus activities must afford the same opportunities for student with disabilities. Reasonable accommodations will be provided to provide the same benefits. When a student is unable to participate in a field-trip, pictures, drawings, etc. will be provided.
- 5.6 **Student Conduct**
Individuals with disabilities are subject to the university student code of conduct, as are all students. Inappropriate behavior will be referred to the dean of students. If the student has a disability, the Dean of Students will confer with the Director of Student Academic Support Services. If the student is a threat to self or others, the Security Department will become involved.

- 5.7 **Student Employment**
Students with disabilities must meet the same employment criteria that all students must meet.
- 5.8 **Campus Visits**
Students with disabilities are encouraged to visit the University of Saint Francis campus. Students with disabilities are also encouraged to visit the Director of Student Academic Support Services to discuss any issues or have questions answered. To set an appointment, please call 260-399-7700 x 6012.
- 5.9 **Registration and Orientation**
All entering freshman and transfer students should attend registration and new student orientation. A part of registration is placement testing, advising, and course selection. If accommodations are needed on placement tests or scheduling, Student Academic Support Services should be contacted as soon as possible to make arrangements. The number is 260-399-7700 x 6012.
- 5.10 **Parking Permits**
The university recognizes official parking permits for disability parking on campus. Parking permits and temporary parking permits for disability are available through local license branches. Contact a license branch for documentation that may be needed to qualify for a permit.

SECTION 6

ACCESS TO ACADEMIC SERVICES

(Accommodations)

Academic accommodations are any adjustments that provide equal academic access for students with disabilities. Academic requirements that are essential to the program of instruction will not be considered discriminatory. Court decisions and agency rulings clearly delineate that requests need not be accommodated if 1) the student is not qualified, 2) the accommodation would result in a fundamental alteration of the program, 3) the institution is being asked to accommodate a personal need, or 4) the request would impose an undue financial or administrative burden on the university.

6.1 Qualifying for Services

Eligibility for services is dependent upon the university guidelines; a person receiving services from another agency such as disabled veterans or vocational rehabilitation may not always qualify for services at the university.

Self-Identification

The student must register with the Student Academic Support Services to request services. The student is not eligible for accommodations until he/she has requested services, provided appropriate documentation, and is certified as eligible.

Documentation

It is the student's responsibility to provide documentation, per the guidelines of Section 3.

Intake Interview

The student should make an appointment with the Director of Student Academic Support Services as soon as the student has made a decision to attend the university. Using the documentation and an intake interview, the student and director will collaboratively determine the most appropriate academic accommodations. If the information is incomplete, a Release of Confidential Information Form (Appendix C) will be used to request additional information from a previous school or other agency. Students will also sign a Release of Information Permission Form (Appendices A and B) which gives permission to the director to discuss confidential issues, as needed, with those individuals identified.

Interim Services

At the discretion of the director, interim services may be provided during the current semester if: the student does not have all appropriate documentation at the intake interview, the student has been in special education in grades K-12 or in another postsecondary institution, the student has received a recent diagnosis from a qualified professional and is awaiting paperwork, or the director determines through an initial screening that there is strong evidence of a

disability. Those receiving interim services will be reviewed at the beginning of the subsequent semester. If documentation is incomplete or does not meet eligibility requirements, services and accommodations will be discontinued.

Temporary Medical Condition

Some medical conditions are temporary. Documentation will be required to receive appropriate accommodations for these conditions. Students need to bring appropriate paperwork to Student Academic Support Services in room 210, Pope John Paul II Center.

6.2 Confidential Student Summary

A Confidential Student Summary must be presented to professors each semester. No student is to receive accommodations unless the professor has received this notification. It is the student's responsibility to obtain the Confidential Student Summary from Student Academic Support Services and deliver it to the appropriate professors.

A student should meet with the Director of Student Academic Support Services or designee early each semester. During the meeting, accommodations will be discussed, semester paperwork will be reviewed and signed, and the student will receive the confidential disability certification and accommodations letters for the semester. The student then delivers the letters to his or her semester professors. This process gives the students the opportunity to discuss their disability and any required needs. Student Academic Support Services disability personnel are available for further consultation if needed.

6.3 Accommodations Specific to a Curriculum

In general, an accommodation is a change in the learning environment that may include services, academic accessibility through adjustments and physical accessibility. The student must be "otherwise qualified" and the standards of the institution need not be compromised. According to Section 504.104.12, an accommodation:

- Must be reasonable
- Must not impose an undue hardship on the University
- Must include readily accessible facilities
- Must provide modification of equipment or devices
- Must provide readers and/or interpreters if necessary

Also, 504.104.43 and 44 include:

- Provision of equal opportunity
- Changes in length of time to complete degree requirements
- Substitution of specific courses
- Adaptation of manner in which the course is taught
- Tape recorders
- Examinations must reflect achievement and not impairment
- Auxiliary aids such as taped text, interpreter, readers, or equipment

Section 504.104.44 (a) specifically states that “substitution of specific courses required for the completion of degree requirements” is a legitimate academic adjustment. Such accommodations are made only when it is clear that the student’s disability makes completion of the requirement impossible and that such an accommodation does not alter the integrity of the academic program. Requests for substitutions will be considered on an individual basis.

The English, math, and foreign language requirements for the University of Saint Francis are enumerated in the catalogue. All students are individually responsible for becoming familiar with those requirements and meeting them. Any exceptions made for students with disabilities will be considered on an individual basis by working collaboratively with the professor and the Director of the Student Academic Support Services.

Calculator and Mathematics Policy

Guidelines recommended in determining if a calculator should be used:

- Is the accommodation reasonable?
- Does the provision of the calculator fundamentally alter the nature of the exam?
- Is the test designed to measure skills that the calculator would eliminate?
- What is the relationship between the purpose/goals of the course and the test?

Calculators on Mathematics Placement Exams

Calculators may be allowed on mathematic placement exams if supported by appropriate documentation.

6.4 Testing Accommodations

It is the student’s responsibility to schedule any exams that are to be proctored in the Student Academic Support Services (SASS) office.

Students must schedule a test to be taken in the SASS office no later than 24 hours prior to the exam.

It is also the responsibility of the student to inform the faculty member at least 24 hours prior to test administration of the intent to test in SASS and of the date and time scheduled.

The faculty member must complete the Test Proctoring Request form (Appendix E) and arrange for the form and test to reach the SASS office at least one (1) hour prior to the scheduled testing time. The Test Proctoring Request form specifies directions for giving the test, time allotted (not including any additional time for accommodation), date and time test must be completed, and manner for returning the test to the instructor.

The SASS office maintains security of tests.

Accommodations may include:

- a. Extended test time (time and ½ to two times the scheduled time)
- b. Rewording of directions
- c. Reader or scribe
- d. Word processing of essay answers by student or staff
- e. Dictating of essay answers by the students to staff or to a tape recorder
- f. Pocket spellers
- g. Oral exams
- h. Alternate format

Evidence of cheating will be addressed by the professor as per the appropriate academic policy.

Students who cancel an exam are responsible for rescheduling and informing the instructor of the rescheduled time. If a student does not make arrangements with the professor to take the exam at another time, the test will be returned to the instructor.

6.5 Assistive Technology

When specified by documentation, students are permitted to use technology such as calculators, spell checkers, word processing and any other mechanical tools that might provide an equal opportunity for participation in the academic environment. For other specified technology, students must contact the Director of Student Academic Support Services a minimum of two weeks in advance to assure availability. (A list of assistive technology available through the university is provided in Appendix I.)

Portable equipment may be checked out. However, to assure equipment is returned and in the same condition it was borrowed, the student will sign an agreement (Appendix G) that if equipment is not returned or not returned in the same condition their student account will be charged. Until the fee is paid, students will not be able to register for classes or obtain transcripts.

Laptops may be signed out through Student Academic Support Services for student teaching and internships. Due to a limited number of laptops, students must have permission from the director. Decisions will be based on student's need for technology in the work environment and the usage of technology in Student Academic Support Services during previous years at USF.

6.6 Note Taking Services

Various options exist for receiving assistance with note taking. Options include:

- Simply ask another student in class to share a copy of his/her notes. Student Academic Support Services personnel will be happy to make a copy of these notes.
- Ask professor if he/she is willing to share a copy of their notes.

- Use a tape recorder in class. It is the faculty member's right to request a written agreement before allowing the student to tape record the class. (Appendix H)
- Carbonless paper, available in Student Learning Center. Other options may be made available, if deemed necessary.

6.7 Faculty Liaison

It is expected that students will self-advocate. The Director of Student Academic Support Services will act as a liaison if the issues cannot be resolved between the two parties.

6.8 Final Exams

University policy states that no student should take more than three exams per day. Any exception to this will be considered on an individual basis.

6.9 Interpreting/Reader Services

Deaf or hearing impaired students who require interpreter or stenographer services should contact the Indiana Department of Vocational Rehabilitation and request financial sponsorship to pay for these services while attending USF. If a student is not eligible for funding, Student Academic Support Services will work toward an agreement with the student using another accommodation.

Students requesting reading services are encouraged to join Learning Ally (formerly Recording for the Blind and Dyslexic). Students sign up on an individual basis. Refer to the Learning Ally website for membership and fee information. The Director of Student Academic Support Services can assist students in signing up for this service and assist them with ordering their books. Students are encouraged to order books before the semester begins to avoid delays.

Student Academic Support Services will also assist the student in using the Kurzweil Reader. The Kurzweil Reader will scan any typed reading material into the computer and read it back to the student. It also allows for material to be read from email or the Internet. The Kurzweil can also be used for students where English is the second language.

In addition, many textbooks are now available as e-books through the Campus Shoppe Bookstore. Student Academic Support Services can also order and receive many textbooks from publishers in digital format that can be read with a free or inexpensive computer screen reader.

For short reading assignments, peer tutors are available in Student Academic Support Services.

6.10 Library Assistance

For general library assistance, students may contact the reference desk at the library. If students need services, beyond what is reasonable for library staff, a

staff member from Student Academic Support Services can provide this service. Advanced notice must be given.

6.11 Tutoring

Students with disabilities may find a need for content area tutors. Free tutoring is available in several content areas for all students through Student Academic Support Services. Tutoring services not provided to all students are considered a personal service and are not mandated by law.

6.12 Absences

Absences due to a disability do not have to be accommodated. However, it must be remembered that each request will be considered on an individual basis. Proactive action can be taken by notifying the faculty through the disability certification and accommodations letter that excess absences are a possibility. If a proportion of the grade is dependent upon classroom participation, the faculty is notified in advance and can discuss the issue.

SECTION 7 RIGHTS AND RESPONSIBILITIES

7.1 Student Rights and Responsibilities

Student Rights

- To not be denied access due to a disability.
- To receive reasonable accommodations and services that provides equal opportunity.
- To have access to auxiliary aids/assistive technology.
- To not be counseled toward “a more restrictive career objective.”
- To receive assistance from the Student Academic Support Services office in removing physical, academic, and attitudinal barriers.
- To not be discriminated against due to a disability.

Student Responsibilities

- To identify themselves to the Student Academic Support Services office.
- To provide appropriate documentation of a disability.
- To initiate requests for accommodation by providing a certification of disability letter to faculty early in the semester.
- To provide a minimum of a two-week notice for all major accommodations requests.
- To provide a 24-hour notice to the instructor and Student Academic Support Services when they will be testing in the SASS office.
- To provide for his/her personal independent living needs or other personal disability-related needs.
- To assume personal responsibility for meeting with faculty, or other appropriate staff to receive reasonable accommodations in order to meet the university standards.
- To follow university code of conduct regardless of disability.

This list of rights and responsibilities is not all inclusive.

7.2 Faculty Rights and Responsibilities

Several judicial decisions have stated that faculty members may be held personally responsible for compliance under federal statutes and regulations. One of the roles of the Student Academic Support Services office is to support faculty by not only collaborating to provide accommodations but by advising faculty of their obligations and their rights.

Faculty Rights

- Taped Lectures: It is the faculty member’s right to request a written agreement before allowing the student to tape record the class. (Appendix H)
- Classroom Behavior: All University of Saint Francis students must adhere to the university code of conduct regardless of whether they have a disability.

- **Alternative Testing:** Student Academic Support Services provides testing accommodations for students with disabilities. When documentation does not specify the extent of the extended test time necessary, the Director of Student Academic Support Services using available research and documentation decides it. Extended time usually is time and a half to two times the allotted time.
- **Challenge Accommodations:** A faculty member has the right to challenge an accommodation request if she/he believes the student is not qualified, the accommodation would result in a fundamental alteration of the program, the institution is being asked to address a personal need, or the accommodation would impose an undue financial or administrative burden. Accommodation requests are based on documentation on file in Student Academic Support Services.

If needed, interim services are provided while documentation is being obtained. Due to confidentiality, the nature of the disability may not be disclosed to faculty unless there is a specific need to know. (Sec. 2.5) When beneficial, students are encouraged to disclose.

Faculty Responsibilities

- It is the responsibility of faculty to assume shared responsibility in providing accommodations that are deemed appropriate and necessary. The university is responsible for implementing and, as an employee, faculty are required to adhere to policies and procedures.
- If a student notifies a faculty member of a disability, it is the faculty member's responsibility to refer the student to Student Academic Support Services.
- Faculty is not to provide any accommodations to a student without a confidential letter from Student Academic Support Services. Faculty can make additional accommodations as they deem necessary.
- Each syllabus should contain a statement regarding students with disabilities and accommodations.
- At no time should faculty make any statements/comments that distinguish the student with a disability from that of the general population.

7.3 Institutional and Student Academic Support Services Responsibilities

- Prohibit discrimination against qualified individuals with disabilities.
- To enable students with disabilities to participate in and benefit from all University of Saint Francis academic programs and activities.
- To promote an access friendly environment.
- To provide reasonable accommodations, services and equipment.
- To maintain the strictest of student confidentiality.
- To encourage students with disabilities to become independent learners.
- To assist the student in self-advocacy.
- To inform and collaborate with University of Saint Francis community about specific disabilities and accommodations.

- To assist the student in problem solving.
- To guide the student to possible resources that might assist him or her, whether it is on campus or networking in the community.
- To be sensitive to the individual personalities of students, whether it is in communicating their needs or attempting to maintain dignity with a difficult issue.
- To serve as a liaison with faculty when a medical emergency necessitates an extended absence.

SECTION 8 GRIEVANCE/APPEAL PROCESS

In the event a student registered with Student Academic Support Services believes that the university is failing to provide reasonable accommodation for a disability, the student should contact the Director of Student Academic Support Services located in room 210 of the Pope John Paul II Center. Every attempt should be made to resolve the concern informally with the director. If the student is not satisfied with the resolution, the formal grievance procedure below should be followed.

8.1 Campus Complaint Procedure

1. The complaint should be in writing and contain information such as the name, address, phone number of complainant and location, date and description of the problem. The written complaint must be given to the Director of Student Academic Support Services within ten university business days from the date of the incident giving rise to the complaint.
2. The Director of Student Academic Support will investigate, appoint a designee to investigate, or convene a Disabilities Grievance Committee to investigate the complaint. If a committee is convened, it will have three members—a faculty member, a staff member, and a student, all of whom have no connection with the complaint or complainant. The Director of SASS will serve as chair. The investigation shall be informal but thorough, and shall afford any interested member of the university community the opportunity to submit information relevant to the complaint. The director, designee or committee may call the complainant and others as needed to complete the investigation. For distance education or Crown Point students, teleconferencing or videoconferencing may be used in conducting the investigation.
3. The Director of Student Academic Support Services or designee will provide the complainant with a written determination as to the validity of the complaint and a description of the resolution, if any, no later than ten university business days after the decision on the formal complaint is made.
4. The director shall maintain the files and records relating to complaints for a period of five years.
5. If a complaint is against the Director of Student Academic Support Services, the above procedures are to be followed with the exception that the initial complaint will be made with the director's supervisor, and the supervisor will investigate or appoint a designee or committee.
6. If the student is not satisfied with the decision or the director, designee, committee or director's supervisor, the student may appeal the decision to the Provost of the University of Saint Francis within ten university business days of receiving the written decision. The appeal should be written and should contain the original complaint, the decision of the director/committee, and the desired remedy. Following an investigation, the provost will give a written decision to the student within ten university business days of receiving the written appeal.

7. Because this is a non-adversarial grievance procedure, judicial procedures including, but not limited to legal counsel, witness testimony and cross examination will not apply.
8. For disability related student complaints, the Provost of the University of Saint Francis is the highest level of appeal; there shall be no further appeals.
9. These procedures shall be construed to protect the substantive rights of interested persons, to meet appropriate due process standards and to assure that the university complies with the ADA and Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990.

8.2 External Complaint Procedure

Although the student is encouraged to attempt to resolve a grievance within the campus process, the student has the right to file any grievance directly with the Office of Civil Rights at any time. The statute of limitations for filing a complaint with the OCR is 180 days from the time the incident occurred. The phone number and the address for the OCR are listed in Section 1.6 of this manual.

8.3 Academic Grievances

Academic complaints related to a grade or an academic policy are addressed and resolved through the Grade Appeal Policy and Procedure and the Request for Review of Academic Policy, both of which are found in the University of Saint Francis Student Handbook.

APPENDIX A

University of Saint Francis
Student Academic Support Services
RELEASE OF INFORMATION PERMISSION FORM
University Entities

Name _____ Student ID# _____

School Semester/Year _____

I give my permission for the Student Academic Support Services staff to discuss my case with the following individuals when necessary or appropriate:

- | | |
|------------------------------|---------------------------|
| _____ Admissions office | _____ Registrar's office |
| _____ Student Housing office | _____ Academic advisor |
| _____ Academic Affairs | _____ Course Instructors |
| _____ Financial Aid | _____ Student Life Office |
| _____ TRIO | _____ Coach |

Please list the specific coach or coaches

I understand this permission will extend while I am a continuously enrolled student at the University of Saint Francis. If I wish for this permission to be withdrawn I will submit a written request to Student Academic Support Services.

Student Signature _____ Date _____

Witnessed _____ Date _____

APPENDIX B

University of Saint Francis
Student Academic Support Services
RELEASE OF INFORMATION PERMISSION FORM
External Agencies

Name _____ Student ID# _____

School Semester/Year _____

I give my permission for the Student Academic Support Services staff to discuss my case with the following individuals when necessary or appropriate:

Name of outside agency (specify)

Information discussed can include:

Any information regarding my case may only be discussed during the current academic semester. If I wish for this permission to be withdrawn I will submit a written request to Student Academic Support Services.

Student Signature _____ Date _____

Witnessed _____ Date _____

APPENDIX C

To: _____ Date: _____

Fax # _____

From: Tricia Bugajski, Director
Phone #: 260-399-7700 ext 6008

STUDENT'S PERMISSION FOR RELEASE OF CONFIDENTIAL INFORMATION

This is to grant permission for _____ (school, agency, or
Doctor) to release any information regarding my disability/disorder in:

Information should include: _____

Please send or FAX to:
Tricia Bugajski, Director
Student Academic Support Services
University of Saint Francis
2701 Spring St.
Fort Wayne, IN 46808
FAX #: 260-399-8161

Student name (print) _____

Student Signature _____

Date _____

APPENDIX D

CONFIDENTIAL STUDENT SUMMARY

STUDENT:

STATUS:

DATE:

INFORMATION REPORTED BY: Tricia Bugajski, Director, Student Academic Support Services (SASS)

The above student has been identified with a specific disability, and has chosen to seek support from SASS at the University of Saint Francis. Confidential, qualifying documentation for this student is on file in our office.

Students with disabilities are eligible for reasonable accommodations per Section 504 of the Rehabilitation Act of 1973 and the ADA of 1990. Accommodations provide equal opportunity to obtain the same level of achievement while maintaining the standards of excellence expected at the University of Saint Francis. Appropriate adaptations and accommodations have been outlined below. If you should have any questions, please feel free to contact Tricia Bugajski, Director, SASS, at 399-7700 ext. 6008. Thank you for responding to the needs of this student.

ACCOMMODATIONS: The instructor has the right to challenge any accommodation that would fundamentally alter the nature and standards of this course.

SUGGESTED ADAPTATIONS/MODIFICATIONS:

Classroom Accommodations:

Based upon documentation and decided on an individual basis

Tests/Quizzes:

Based upon documentation and decided on an individual basis

SASS HOURS:

SASS is currently staffed Monday through Friday, 8:00-5:00; other times are scheduled by each individual student on an as needed basis. Students are also encouraged to utilize the programs for writing assistance and content area tutoring, as needed. SASS is located in 210 Pope John Paul II Center.

There may be other situations that arise when working with a student with a disability. Again, please do not hesitate to use the resources available to you. We look forward to the growing awareness and success for all students who make the commitment needed in a postsecondary setting.

APPENDIX E

Test Proctoring Request

Student's Name _____ Date _____
Instructor's Name _____ Course Name _____

Test Aids Allowed

_____ None _____ Notes
_____ Calculator _____ *Other:*
_____ Textbook _____ Scantron
_____ Time Allotted _____

Test Acquisition/Remittance

Method of Acquisition

_____ Picked up by S.A.S.S. _____ E-Mail
_____ Delivered by Instructor _____ Delivered by Student
_____ Interoffice Courier _____ *Other:*
_____ Interoffice Mail _____

Method of Remittance

_____ Interoffice Mail _____ Picked up by Instructor
_____ Interoffice Courier _____ Delivered by Student
_____ *Other:*

Date test complete by _____ Time _____

For SASS Office use Only

Test Administration

Scheduled Time _____

Test Administer _____ Date _____

Student Signature _____ Date _____

APPENDIX F

Confidentiality of Instructor Notes

I, _____, understand that the notes I am receiving from my instructor are privileged information. As such, I agree that the notes will be for my use only. I will **NOT** share these notes. I also understand that if I do share these notes I will no longer be able to have the notes from the instructor.

Student Name (Printed)

Student Signature

Date

Witness

Date

APPENDIX G

**Student Academic Support Services
Materials Check Out**

Date: _____

Student Name: _____

Item: _____

Model #: _____

Return Date: _____

Condition of materials or additional items with materials:

APPENDIX H

Tape Recording Agreement

I, _____, understand that the recording of this class is for my use only during the current semester. I will not share the recording with other students or make the recording available to anyone either associated with the university or anyone outside of the university. I will also erase the recording following completion of the semester.

I understand that if I do share the recordings of the classes, I will no longer be able to record lectures given by this instructor.

Class name and number

Name of Faculty

Semester and Year

Student Name (Printed)

Student Signature

Date

Witness

Date

APPENDIX I

Student Academic Support Services Assistive Technology

- Dragon Naturally Speaking 11.0
- Kurzweil 3000
- Sense View Portable Magnifier
- Traveller Magnifier
- Word Q
- Window Eyes
- ZoomText