

**Student Accessibility Services
Student Handbook
and
Policy and Procedure Manual**

**Student Accessibility Services
A Unit of the
Academic and Career Development
Center**

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

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SECTION 1

INTRODUCTION

1.1 Purpose of Policies and Procedures

The Student Accessibility Services Student Handbook and Policies and Procedures Manual is designed to assist students, faculty and staff by providing information and 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 Accessibility Services provides reasonable accommodations and coordinated services 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 accessibility 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 - AHEAD

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.

The University of Saint Francis Student Accessibility Services Office subscribes to AHEAD best practices as outlined in the following documents: AHEAD Code of Ethics, AHEAD Professional Standards, AHEAD Program Standards. These documents may be accessed on the AHEAD website at www.ahead.org.

1.5 Resources

Office for Civil Rights
US Department Health and Human Services
233 N. Michigan Avenue, Suite 240
Chicago, IL 60601

Telephone 800-368-1019
FAX 312-886-1807
TDD 800-537-7697
Email OCRMail@hhs.gov

Vocational Rehabilitation
201 E. Rudisill Blvd., Suite 300
Fort Wayne, IN 46806.

Telephone 260-424-1595
Toll Free 1-877-715-5292 (V/VRS/711)
Toll Free Fax: 1-855-450-3571

Counties served: Allen, DeKalb, LaGrange, Noble, Steuben, and Whitley (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 Student Accessibility Services Student Handbook and 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 the Family Educational Rights and Privacy Act - 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 education 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).

2.4 Student Disability Files

Confidentiality

All documentation and information kept in the files of the Student Accessibility Services office (a part of the Academic and Career Development Center) 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.

Inactive Files and File Disposal

A student’s file will become inactive when the student leaves the university (graduates or fails to reenroll). After seven years, inactive files will be shredded and disposed of.

2.5 General Guidelines

Policies and procedures are to guide the decisions in general for all students with disabilities. Individual accommodations, however, will be decided on a case by case basis by the coordinator, in consultation with the student, based upon documentation of disability and functional limitations.

SECTION 3

DOCUMENTATION OF A DISABILITY

In order to be eligible for disability support services, a student must have a disability as it is defined by federal legislation (Section 504 of the 1973 Rehabilitation Act and the reauthorized 1990 American With Disabilities Act): a) any physical or mental impairment that substantially limits one or more major life activities; b) a record of such an impairment; or c) being regarded as having such an impairment. Major life activities include, but are not limited to, performing manual tasks, walking, standing, lifting, bending, breathing, seeing, hearing, learning, reading, concentrating, thinking, communicating, and the operation of a major bodily function.

General Guidelines for Disability Documentation

Students must provide documentation establishing the presence of a substantially limiting condition(s) and a description of its current impact. Information on how the disabling condition(s) currently impacts the individual is necessary for establishing eligibility for services and identifying possible accommodations. Diagnosis of a condition, in itself, does not automatically confer disability status.

The documentation should provide the following:

- Be prepared by a professional (unrelated to the student) who is licensed to practice in a field related to the student's condition. All evaluation reports must be typed on official stationery and provide the printed name, contact information, and professional credentials of the evaluator.
- A clear statement of diagnosis identifying the disability.
- Description of current functional limitations. Description must include an explanation of how the diagnosis substantially limits a major life activity.
- Reflect the current impact of the condition. Generally documentation should be no older than three years. However, conditions subject to change may require updated documentation every six to twelve months while documentation for conditions unlikely to change significantly over time may be acceptable if over three years old.
- Description of the severity of the condition and the impact it has in the learning environment where accommodations are being requested
- Recommendations for accommodations as well as rationale for why each accommodation is recommended. However, the final determination of appropriate accommodations lies with the University of Saint Francis Student Accessibility Services staff.

Examples of other documents that will be accepted for requesting accommodations:

- Individualized Education Plan (IEP)
- 504 Plan
- Psycho-educational Testing
- Medical Letter of Impact
- Audiogram
- U.S. Department of Veterans Affairs (VA) Documentation

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 programs.

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 Accessibility 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). The university will not inquire about disability. Following admission, it is the responsibility of the student to declare his or her disability and request services as outlined in Section 6 of the Student Handbook and Policy Procedure Manual.
- 5.3 **Bookstore**
The university bookstore meets ADA standards of physical access with aisle width and other regulations.
- 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, alternative materials or options 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 Coordinator of Student Accessibility Services as needed. If the student is a threat to others, the Security Department will become involved.
- 5.7 **Student Employment**
The University of Saint Francis is an EEO employer.

- 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 Coordinator of Student Accessibility Services to discuss any issues or have questions answered. To set an appointment, please call 260-399-7700 ext. 6075.
- 5.9 **Registration and Orientation**
All entering freshman and transfer students should attend New Student Orientation (NSO). A part of NSO is advising and course selection. At times, placement testing may be required. If accommodations are needed on placement tests or scheduling, Student Accessibility Services should be contacted as soon as possible to make arrangements. The number is 260-399-7700 ext. 6075.
- 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, not through USF Campus Security. Contact a state license branch to learn what documentation is needed to qualify for a permit.

SECTION 5A

CHARACTERISTICS AND ACCOMMODATIONS

Characteristics and accommodations listed below are taken from "A Desk Reference Guide for Faculty and Staff" written by Anne R. Thompson and Leslie Bethea of Mississippi State University (1996). The U.S. Department of Education, Office of Special Education and Rehabilitative Services funded this project. This section has been copied from this resource guide.

5a.1 Attention Deficit/Hyperactivity Disorder

ADHD is a neurological based medical condition characterized by inattention, impulsivity, and sometimes hyperactivity. Students with ADD or ADHD may demonstrate difficulties in one or more of the following areas:

- * concentrating and listening
- * starting, organizing, and completing tasks
- * following directions
- * making transitions
- * interacting with others
- * producing consistent work
- * organizing problems or multi-step tasks

Accommodations may include:

- * sitting in front of class
- * assignment organizers
- * assignments given in writing
- * Structuring through lists and schedules
- * other accommodations as listed under learning disabilities

5a.2 Blind/Visually Impaired

Includes both partial-sightedness and blindness. A vision loss that even with the best correction adversely affects a student's education performance. It is the inability to successfully utilize vision as a primary channel for learning and exhibiting such a low degree or amount of visual acuity or visual field that vision is not considered the primary mode of learning. Visual impairments include disorder in the senses of vision that affect the central vision acuity, the field of vision, color perception, or binocular visual function. Visual disabilities will vary widely.

Accommodations may include:

- * reading lists or syllabi in advance to permit time for transferring to an alternative format
- * textbooks ordered in the preferred medium
- * preferential seating
- * tape recording of lectures and class discussion
- * note-taking devices such as pocket Braille computers
- * handouts in the medium the student prefers

- * colored paper
- * materials presented on board or transparencies to be read aloud
- * lab assistance
- * advance notice of schedule or location changes
- * passageways kept clear
- * black felt tip markers on white boards
- * testing accommodations: taped tests, reading of tests, scribe, extended time, separate place, enlarged print, computer word processing with speech access

5a.3 Closed Head Injury/Traumatic Brain Injury

Head injuries are one of the fastest growing disabilities. There is a wide range of impairments and severity of impairments that can affect an individual with TBI. TBI is an acquired injury to the brain caused by an external force, resulting in total or partial functional disability or psychosocial impairment, or that adversely affects a student's educational performance. The functions that may be affected include memory, cognitive/perceptual communication, speed of thinking, speech, communication, spatial reasoning, conceptualization, psychosocial behaviors, motor abilities, sensory perception, and physical disabilities.

TBI individuals can have difficulties in:

- * organizing thoughts, cause/effect relationships and problem solving
- * processing information and word retrieving
- * generalizing and integrating skills
- * interacting with others
- * compensating for memory loss
- * judgment and memory
- * exhibited in discrepancies in abilities
- * reasoning
- * sensory/perceptual motor skills
- * attention
- * psychosocial behavior

Accommodations:

- * repetition or some type of reinforcement
- * needing a tutor
- * books and lectures on tape
- * established routines and directions
- * other accommodations as listed under learning disabilities

5a.4 Deaf/Impaired Hearing

Hearing impairment is the largest group of individuals with physical disabilities in the United States. A hearing impairment is any type or degree of auditory impairment while deafness is an inability to use hearing as a means of communication. Loss may be permanent or fluctuating, mild to profound in nature, and unilateral or bilateral. A person who is born with a hearing loss may have language deficiencies and exhibit poor

vocabulary and syntax. Some may use hearing aids and rely on lip reading. Others may require an interpreter.

Accommodations may include:

- *preferential seating
- *written supplement to oral instructions, assignments, and directions
- *visual aids as often as possible
- *speaker facing the class during lecture
- *speaker repeating questions asked by students
- *note-taker for class lectures
- *test accommodations: extended time, separate place, proofreading of essay tests, access to word processor, interpreted directions
- *unfamiliar vocabulary written on the board or a handout
- *small amplification system
- *interpreter seated where the student can see the interpreter and lecturer
- *excess noise reduced as much as possible to facilitate communication
- *instructor facing the student who is lip reading, speaking slowly, using shorter sentences and appropriate facial expressions and gestures
- *alternative oral presentations
- *the use of overhead and all types of visual aids
- *copies of PowerPoint slides in advance

5a.5 Orthopedic/Mobility Disorders

A variety of orthopedic/mobility related disabilities result from congenital conditions, accidents, or progressive neuromuscular diseases. It is a physically disabling condition that is determined to be an impairment of a student's locomotion or motor function that adversely affects educational performance. Examples include spinal cord injury, cerebral palsy, amputation, cardiac conditions, cystic fibrosis, polio, and stroke. Accommodations vary greatly because abilities and limitations vary greatly even within one group. Characteristics may include:

- *pain, spasticity, or lack of coordination
- *flare-ups of intensity of symptoms
- *remission in which no symptoms are present
- *inability to walk without crutches, canes, braces, or walkers
- *inability to stand or walk and may use wheelchair to conserve energy or gain speed
- *limited lower body use but full use of arms and hands
- *limited lower body use and limited arms and hands
- *impairment of speech or hearing
- *limited head or neck movement
- *decreased physical stamina and endurance
- *decreased eye-hand coordination

Accommodations:

- *accessible location for the classroom and place for faculty to meet with student
- *extra time to get from one class to another, especially, in inclement weather

- *preferential seating
- *note-takers, use of tape recorders, laptop computers, or photocopying of peer notes
- *test accommodations: extended time, separate place, scribes, access to word processors
- *special computer equipment/software: voice activated word processing, word prediction, keyboard modification
- *extra time for assignments due to slow writing speed
- *adjustable lab tables or drafting tables for classes taught in labs
- *lab assistance
- *accessible parking in close proximity to the building
- *customized physical education class activities that allow the student to participate within their capabilities
- *taped text
- *advanced planning for field trip to ensure accessibility (if the university provides student transportation, it must provide accessible transportation on a field trip)
- *lockers to store material

5a.6 Other Disorders/Primarily Systemic

*There are students with disabilities that originate from a systemic disorder. It is an impairment that adversely affects a student's educational performance and is manifested by limited strength, vitality, or alertness due to chronic health problems/or medications needed. At times, it is not the condition itself but the medication that is required to control symptoms that impairs academic performance. Common side effects of medications include fatigue, memory loss, shortened attention span, loss of concentration, and drowsiness. The degree of impairment may vary from time to time because of the nature of the disability or the medication. Some are progressive while others are stable. Partial List of disabilities:

- *AIDS
- *hemophilia
- *arthritis
- *lupus
- *asthma
- *motor neuron disease
- *burns
- *multiple sclerosis
- *cancer
- *muscular dystrophy
- *cardiovascular
- *renal-kidney disease
- *cerebral palsy
- *respiratory disorder
- *chronic pain
- *sickle cell anemia
- *diabetes
- *stroke
- *epilepsy
- *tourette's syndrome

Characteristics:

- *need to leave classroom frequently
 - *the need to drink fluid frequently
 - *limitations on physical mobility
 - *need to stand or change positions intermittently
 - *intolerance to weather changes
- Accommodations may include:
- *extended time for exams
 - *enlarged printed materials
 - *tape-recorded course materials
 - *readers
 - *adaptive equipment
 - *scribes
 - *flexibility in attendance requirements in case of health related absences
 - *extensions to complete papers/projects

5a. 7 Psychiatric/Psychological Disorder

Psychiatric/Psychological disorders cover a wide range of disorders such as neuroses, psychoses, and personality disorder as well as dissociative disorder, post-traumatic stress disorder and depression. It is a condition that over a long period of time and to a marked degree consistently interferes with a student's learning process and adversely affects the student's educational performance. Using a combination of medications and therapy controls the majority of these disorders. Medications may cause some side effects.

Characteristics:

- *tendency to develop physical symptoms or fears associated with school problems
- *general pervasive mood of unhappiness or depression
- *inability to learn that cannot be explained by intellectual, sensory, or health factors
- *inappropriate feelings or behaviors under normal circumstances
- *poor concentration/motivation
- *inability to tolerate stress
- *episodes of lower level academic functioning
- *sleep disturbance

Accommodations may include:

- *extended time for exams, non distracting environment
- *note takers, readers or taped lectures
- *incomplete or late withdrawals in place of course failures in the event of prolonged illness
- *assistance with time management and study skills
- *encouraged to use relaxation and stress reduction techniques during exams
- *assistance with panic attack control
- *flexibility in attendance requirements in case of health-related absences
- *a buddy who can tape record, take notes and gather hand-outs when absent

5a.8 Learning Disabilities:

A learning disability is a permanent neurological disorder that affects the manner in which information is received, organized, remembered, and then retrieved or expressed. Characterized by severe deficits in perceptual, integrative, or expressive processes involved in understanding or in using language, spoken or written, that adversely affects the student's educational performance. Students with learning disabilities possess average to above average intelligence. Learning disabilities may manifest themselves in the inability to read, write, spell, sequence, visually discriminate, and speak.

Characteristics:

- *oral language - understanding, word recall, grammar, pronunciation
- *listening comprehension
- *written expression - spelling, sentence structure, organization and development
- *basic reading skills - slow reading rate and retention, tracking skills, difficulty with syntax on tests
- *mathematical reading and calculation - basic operations, number reversals and confusion of symbols, copying problems, concept of time
- *social skills - spatial disorientation, low frustration level, low self-esteem, problem resolution
- *study skills and time management

Accommodations may include:

- *reduce course load
- *extended time to complete assignments
- *tape recorders
- *note-taking assistance
- *readers/scribes
- *extended time for in class assignments
- *assistive technology (calculator, word processor)
- *extended time for testing, non-distracting environment
- *detailed syllabus

5a.9 Substance Abuse

A rehabilitated substance abuser's performance is dependent upon the length of time the substance was abused, the age of onset, and the type of substance abused. Characteristics and accommodations may be similar to ADHD as well as psychological disabilities.

5a.10 Vision Disorder

Learning related visual disabilities include, but are not limited to eye movement disorder, inefficiency in using both eyes together, misalignment of the eyes, lazy eye disorders, and motor integration. Limitations vary according to intensity of problem.

Characteristics:

- *eye fatigue
- *slow reading
- *difficulty with maps, charts

Accommodations may include:

- *preferential seating
- *using a guide for reading
- *frequent breaks to rest eyes
- *extended time for tests
- *various colors of paper
- *using readers for tests

5a.11 Temporary Medical Condition

Some disabling conditions are temporary but may require accommodations for a limited time. Students who are recovering from surgery, injury or severe illness may be unaware of accommodations that may be reasonable for a limited time period. Encouraging the student to contact the Student Academic Support Services may prevent students from dropping out of school. Documentation is also requested for temporary disabilities. Reasonable accommodations are determined based on the nature of the medical condition. (This service is not a requirement of the law but a humane consideration that might be accommodated in another program of student services.)

Accommodations may include:

- *using a liaison with faculty regarding absences
- *requesting for a volunteer to share notes and gather handouts
- *determining if a student qualifies for an incomplete and collaborating with the instructor
- *taking make-up exams in the testing center
- *any other accommodations appropriate for any other disability that may be deemed necessary

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 Student Accessibility Services to request services. The student is not eligible for accommodations until he/she has requested services, provided appropriate documentation, and is approved.

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 Coordinator of Student Accessibility Services as soon as the student has made a decision to attend the university. The student will also complete the Student Accessibility Services Registration form available at the USF disability office website or from the Accessibility Services office. Based upon documentation and student input, the coordinator and student 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 may 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 coordinator, 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 appropriate documentation, or the

director determines through an initial screening that there is strong evidence of a qualifying 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 documentation to Student Accessibility Services in room 210, Pope John Paul II Center.

6.2 Confidential Student Summary

Adjustments and accommodations to provide access will be listed in each student's Confidential Student Summary. The student must give an updated Summary 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 (updated each semester) from Student Accessibility Services and deliver it to the appropriate professors.

A student should meet with the Coordinator of Student Accessibility 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 Student Summaries for the semester. The student then delivers the Summaries to his or her semester professors. This process gives students the opportunity to discuss their disability and any required needs. Student Accessibility Services 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 and math 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 Coordinator of Student Accessibility 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 Academic and Career Development Center.

Students must schedule a test to be taken in the Academic and Career Development Center and adhere to the current testing center scheduling guidelines.

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 Academic and Career Development Center 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 Academic and Career Development Center at least one (1) day 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 Academic and Career Development Center maintains security of tests.

Accommodations may include:

- a. Extended test time (time and $\frac{1}{2}$ to two times the scheduled time)
- b. Re-reading directions
- c. Reader or scribe
- d. Pocket spellers
- e. Oral exams and dictation of essay answers by the student or staff
- f. Alternate format (digital)

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

Use of calculators, spell checker, and other mechanical tools may be specified as accommodations when indicated by the student interview and documentation and listed on the Confidential Student Summary. Additional technology

is available in the Student Accessibility Services office. It is recommended that students contact the coordinator at least a week in advance of anticipated use 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 the Jim and Lee Vann Library for student teaching and internships.

Note Taking Services

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

6.6

- Simply ask another student in class to share a copy of his/her notes. Student Success 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 or power point presentations.
 - 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)
 - Student Accessibility Services can assist as needed in securing notes.
- Other options may be made available, if deemed necessary.

6.7 Faculty Liaison

It is expected that students will self-advocate. The Coordinator of Student Accessibility 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, the Academic and Career Development Center will work toward an agreement with the student using another accommodation.

6.10 Assistive Technology

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 Coordinator of Student Accessibility 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.

The Academic and Career Development Center 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. The Academic and Career Development Center 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 the Academic and Career Development Center.

6.11 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 Accessibility Services will assist you. Advanced notice must be given.

6.12 Tutoring

Students with disabilities may find a need for content area tutors. Free tutoring is available in several content areas for all students through the Academic and Career Development Center.

6.13 Absences due to a disability are handled on a case by case basis. However, it must be remembered that students must meet the fundamental requirements of each course and attendance, or some level of modified attendance, may be a fundamental requirement of a student's course.

Disability students who have a disability that may affect attendance should be proactive in providing the faculty with the Confidential Student Summary, discussing how the disability may affect attendance in the course, and ask faculty for a plan that can be in place in case the disability causes attendance issues.

6.14 Accelerated 8-Week Courses

8-week accelerated courses do not allow unlimited extensions. As each lesson builds on the one before, the entire class moves at an expedited pace to accomplish all required course material within 8 weeks, any extensions beyond 1-2 days will significantly impact the integrity of the academic experience.

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 provide 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 Accessibility Services in removing physical, academic, and attitudinal barriers.
- To not be discriminated against due to a disability.

Student Responsibilities

- To identify themselves to the Student Accessibility Services office, a unit of the Academic and Career Development Center.
- To provide appropriate documentation of a disability.
- To initiate requests for accommodation by providing a Confidential Student Summary to faculty early in the semester.
- To provide a minimum of a two-week notice for all major accommodations requests.
- To provide a appropriate notice to the instructor and Academic and Career Development Center when they will be testing in the ACDC.
- 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 Accessibility 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 discretion 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 Accessibility Services provides testing accommodations for students with disabilities. Specific testing accommodations are available when supported by documentation. An often used accommodation, extended time for testing, is usually is time and a half to two times the allotted time, but additional time may be given when supported by documentation.

Accommodation requests are based on documentation on file in Student Accessibility 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 Accessibility Services.
- Faculty should not provide any accommodations to a student without a Confidential

Student Summary from Student Accessibility 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 Accessibility Services Responsibilities

- Prohibit discrimination against qualified individuals with disabilities.
- Enable students with disabilities to participate in and benefit from all University of Saint Francis academic programs and activities.
- Promote an access friendly environment.
- Provide reasonable accommodations, services and equipment.
- Maintain the strictest of student confidentiality.
- Encourage students with disabilities to become independent learners.
- Assist the student in self-advocacy.
- Inform and collaborate with University of Saint Francis community about specific disabilities and accommodations.

- Assist the student in problem solving.
- Guide the student to possible resources that might assist him or her, whether it is on campus or networking in the community.
- Exhibit sensitivity to the individual personalities of students, whether it is in communicating their needs or attempting to maintain dignity with a difficult issue.
- 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 Accessibility Services, an office within the Academic and Career Development Center, believes that the university is failing to provide reasonable accommodation for a disability, the student should contact the Coordinator of Student Accessibility Services located in room 210 of the Pope John Paul II Center. Every attempt should be made to resolve the concern informally with the Coordinator. If the student is not satisfied with the resolution, the formal grievance procedure below should be followed.

1. Campus Complaint Procedure
 1. The complaint should be in writing and contain the student name, address, phone number, and location, date and description of the problem. The written complaint must be given to the Executive Director of Academic and Career Development within ten university business days from the date of the incident giving rise to the complaint.
 2. The Dean of Student Academic Support, in consultation with the Vice President for Academic Affairs (VPAA), will appoint and convene an Accessibility Grievance Committee to investigate the complaint. Committee membership will include a faculty member and a staff member, who have no connection with the student, and the VPAA as *ex officio member*. The VPAA will appoint the chair for the Accessibility Grievance Committee. The committee 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 committee may call the complainant and other as needed to complete the investigation. For virtual campus or Crown Point students, teleconferencing or videoconferencing may be used in conducting the investigation.
 3. The Dean of Student Academic Support, at the direction of the Committee chair, 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 Coordinator of Accessibility Services shall maintain the files and records relating to complaints for a period of seven years.
 5. 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.
 6. For disability related student complaints, the Accessibility Grievance Committee is the highest level of appeal; there shall be no further appeals.
 7. 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, and ADA as amended.

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.

SECTION 9. GRADUATE PROGRAMS

Students in graduate programs are provided services just as in undergraduate students. Any graduate student interested in obtaining accommodations still must meet with the Student Accessibility Coordinator.

APPENDIX A

**University of Saint Francis
Student Accessibility Services
Academic and Career Development Center
RELEASE OF INFORMATION PERMISSION FORM
University Entities**

Name _____ Student ID# _____

School Semester/Year _____

I give my permission for the Student Accessibility 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 covers the current semester. If I wish for this permission to be withdrawn I will submit a written request to Student Accessibility Services which is part of the Academic and Career Development Center.

Student Signature _____ Date _____

Witnessed _____ Date _____

APPENDIX B

**University of Saint Francis – Crown Point
Student Accessibility Services
RELEASE OF INFORMATION PERMISSION FORM
University Entities**

Name _____ Student ID# _____

School Semester/Year _____

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

_____ Registrar's office	_____ Course Instructors
_____ Financial Aid	_____ Academic Advisor
_____ Enrollment Staff	_____ Academic Department

I understand this permission will extend for the current semester. If I wish for this permission to be withdrawn I will submit a written request to Student Accessibility Services.

Student Signature _____ Date _____

Witnessed _____ Date _____

APPENDIX C

To: _____ Date: _____

Fax # _____

From: Geneva Burgess
Coordinator of Student Accessibility Services
Phone #: 260-399-7700 ext. 6075

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:
Geneva Burgess, Coordinator
Student Accessibility 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: Geneva Burgess, Coordinator of Student Accessibility Services

The above student has been identified with a specific disability, and has chosen to seek support from Student Accessibility Services which is a part of the Academic and Career Development Center 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 Geneva Burgess, Coordinator of Student Accessibility Services, at 399-7700 ext. 6075. 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.

ACADEMIC AND CAREER DEVELOPMENT CENTER HOURS:

The Academic and Career Development Center is currently staffed Monday through Friday, 8:30-5:00; 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. The Academic and Career Development Center is located in Pope John Paul II Center Room 210.

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

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

**Student Accessibility Services
Student Registration Form**

Academic and Career Development Center 260-399-8065
Pope John Paul II Center Room 210 www.sf.edu
2701 Spring Street
University of Saint Francis, Fort Wayne, IN 46808

Instructions: Please complete this form in its entirety and submit it to Academic and Career Development Center. Submitting this completed form is the first step in registering with Accessibility Services. Information provided is confidential and only shared with your permission.

Name _____

Today's Date _____

Student ID # _____

Birth Date _____

Home Phone _____

Home Address _____

City State Zip

Campus/Local Address _____ Cell Phone

Email _____@cougars.sf.edu Alt Email

Major _____ Did you transfer to USF? If yes, from what college or university?

Please state your disability/medical condition:

Please describe how your disability/medical condition currently affects you both outside and inside the classroom.

Are you taking medications? If yes, please list:

Describe adverse effects, if any:

Please identify any other condition(s) affecting school that you would like to discuss:

Describe services that you have had in the past that you are requesting at USF:

Functional Limitations: Please check any of the major life activities listed below that you believe are affected as a result of your diagnosed condition. Please indicate the level of limitation you believe you experience as a result of the condition.

1 – Not Applicable 2 – Mild 3 - Substantial

	1	2	3
Attending Class			
Breathing			
Hearing			
Eating			
Seeing			
Interacting w/others			
Learning			
• Reading			
• Writing/Spelling			
• Calculating			
• Memorizing			
• Concentrating			
• Listening			
Lifting/Carrying			
Managing Distractions			
Managing Stress			

Sitting/Walking/Standing			
Organization			
Performing Manual Tasks			
Other:			

In an emergency situation, would you require assistance due to your disability or medical condition? (i.e. Would you need help physically getting to a safe place? Are you dependent on insulin or medication that you would not be able to go without for an extended time frame?)

Yes _____ No _____

Accessibility Services Records:

Student accessibility records are maintained for five (5) years from when you leave the University of Saint Francis. If you leave the university and then return, you will need to reactivate your active status with the Student Accessibility Office by completing a new registration form.

Accessibility records are confidential and are kept in a secure location. Accessibility records are never a part of a student's academic record.

Student Accessibility Services Receipt of Information:

I have access to the Student Accessibility Services Student Handbook which is found on the Student Accessibility Services page on the USF website. I understand that I am responsible for all of the information regarding the Disability Services policies and procedures.

I understand that to complete my registration with Student Accessibility Services, I must provide documentation of my disability and meet with an accessibility representative from Academic and Career Development Center.

Student Signature _____ Date _____

APPENDIX F

Testing Policies and Procedures Academic and Career Development Center University of Saint Francis, Fort Wayne

1. Students are to schedule all tests to be taken in the Academic and Career Development Center at least 24 working hours prior to the time requested for the test.

Appointments can be made through the online form process found through Form Central.

Tests are not scheduled during Sacred Time – 11:30 a.m. - Noon daily.

There are no exceptions to this policy.

2. The student will schedule the exam through the online form process found through Form Central.
3. The Academic and Career Development Center staff is **NOT** responsible for getting tests from instructors.
4. If the student discovers a problem with the test or if a problem arises during the testing session, the student must notify the proctor immediately, not after the testing session is over.
5. Once the test has been completed it will be returned to the instructor as indicated by the instructor on the test proctoring form.
6. Tests should be scheduled before or during the designated class testing time. Tests taken after the designed class testing time will receive the extended time accommodation but may be considered as make-up tests by the instructors.
7. It is important that you are on time for your testing appointment. Since testing rooms are limited and may all be scheduled, if you do not arrive on time for your testing appointment, you may not be able to receive your full amount of testing time in the testing room and would have to complete your test in the open area of the office.

I have read the policies and procedures and understand them.

Student Signature

Date

Academic and Career Development Center Staff Signature

Date

APPENDIX G

Confidentiality of Instructor Notes

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 H

STUDENT ACCESSIBILITY SERVICES
ACADEMIC AND CAREER DEVELOPMENT CENTER
MATERIALS CHECK OUT

Date: _____

Student Name: _____

Item: _____

Model #: _____

Return Date: _____

Condition of materials or additional items with materials:

Student Signature: _____

Witnessed: _____

If the materials are not returned, returned with pieces or items missing, or returned damaged (except for normal, expected wear), the student will be liable for the full recovery price or repair cost. In this situation the student will not be able to register or pick up a degree until the recovery fees are paid.

Appendix I
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