



VITERBO UNIVERSITY STUDENT ACCESSIBILITY POLICIES AND PROCEDURES

2023

VITERBO UNIVERSITY



VITERBO UNIVERSITY STUDENT ACCESSIBILITY POLICIES AND SERVICES

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VITERBO UNIVERSITY STUDENT ADA POLICIES AND SERVICES

MISSION

Viterbo University provides an accessible community where students with documented diagnoses have reasonable opportunities to participate in all aspects of the educational experience. Through collaboration among students, faculty, administration and staff, Viterbo University promotes students' independence and recognition of abilities not disabilities.

UNDERSTANDING RESPONSIBILITIES

The student with a diagnosis who is requesting accommodations is required to inform the Accessibility Services Director of the existence of a diagnosis. The student provides current medical documentation and evidence of testing supporting the existence of a diagnosis and its impact on the individual. The Accessibility Services Director, in consultation with the student, will determine reasonable accommodations based on current documentation. In academic situations, the Accessibility Services Director decides if and which accommodations are appropriate based on current documentation. Approved accommodations cannot alter the nature, content or outcomes of the course or degree requirements in the academic major. If students disagree with any accommodation decisions, they may file an appeal through the Student Accommodation Appeal Process.

CURRENT LEGISLATION

Current federal and state legislation (The Americans with Disabilities Act [ADA], ADA Amendments Act (ADAAA 2008), Section 504 of the Rehabilitation Act, Wisconsin State Statute 36.12) prohibit discrimination of qualified individuals with disabilities in college programs and activities. Title II and Title III (ADA) require that the campus provide students with reasonable access to services, programs, and activities. All students seeking enrollment to Viterbo University must meet the published criteria for admission; disabilities are not taken into consideration for admittance to the university.

To be considered a disability under ADA guidelines, the diagnosis must satisfy 3 criteria: limits one or more major life activities, has a record of such an impairment and is regarded as having such an impairment.

A. Physical or Mental Impairment that Substantially Limits One or More Major Life Activities

(<http://legalbrief.com/kirshman.html>)

In cases where there is an issue of whether an individual has a disability, the first definition of disability is most often litigated. This definition has three subparts that must be shown by plaintiff.

I. Physical or Mental Impairment

A physical impairment is defined by the ADA to include: "any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, urinary, hemic and lymphatic, skin, and endocrine." 29 CFR Â§ 1630.2(h)(1).

A mental impairment is defined by the ADA to include: "any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities." 29 CFR Â§ 1630.2(h)(2).

The ADA and EEOC regulations do not list all of the "specific conditions that constitute impairments both because of the difficulty of ensuring comprehensiveness and because new disorders might develop in the future." *Henry H. Perritt, Jr., Americans with Disabilities Act Handbook* Â§ 3.2 (2d ed. 1991). However, examples of covered physical and mental impairments were included in the legislative history of the ADA: orthopedic, visual, speech and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, specific learning disabilities, drug addiction and alcoholism and HIV infection. *Id.* (citing House Labor Report at 51; House Judiciary Report at 28). Serious impairments such as cancer and multiple sclerosis, however, have been held not to be disabilities.

An impairment under the ADA must be a physiological or mental disorder. Tough calls like stress and depression are "conditions that may or may not be considered impairments, depending on whether these conditions result from a documented physiological or mental disorder" or whether they result from job or personal life pressures. Equal Employment Opportunity Commission, Technical Assistance Manual for the Americans with Disabilities Act, at II-3.

II. Substantially Limits

The second subpart of the definition is that the impairment must substantially limit one or more major life activities. 42 U.S.C.A. Â§ 12102(2)(A). The EEOC regulations use the term "substantially limits" to characterize "the extent to which a physical or mental impairment interferes with an individual's ability to perform one or more of the major life activities." *Henry H. Perritt Jr., Americans with Disabilities Act Handbook*, Â§ 3.2 (2d ed. 1991). The regulations define "substantially limits" as:

Unable to perform a major life activity that the average person in the general population can perform; or Significantly restricted as to the condition, manner or duration under which an individual can perform a particular major life activity as compared to the condition, manner or duration under which the average person in the general population can perform that same major life activity." 29 CFR Â§ 1630.2(j)(1)(i) & (ii).

The impairment is made in comparison to normal people. An example would be a person who can walk ten miles continuously, but experiences pain on the eleventh mile. Because this discomfort is typical of the population, it is not a limitation and, thus, not an impairment.

The EEOC regulations also include three factors influencing a determination of substantial limitation: nature and severity of the impairment, how long the impairment is expected to last, and whether the impairment is characterized as permanent or long-term. 29 CFR Â§ 1630.2(j)(2)(i)-(iii).

These factors must be considered because "it is not the name of an impairment or a condition that determines whether a person is protected by the ADA, but rather the effect of an impairment or condition on the life of a particular person." Equal Employment Opportunity Commission, Technical Assistance Manual for the Americans with Disabilities Act, at II-4. AIDS, deafness and blindness are by their nature substantially limiting, but "many other impairments may be disabling for some individuals but not for others, depending on the impact on their activities." An example would be where an individual has mild cerebral palsy. Although cerebral palsy may limit the major life activities of one individual, an individual with mild cerebral palsy only slightly interfering with the ability to speak and has no significant limitation on other major life activities, is not an individual with a disability under the ADA. *Id.* at II-5.

III. Major Life Activity

The third subpart is that one or more major life activities must be substantially limited. 42 U.S.C.A. Â§ 12102(2)(A). Major life activities are activities that an "average person can perform with little or no difficulty." Equal Employment Opportunity Commission, Technical Assistance Manual for the Americans with Disabilities Act at II-3. Examples include walking, speaking, breathing, performing manual tasks, seeing, hearing, learning, caring for oneself, sitting, lifting, reading, standing and working. *Id.*

An individual will not be considered to be substantially limited in working if he or she is only substantially limited in performing a particular job for one employer, or unable to perform a specialized job in a particular field. *Id.* The individual need not be totally unable to work. An individual, therefore, who cannot qualify as a captain of an airline flight because of a minor vision impairment, but who could qualify as a co-pilot, would not be considered substantially limited in working just because he could not perform a particular job as captain. *Id.* A baseball pitcher who can no longer pitch because of a bad elbow is not substantially limited in working just "because he is no longer able to perform the specialized job of pitching in baseball." *Id.* "The person must be significantly restricted in the ability to perform either a class of jobs or a broad range of jobs in various classes, compared to an average person with similar training, skills and abilities." *Id.* at 11-6.

B. Record of Substantially Limiting Condition

The second type of disability is intended to "include people who have recovered from physical or mental impairments, or who have been misclassified as having such impairments." *Henry H. Perritt, Jr., Americans with Disabilities Act Handbook*, Â§ 3.2 (2d ed. 1991). Individuals with a record of mental or emotional illness, cancer, heart disease or other debilitating illness or have been misclassified or misdiagnosed as having these illnesses, are protected under the ADA, whether or not the individual is currently substantially limited in a major life activity. 29 CFR Â§ 1630.2(k); 42 U.S.C.A. Â§ 12102(2)(B).

C. Regarded as Having Such an Impairment

The third type of disability includes individuals with impairments that do not substantially limit major life activities, but who are perceived as having substantial limiting impairments or an individual with an impairment that substantially limits major life activities only as a result of attitudes of others toward the impairment. 42 U.S.C.A. Â§ 12102(2)(C). This category of disability was needed, as the Supreme Court has stated, because "society's myths and fears about disability and disease are as handicapping as are the physical limitations that flow from actual impairments." *School Board v. Arline*, 480 U.S. 273 (1987).

The EEOC regulations indicate three circumstances where an individual may be protected under this definition of disability: where an individual may have an impairment which is not substantially limiting but is treated by the employer as having such an impairment, where an individual has an impairment that is substantially limiting because of attitudes of others toward the impairment, and where an individual has no impairment but is regarded by an employer as having a substantially limiting impairment.

The ADA provides three definitions of disability. Although the ADA provides these definitions, the question of whether an individual is considered disabled under ADA is best suited to a case-by-case determination, no matter what the impairment is. *Henry H. Perritt, Jr., Americans with Disabilities Handbook, (2d ed. 1991)*. Whether one is disabled cannot be known through lists of impairments because some impairments may be a disability for one person and not for another. The facts and circumstances of each case must be analyzed to determine whether an individual has a disability.

WHAT DOES NOT CONSTITUTE A DISABILITY

The ADA explicitly excludes certain conditions from being disabilities: homosexuality, bisexuality, transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments, other sexual behavior disorders, compulsive gambling, kleptomania, pyromania and psychoactive substance use disorders resulting from current illegal use of drugs.

Furthermore, "temporary, non-chronic impairments that do not last for a long time and that have little or no long-term impact usually are not disabilities." Equal Employment Opportunity Commission, Technical Assistance Manual for the Americans with Disabilities Act at II-5. Broken limbs, sprained joints, concussions, appendicitis, influenza, common colds, spasms and "except in rare and unusual circumstances," obesity, are generally not considered disabilities. *Henry H. Perritt, Jr., Americans with Disabilities Handbook, Â§ 3.2 (2d ed. 1991)*. However, if an individual had a temporary impairment that did not heal properly and resulted in a permanent impairment that substantially restricted the use of a limb, the individual would be considered to have a disability zzzzzz9EEOC, Technical Assistance Manual for the Americans with Disabilities Act at II-5z).

Simple physical characteristics such as eye color and hair color are not impairments. Moreover, personality traits, "such as poor judgment, quick temper, or irresponsible behavior" are not impairments. "Environmental, cultural, or economic disadvantages, such as lack of education or a prison record also are not impairments."

Courts have found the following not to be disabilities: pregnancy as it is a physical condition not the result of a physiological disorder (*Tsetseranos v. Tech Prototype Inc.*, 4 AD Cases 1635 (D.N.H. 1995); being left-handed (*De La Torres v. Bolger*, 781 F.2d 1134 (5th Cir. 1986); chemical hypersensitivity syndrome (*McCauley v. Georgia*, 4 AD Cases 1470 (N.D. Ga. 1994); average height or strength that renders a person incapable of performing particular jobs (*Jasany v. U.S. Postal Service*, 755 F.2d 1244 (6th Cir. 1985); very muscular physique which prevented an individual from complying with employer's valid weight requirement (*Tudyman v. United Airlines*, 608 F.Supp. 739 (C.D. Cal. 1984). illiteracy (*Morisky v. Broward County*, 80 F.3d 445 (11th Cir. 1996); violent temper (*Fenton v. The Pritchard Co.*, 926 F.Supp. 1437 (D.Kan. 1996); smoking (*Matter of Fortunoff v. New York State Division of Human Rights*, 642 NYS.2d 710 (A.D. 2 Dept. 1996).

CONFIDENTIALITY

All documentation of a student's disability and supporting documentation remain confidential between the student and the Disability Services Director. All documentation of a disability is retained in the Office of Disability Services and is not part of the student's permanent file in the Registrar's Office.

Guidelines for Professional Reports Documenting Disabilities

1. A diagnostic statement from the medical provider who diagnosed and currently treats the individual. This is on medical letterhead with the medical provider's signature identifying the diagnosis, the date of the current diagnostic evaluation, and the date of the original diagnosis.
2. A description of the diagnostic criteria and/or diagnostic test used. Test scores are to be included to support the recommendations. Diagnostic tests may not be older than 3 years from submission.
3. A description of the current functional impact of the diagnosis
4. Treatments, medications, assistive devices/services currently prescribed or in use.
5. A description of the expected progression or stability of the impact of the disability.
6. A history of prior accommodations and auxiliary aids and their impact.
7. The credentials of the diagnosing professional(s).
8. Information is submitted on medical/professional letterhead and signed by the medical professional whose specialty is in the area of the diagnosis.
9. For ESA (emotional support animals) and service animals, a university form must be completed and submitted to Director of Disability Services to be approved for an ESA ([Emotional Support Animal \(ESA\) or Service Animal](#))
10. For consideration of exemption from a meal plan, a form must be completed by the diagnosing physician and submitted to the Director of Disability Services ([Meal plan exemption](#))

Differences between Services for Students with Disabilities in High School and College

Applicable Laws

HIGH SCHOOL	COLLEGE
I.D.E.A. (Individuals with Disabilities Education Act)	A.D.A. (Americans with Disabilities Act of 1990)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
I.D.E.A. is about SUCCESS	A.D.A. is about ACCESS

Required Documentation

HIGH SCHOOL	COLLEGE
I.E.P. (Individualized Education Plan and/or 504 Plan)	High School I.E.P. and 504 are not sufficient. Documentation guidelines specify information needed for each category of disability.
School provides evaluation at no cost	Student must get evaluation at own expense
Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.	Documentation must provide information on specific functional limitations and need for specific accommodations

Self-Advocacy

HIGH SCHOOL	COLLEGE
Student is identified by the school with input by parents and teachers	Student must self-identify to the university (Director of Disability Services)
Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and arranging accommodations belongs to the student
Teachers intervene if they believe the student needs assistance	Professors are open and helpful, but expect students to communicate need for assistance

Parental Role

HIGH SCHOOL	COLLEGE
Parent has access to student records and can participate in the accommodation process	Parent does not have access to student records without student's written consent
Parent advocates for student	Student advocates for self

Differences between Services for Students with Disabilities in High School and College (cont'd)

Instruction

HIGH SCHOOL	COLLEGE
Teachers may modify curriculum and alter assignments	Professors are not required to modify curriculum design or alter any deadlines
Students are expected to read short assignments that maybe re-taught in class	Students are assigned substantial amounts of reading and writing which may not be directly addressed in class
Students seldom need to read anything more than once, and sometimes listening in class is enough	Students need to review class notes and text material regularly

Grades and Tests

HIGH SCHOOL	COLLEGE
I.E.P. or 504 plan may include modifications to test format and/or grading	Grading and changes to test format are generally unavailable. Testing accommodations (extended time, quiet room) are given when supported by documentation.
Testing is frequent and covers small amounts of material	Testing may be infrequent and be cumulative, covering large amounts of material
Makeup tests are often available	Makeup tests are not a frequent option
Teachers often take time to remind students of assignments and due dates	Professors expect students to read, save, and consult the course syllabus. The syllabus spells out: what is expected, when assignments are due, and grading scale

Study Responsibilities

HIGH SCHOOL	COLLEGE
Tutoring and study support may be a service provided as part of an I.E.P. or 504 plan	Tutoring is available for all students in the Academic Resource Center
Your time and assignments are structured by others	Students manage their time and complete assignments independently
You may study minimally outside of class and this may be last-minute test preparation	Expect to study 2 to 3 hours outside of class for each hour in class

POLICY AND GUIDELINES APPLYING TO NONDISCRIMINATION ON THE BASIS OF DISABILITY

Policy Statement

An enrolled student may disclose the presence of a disabling condition and request the accommodations he/she believes are requisite for obtaining equal access to, participation in or benefits of Viterbo University programs and activities by completing a Viterbo University Application for Accommodations available in the Disability Services Director's Office or online (ARC web page or <http://www.viterbo.edu/academic-resource-center/disability-services>).

Part 1-Policy Implementation

Requesting Accommodations:

A student who wishes to receive accommodations completes the Application for Accommodations and submits it to the Accessibility Service Director. This form is available from the Accessibility Service Director in the ARC, online on the ARC web page or <http://www.viterbo.edu/academic-resource-center/disability-services>

Confirmation of a Disability:

It is the responsibility of the student to provide medical and other diagnostic documentation of a diagnosis. Students are required to submit evidence of **recent** testing and evaluation of limitations prior to receiving requested accommodations. Providing additional evaluations or documentation needed to assess fair and reasonable accommodations is the student's responsibility and at the student's expense. Testing supporting a diagnosis is to be no older than 3 years.

Each student is expected to make timely and appropriate disclosures and to actively engage in obtaining and arranging for accommodations or auxiliary aids, including applying for funding for specialized support services from the State of Wisconsin-Division of Vocational Rehabilitation (if applicable).

Coordination of Services:

Requests for student academic or facility related accommodations will be coordinated by the Director of Accessibility Services.

What are Accommodations?

Accommodations are designed to provide students with full access to the educational experience. Accommodations are arranged on an individual, case-by-case basis, based on recommendations stated in the documentation and evidenced and supported by recent testing. The student and Director of Accessibility Services meet to discuss the diagnosis and appropriate and approved accommodations based on documentation. Examples of academic/classroom accommodations include (but are not limited to) extended time on tests, a quiet room for testing, note takers and/or taping lectures.

Appeal of Denied Accommodation Requests:

If a student is denied requested accommodations and wishes to appeal the decision, they may do so through the appeal process.

Institutional Documentation:

All requests for accommodations are documented by the Accessibility Services Director. Academic accommodations are provided through the ARC. Students must have documentation on file and approval from the Accessibility Services Director for accommodations to be allowed and deemed fair and reasonable and not an advantage. Instructors are sent by the Accessibility Services Director the list of approved accommodations for a specific student. Students do not self-identify to faculty to receive accommodations and students should not present documentation to faculty.

Student Appeal Process

A student may file a complaint with the Disability Services office if the student believes that Viterbo University has inadequately applied the principles and/or regulations of Section 504 or the ADA.

- 1. Informal Appeal Process:**

The student who believes he/she has a valid basis for complaint shall discuss the concern with the Accessibility Services Director who shall in turn investigate the complaint and reply in writing within ten (10) business days. If this reply is not acceptable to the complainant, the student may discuss the matter with the Vice President for Academic Affairs (if classroom related) or Vice President of Student Life (if related to student life).

- 2. Formal Appeal Process:**

If a student with an accommodation complaint cannot resolve the dispute with the Accessibility Services Director or the Vice President, the student may grieve the disagreement through the Board of Review but only after exhausting the informal appeal process. Please refer to the grade/academic/disability appeals process in the Viterbo University Student Handbook.

Part II-Program Accessibility

General:

In accord with the law, qualified students may not be denied the benefits of or excluded from participation in any university program or activity because facilities are inaccessible or unusable by persons with disabilities.

Existing Facilities:

Each program or activity shall be operated so that when reviewed in its entirety, it is readily accessible to qualified students with disabilities through means such as reassignment of classes, staff, or services to accessible buildings. Students may not be excluded from a specifically requested course or activity because it is not offered in an accessible location. Every section of a requested course or activity need not be made accessible.

Providing one or two accessible outside entries to a building makes entrance to the building accessible; it is not required that every outside entry be accessible. Structural changes in existing facilities are not required where other methods provide accessibility.

Priority is given to methods that offer programs and activities to students with disabilities in the most integrated setting appropriate.

Off-Campus Programming:

Programs that require student participation in educational activities or internships will assure that these activities provide equal access for qualified students with disabilities.

Since Viterbo University holds classes, programs, or activities in off-campus facilities, such facilities should be accessible. Contractual or lease agreements should reflect efforts to ensure accessibility. It is the responsibility of the student to give **sufficient and advance** notification in a timely manner for any needed accommodations or auxiliary aids.

Part III-Academic Adjustments:

Academic Requirements:

Academic requirements may be modified, as necessary, through discussion with the Accessibility Service Director, the professor and the Vice President for Academic Affairs. These modifications will not affect the requirements of the educational programs, course objectives or compromise educational standards, nor shall they intrude upon legitimate academic freedom. Depending on the diagnosis, modifications may include changes in the length of time needed for completion of degree requirements, substitution of specific courses required for the completion of degrees, and modifications of elements in course delivery.

Academic requirements that are essential to academic programs or to any licensing requirements are not regarded as discriminatory and will not be altered or waived.

Program Examinations and Evaluations:

Examinations or other procedures for evaluating students' academic achievement may be adapted if documentation supports such accommodation. The results of the evaluation must represent the student's achievement in the program or activity, rather than reflecting the student's disability. It is the student's responsibility to meet with the Director of Accessibility Services at the beginning of the first semester to request test and/or classroom accommodations for each course in which accommodations are necessary or needed. For continuing students, an online form is completed by the student, signed by the Director and scanned and emailed to instructors and the student. This process is completed each semester a student is enrolled. Changes in diagnosis or accommodations should be addressed with the Director.

Academic and testing accommodations are based on diagnostic tests and may include but need not be limited to:

- Enlarged materials
- Oral test
- Taped test
- Extended time
- Preferential seating
- Environment free of distractions
- Scribe
- Reader
- Brailled material
- Computer assisted technology

All services are approved by the Accessibility Services Director and are not allowable based on student choice or preference. Accommodations are based on diagnostic testing.

Academic Support Services:

No qualified student in a university program or activity will be denied the benefits of, excluded from participation in, or otherwise discriminated against because of the absence of educational support services. It is the responsibility of the student to request accommodations or auxiliary aids in a reasonable amount of time (preferably 4-6 weeks before classes, program or activities begin) to ensure appropriate services are provided. Students are expected to provide their own books in the preferred format. Denial of use of special equipment or accommodations such as tape recorders, braille, service animals or other rules/regulations that have the effect of limiting participation of qualified students in education programs or activities may not be imposed.

Students are required to sign an agreement that they will not release or post recordings or transcriptions of class lectures.

Athletics and Similar Activities:

Viterbo University may not discriminate on the basis of a documented disability participation in athletics and similar programs and activities. Qualified students with a diagnosis will be provided equal opportunity to participate in intercollegiate and intramural athletics or other similar activities without undue change to the athletic sport/program.

Part IV-Other**Housing:**

Students with disabilities will be provided reasonable, comparable, convenient, and accessible on-campus housing and food service at the same cost as that provided to students who do not have a diagnosis in line with ADA criteria.

Financial Aid:

Viterbo University will not provide less financial assistance to students with disabilities than is provided to non-disabled students or otherwise discriminate against them. Viterbo University follows federal and state policies and guidelines governing financial aid requirements, eligibility and disbursement.

Student Employment:

It is the policy of Viterbo University to administer student employment practices in a non-discriminatory manner. Viterbo University does not discriminate on the basis of handicap as prohibited by Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990, or any other basis prohibited by federal, state or local fair employment laws or regulations.

Advising, Counseling, and Placement Service:

Personal, academic, or career counseling is provided in an accessible setting without discrimination.

Extracurricular Activities:

The Vice President of Student Development assures that university clubs and organizations do not permit actions prohibited by these guidelines.

Compliance with Applicable Federal, State, and Local Laws:

This policy is subject to amendment. Viterbo University reserves the right to amend, add to, delete from, or modify this policy for any purpose including compliance with local, state, or federal law.

Service and Emotional Support Animals (ESA)

In response to a request for a service or emotional support animal, Viterbo University determines on a case-by-case basis and in accord with applicable laws and regulations, whether such an animal is a reasonable accommodation in university housing and on campus. The University will balance the needs of the individual with the impact of animals on other campus community members. Requests to have a prescribed animal on campus must be approved by the Director of Accessibility Services

A **service animal** is defined by the Americans with Disabilities Act (ADA) as any dog that is trained to work or perform tasks for an individual with a disability, including a physical, sensory, psychiatric, intellectual, or mental disability. The work or tasks performed by a service animal must be directly related to the handler's disability. Under the Americans with Disabilities Act, individuals with disabilities may use service animals in any public area unless doing so would pose a danger to the health or safety of others or cause undue burden. Individuals with disabilities who use a service animal on campus should register with Disability Services in the ARC and students who wish to have a service animal in student housing must make a formal request for this accommodation at least 30 days prior to moving in. Student requests for a service animal on campus are directed to and approved by the Director of Accessibility Services. Documentation of the individual's disability must be provided. The Director of Residence Life will enforce housing rules and regulations and assign the student appropriate housing. Documentation supporting the medical prescription for a service animal or ESA must be provided to residence life along with current medical documentation supporting the need. Current veterinarian

documentation indicates that the service animal or ESA is current on inoculations and free of disease. This information must be provided annually to Disability Services and it will be shared with residence life.

The Americans with Disabilities Act (ADA) provides that businesses and other entities that serve the public must allow people with disabilities to bring Service Animals into all areas of the facility where customers or other members of the public are normally allowed to go.

A person with a disability has "the right to keep his or her Service Animal on any premises the person leases, rents, or uses."

1. A residence hall room would be a premise the person leases, rents, or uses.
2. A person with a disability "qualifies for these rights upon the showing of a Service Animal Permanent Registration tag," or if the person affirms that "the animal is required because of a disability" and explains "what work or task the animal has been trained [or is being trained] to perform."
3. A Service Animal is not a pet.

If an individual's need for a Service Animal and the qualifications of the animal are not obvious, the individual may be asked: (a) whether the animal is required because of a disability; and (b) what work or task(s) the animal has been individually trained to perform.

Individuals with disabilities shall be permitted to be accompanied by their Service Animals in all areas of the University's grounds and facilities where members of the public, participants in services, programs or activities, or invitees are allowed to go.

A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

A Service Animal may be excluded from campus, classrooms, or other facilities, when:

1. the animal's behavior poses a direct threat to the health or safety of others;
2. the animal is out of control and the animal's handler does not take effective action to control it;
3. the animal is not housebroken; or
4. the animal's behavior fundamentally alters the nature of the programs, services, facilities, privileges, advantages, or accommodations at issue.

The University is not responsible for the care or supervision of a Service Animal.

In circumstances in which the University normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by his or her Service Animal or ESA. A person with a disability who brings a Service Animal or ESA onto University property has all the responsibilities of caring for and maintaining the animal, including liability for any damage done by the animal. Use of a Service Animal must comply with ADA regulations and other applicable law.

An emotional support animal (ESA) is defined as any animal with a primary role of providing emotional comfort to and for a person with a diagnosed disability. Support animals are not the same as service animals in that they are not individually trained to do work or perform tasks for the benefit of an individual with a disability. A support animal is not a service animal nor is a service animal an emotional support animal.

A request to have an emotional support animal in campus housing or in academic buildings is considered a request for accommodation and will be reviewed on a case-by-case basis. Individuals making such requests must provide documentation of a previously diagnosed and current (ongoing) disability and that the animal provides an essential therapeutic benefit related to the documented disability. The form is available at ([Emotional Support Animal \(ESA\) or Service Animal](#)) or from the Director of Disability Services. Signed documentation is provided by a licensed medical professional who states the individual is under his/her care, has diagnosed the disability and prescribes for the person an emotional support animal. Documentation should be forwarded to jledy@viterbo.edu, Director of Disability Services. The Disability Services Director will communicate to the Director of Residence Life when the supporting documentation has been received and is approved. The Director of Res Life will enforce housing rules and regulations and assign appropriate housing.

Advance notice is needed in order to gather, review, and verify the necessary documentation, which includes, but is not limited to: verification of a disability, the determination of any conflicting disabilities in the immediate vicinity where the animal will be housed, and verification of all vaccinations and the health of the animal including all necessary licensing. Requests and documentation must be

submitted prior to the date of moving the ESA into campus housing. Documentation required is current medical history and evidence with dates of current inoculations and vaccinations. Emotional support animals are only allowed in the owner's residence hall room or apartment and may not be taken to other rooms, buildings or campus areas. The owner is responsible for the care and updated (annual) health exams. Immunization dates and health records of the animal must be submitted annually to director of disability services. Random checks of the ESA's living environment will be conducted by Residence life personnel. Requests for an emotional support animal are considered on a case-by-case basis and are not automatically renewed each academic year. All animals must be licensed in the City of La Crosse according to city ordinance: <https://www.cityoflacrosse.org/your-government/departments/finance/treasurer/pet-licensing>

Size (height and weight) of emotional support animals are limited to small animals (40lbs or less) in order to not intrude in anyone else's space in the communal setting of campus living arrangements. If an animal has prescribed medication, such information should be shared with the Director of Disability Services or Director of Residence Life.

The owner of any service or emotional support animal present in any Viterbo University location is personally responsible for any damage to property and/or harm to others caused by the animal while in a Viterbo University facility or at a sponsored event. Animals on campus must have an annual clean bill of health (including vaccinations and immunity shots against rabies and/or other diseases common to the type of animal) that is signed by a licensed veterinarian. A valid vaccination tag must be worn by the animal at all times. Regular bathing/grooming and pest control measures also need to be performed by the owner. The ESA may be asked to move off campus if there is damage or harm to any individual and/or property or the ESA's behavior infringes on the healthy living environment of roommates or apartment mates. When there is an issue, the owner of the ESA may need to relocate to another room on campus. If a new space is not available to accommodate the ESA, the ESA may need to move off campus. However, the owner is still bound by the university rules of residing on campus.

Animals on University Grounds – General Policy

All animals brought onto University grounds must be under the control of the owner/handler at all times, and must be restrained by a leash or other appropriate device that does not exceed 6 feet in length. The circumstances under which animals may be permitted access to campus grounds and buildings are subject to federal, state and local laws and university policy. It is the purpose of this policy to articulate the conditions under which animals may or must be permitted access to university facilities and grounds.

A service animal need not be on a leash or other device if either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

All animals brought onto University grounds must be licensed and fully inoculated in accordance with county and city regulations with the burden of proving licensure and inoculation status on the owner/handler. Fecal matter deposited (whether on University grounds or in a University building or other facility) by any animal brought to campus must be removed immediately and disposed of properly by the owner/handler. The burden is on the owner/handler to arrange for removal of fecal matter.

The University may remove or require the removal of any animal that poses a direct threat to the health or safety of others, is not housebroken, or otherwise disrupts the uses to which campus grounds or facilities are intended. Animals found tethered, unattended, or abandoned may be impounded in accordance with applicable laws and regulations. Animals that are tethered, unattended, or abandoned on campus should be reported to University security.

Animals may be confined in vehicles parked on campus for a reasonable period of time as long as the animal is not endangered and does not endanger others or create a public nuisance. In the event of endangerment to the animal or others, or public nuisance, the animal's handler or owner is subject to citation and the animal may be impounded. Animals confined in vehicles on campus that appear to be in distress or otherwise endangered, or that are endangering others or creating a nuisance, should be reported to University security.

If any aspect or circumstance of the condition, health, or behavior of any animal on campus is deemed by the University to be a threat to the health or safety of any member of the campus community or to any other animal, then that animal may be removed from campus. Such action may be taken even if the animal posing a threat would otherwise be permitted on campus under this policy. Animals on campus whose condition, health, or behavior appears to present a threat to the health or safety of any member of the campus community or to any other animal should be reported to university security.

Except as otherwise provided in this policy, animals may not enter any: (a) campus building, including all residence and nonresidential buildings; (b) enclosed or delineated outdoor athletic or recreational facilities; or (c) officially reserved or scheduled

outdoor events on campus. Documentation of the individual's disability requiring an ESA or Service animal must be on file in the Disability Office and an updated health status of the animal sent annually to the director of disability services.

Nutritional and dietary concerns

All students residing in campus housing sign a contract to participate in a meal plan. The university will remain sensitive to individual *needs, preferences and wants* relative to food. The director of the caf/food service will meet with any student concerned about choice of foods and/or sensitivity to foods. Every effort is made to accommodate and respond to nutritional needs and wants. The only diagnosis that may warrant exemption from the meal plan is celiac disease. If there are concerns relative to nutritional needs, please contact the director of accessibility services: arc@viterbo.edu or call 6087963194 and /or complete this form. ([Meal plan exemption](#)). The licensed medical provider must submit current and updated documentation supporting exemption from a meal plan annually.

DISABILITY DOCUMENTATION GUIDELINES FOR INDIVIDUALS WITH DISABILITIES

General Information

In accord with the Americans with Disabilities Act (ADA) and Section 504 of the Vocational Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and are assured services and accommodations that provide equal access to the activities and academic programs of the university. To establish that an individual is eligible under the ADA, documentation must indicate that the disability substantially limits a major life activity. If a student is requesting an accommodation for the academic environment, the classroom or access to learning environments, one of the major life activities must be affected.

Documentation must:

- i. Be appropriate to verify eligibility
- ii. Demonstrate current, substantial impact on one or more major life activities
- iii. Support request for accommodations, academic adjustments and or auxiliary aids.
- iv. Be based on testing that was done within three years or less

To qualify for disability services at Viterbo University, individuals are required to provide diagnostic documentation from a licensed clinical professional familiar with the history and functional implications of the individual and stated impairments. Disability documentation must adequately verify the nature and extent of the disability in accordance with current professional standards and techniques and must clearly substantiate the need for all specific accommodation requests. Complete and current information about the disability from an appropriate third party is often referred to as "documentation." Documentation can come in several formats, but most often it is a report prepared by the licensed professional who assessed the disability. Documentation must be submitted on the official letterhead of the professional diagnosing the disability. The report should be dated, signed and include the name, title, and professional credentials of the evaluator, including information about license or certification. If original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodations, Viterbo University has the discretion to require additional documentation. Any cost incurred in obtaining additional documentation when the original records are inadequate is the responsibility of the student. In general, it is not acceptable for such documentation to include diagnosis or testing performed by a member of the student's family. Students requesting accommodations for multiple disabilities must provide evidence of all conditions. Students must complete and return an Application for Accommodations and include all current documentation of the disability(ies). <http://www.viterbo.edu/academic-resource-center/disability-services>

I. Mobility, Systemic or Health-Related Disabilities:

Individuals requesting accommodations based on mobility, systemic or disease-related disabilities must provide documentation from a specialist in the area of the disability consisting of

- Identification of the disabling condition(s).
- Assessment of the functional limitations on major life activities of the condition(s) for which accommodations are being requested, and indicate degree of limitation as mild, moderate or substantial.
- Suggestions as to how the functionally limiting manifestations of the condition(s) substantiated in the documentation may be appropriately accommodated to enhance the learning environment.

II. Hearing Loss:

Individuals requesting accommodations on the basis of deafness or hearing loss must provide documentation consisting of:

- Audiological evaluation and/or audiogram, no older than 3 years.
- Assessment of the functional limitations on major life activities of the hearing loss for which accommodations are being requested, and whether limitation is mild, moderate or substantial.
- Suggestions as to how the functionally limiting manifestations of the hearing loss may be accommodated.

III. Low Vision or Blindness:

Individuals requesting accommodations on the basis of low vision or blindness must provide documentation consisting of.

- An ocular assessment or evaluation from an ophthalmologist.
- A low-vision evaluation of residual visual function, when appropriate.
- An assessment of the functional limitations on major life activities of the condition(s) for which accommodations are being requested, and whether the degree of limitation is mild, moderate or substantial.
- Suggestions as to how the functionally limiting manifestations of the visual impairment may be appropriately accommodated.

IV. Specific Learning Disability:

General Information

Viterbo University endorses the definition of a learning disability according to the National Joint Council on Learning Disabilities (NJCLD). NJCLD states that a learning disability is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to a central nervous system dysfunction and may occur across the life span.

Accommodations for individuals diagnosed with learning disabilities are intended to provide equal access to instruction and assessment. Academic accommodations are determined on an individual basis to meet the individual's needs. Accommodations never compromise the academic integrity of a specific Viterbo academic course, major or program. Determination of accommodations is made by the Director of Disability Services in accord with the findings of the documentation and through discussion with the student and possible consultation with relevant faculty.

Documentation

Individuals requesting accommodations are responsible for providing documentation that:

- a) supports the learning disability diagnosis

AND

- b) provides justification for the requested accommodations. To establish needs for accommodation, documentation should reflect the current impact of the learning disability on the individual's academic life. A qualified professional who has undergone comprehensive training and has relevant experience in differential diagnosis of a full range of cognitive and psychiatric disabilities (e.g., licensed clinical psychologist, neuropsychologist and educational psychologist) should prepare the documentation. An IEP/504 Plan is not sufficient or acceptable documentation.

Documentation must include but is not restricted to the following:

1. Diagnostic Interview

A diagnostic interview including a description of the presenting problem(s); relevant developmental, medical, psycho-social and employment histories; family history (including primary language of the home and the student's current level of English fluency)

2. Assessment

A neuropsychological or psycho-educational evaluation is required and must provide clear and specific evidence that a learning disability exists and that alternative explanations for lower than expected performance have been ruled out. Assessment, and any resulting diagnosis, must consist of and be based on multiple forms of evidence (i.e., standardized test results, informal assessment results, observational and historical data) that supports a learning disability diagnosis. Evidence should be precise, objective, valid and acceptable in the field. Reports should follow statistically and widely accepted practices for interpreting data. Identifying a discrepancy between or among test scores is not sufficient to warrant the diagnosis of a learning disability or

establish eligibility for accommodation. Evidence must establish a clear link between specific deficit areas and the functional limitations experienced by the individual.

For the evaluation to illustrate a substantial limitation to learning, the comprehensive assessment battery must assess the following:

- Aptitude/Cognitive Ability
- Academic Achievement
- Information Processing

3. Clinical Summary

The clinical summary must: (a) indicate the substantial limitations to major life activities posed by the specified learning disability, (b) specify and describe the extent to which limitations impact the academic context for which accommodations are being requested, (c) suggest how the specific effects of the learning disability may be accommodated, and (d) state how the effects of the learning disability are mediated by the recommended accommodations.

4. Current documentation

To establish the need for accommodation, documentation must reflect the current impact of the learning disability in the individual's academic life. In general, this means testing should have been conducted during the senior year of high school for a student 20 years of age or younger and within the past three years for an individual tested after high school. Adult-based norms, particularly for measures of aptitude or intelligence, are preferred and may be required.

5. Report Guidelines

Acceptable clinical assessment utilizes multiple forms of evidence and must answer the following questions:

1. What is the client's disability?
2. How severe is the disability? (Include evidence that the client's performance is unusual relative to the general population.)
3. Is there evidence of the client's average/above average aptitude? (Rule out low aptitude as a contributing factor.)
4. What evidence is there of one or more of the following:
 - An aptitude/achievement discrepancy in one or more areas listed in the NJCLD definition of LD (listening, speaking, reading, writing, reasoning or mathematical abilities).
 - An intro-cognitive discrepancy demonstrated by a pattern of significant strengths and weaknesses in cognitive skills.
 - A processing deficit in one or more areas of psychological processing.
 - An intra-achievement discrepancy evidenced by widely discrepant performance across one or more achievement areas.
5. How are the identified deficit areas (skill areas, cognitive profile, processing deficits or achievement areas) related to the area of functional limitation?
6. What alternative explanations for the deficits have been considered (e.g., limited English proficiency, poor instruction, and limited attendance) and how have they been ruled out?
7. How will recommended accommodations assist the individual in compensating for the specific functional limitations identified in the assessment?
8. What treatment or intervention has been implemented in the past based on documentation and testing (tutorial support, informal test accommodations, repeating of classes, etc.) and what has been the outcome? Specify the type of intervention, treatment, or accommodation; its implementation (duration, intensity, frequency); the client's effort and consistency in adhering to the implementation plan; and the outcome(s) for the client.

V. Attention Deficit Hyperactivity Disorder (ADD)/Attention Deficit Disorder (ADHD)

Individuals requesting accommodations on the basis of attention deficit-hyperactivity disorder (ADHD) or attention deficit disorder (ADD) must provide documentation by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of psychiatric disorders (e.g., licensed clinical psychologist, neuropsychologist, psychiatrist or other relevantly trained medical doctors).

The documentation must include:

- Evidence of early impairment. The condition must have been exhibited in childhood in more than one setting.
- Evidence of current impairment. An assessment must be provided of the individual's presenting attention symptoms and evidence of current impulsive/hyperactive or inattentive behaviors that significantly impair functioning in two or more settings. Functional impairment is most often expressed in poor academic performance across a variety of academic tasks. In adults, work history may demonstrate an inability to retain or maintain employment.
- A diagnostic interview. The interview must contain self-reported and third-party information pertaining to: developmental history, family history of ADHD/ADD or other learning or psychological difficulties, relevant medical and medication history, a thorough academic history, a review of prior psycho-educational test reports to determine whether a pattern of strengths or weaknesses is supportive of attention or learning problems.
- Evidence of alternative diagnoses or explanations being ruled out. The documentation must investigate and discuss the possibility of dual diagnoses and alternative or coexisting mood, behavioral, neurological and/or personality disorders that may confound the ADHD/ADD diagnosis. Neuropsychological or psycho-educational assessment is needed to determine the current impact of the disorder on the individual's ability to function in an academic setting and to establish eligibility for classroom accommodations including alternative testing, note takers and/or alternative media (taped books, electronic text). Such data must include subtest and standard scores.
- A specific psychological diagnosis as per the Diagnostic and Statistical Manual – V (DSM-V). Symptoms of hyperactivity/impulsivity that were present in childhood and current symptoms which have been present for at least the past six months and which impair functioning in two or more settings (e.g., school, work, home) must be identified.
- An indication of whether or not the student was evaluated while on medication and the degree to which the prescribed treatment reduces the level or degree of impairment.
- A clinical summary which: (a) indicates the substantial limitations to major life activities posed by the disability, (b) describes the extent to which these limitations impact the academic context for which accommodations are being requested, (c) suggests how the specific effects of the disability may be accommodated, (d) states how the effects of ADHD/ADD are lessened by the recommended accommodations, and (e) includes recommendations for other supports, strategies or services that may benefit the individual in the university environment.

VI. Traumatic Brain Injury (TBI):

This includes trauma to the brain resulting from cerebral vascular accidents, tumors, or other medical conditions.

Individuals requesting accommodations on the basis of a traumatic brain injury (TBI) or brain insult must provide documentation by a neuropsychologist. Depending upon the impact of the disability documentation from other specialists may be necessary.

Documentation must include:

- Thorough neuropsychological evaluation including assessment of the areas of attention, visual perception/visual reasoning, language, academic skills, memory/learning, executive function, and sensory, motor, and emotional status. Data should include subtest scores and percentiles.
- A history of the presenting symptoms and evidence of behaviors that significantly impair functioning currently.
- A diagnostic interview. The interview must contain self-reported and third-party information pertaining to: developmental history, family history, learning or psychological difficulties, relevant medical history, and a thorough academic history.

- Evidence that alternative diagnoses or explanations are ruled out. The documentation must investigate and discuss the possibility of dual diagnoses and alternative or coexisting mood, learning, behavioral, and/or personality disorders that confound the diagnosis.
- A specific psychological diagnosis based on the Diagnostic and Statistical Manual - IV (DSM-IV).
- A clinical summary which (a) indicates the substantial limitations to major life activities posed by the disability, (b) describes the extent to which these limitations impact the academic context for which accommodations are being requested, (c) suggests how the specific effects of the disability may be accommodated, and (d) states how the effects of the disability are impacted by the recommended accommodations.

VII. Psychiatric Disability/Emotional Behavioral Disability

Individuals requesting accommodations on the basis of a psychiatric disability must provide current documentation from a licensed psychologist, psychiatrist, or other medical therapist.

Documentation must include:

- A specific, current psychiatric diagnosis as per the DSM-V which indicates the nature, frequency and severity of the symptom upon which the diagnosis is predicated. A diagnosis without an explicit listing of current symptoms is not sufficient. Primary and second Axis I and Axis II diagnoses are required.
- Evidence of current impairment. An assessment of the individual's presenting symptoms and evidence of current behaviors that significantly impair functioning must be provided.
- Evidence is needed to determine the current impact of the disorder on the individual's ability to function in an academic setting and to establish eligibility for classroom accommodations including alternative testing, note takers and/or alternative media (taped books, electronic text).
- Prescribed medications, dosages and schedules which may influence the types of accommodations provided.
- A clinical summary which: (a) indicates the substantial limitations to major life activities posed by the psychiatric disability, (b) describes the extent to which these limitations impact the academic context for which accommodations are being requested, (c) suggests how the specific effects of the psychiatric disability may be accommodated, and (d) states how the effects of the psychiatric disability are mediated by the recommended accommodations.

HOW TO REQUEST ACCOMMODATIONS FOR A DOCUMENTED DISABILITY

1. Complete the Application for Accommodations (<http://www.viterbo.edu/academic-resource-center/disability-services>)
2. Provide documentation. See " Documentation Guidelines for Individuals with a diagnosis"
3. Schedule an appointment with the Director of Accessibility Services located in the Academic Resource Center in Murphy Center 332; 796-3194
 - a. Current or admitted students should schedule an appointment prior to the start of classes each semester in order to assure the availability of an accommodation(s) when classes begin.
 - b. Students not yet admitted to Viterbo are welcome to contact the Director of Disability Services to discuss needs and obtain additional information.
4. Eligibility for services is determined after documentation is received by the Director of Disability Services.
5. An accommodation plan is developed with each student and shared with appropriate faculty.
6. Students are required to meet with the Director of Accessibility Services during the first semester to obtain the necessary paperwork/documentation to share with professors indicating approved accommodations. In subsequent semesters, students will be sent the online form to complete. Any change in diagnosis or accommodations needed warrant a meeting with the Director. No academic accommodations will be allowed if the student has not obtained the signed form from the Director of Accessibility Services to share with professors. It is not the right of the student to decide/determine fair and reasonable accommodations.

7. Subsequent meetings with the director are arranged at either the student's or director's discretion.
8. Additional and variable accommodations may be discussed at any time relevant to course work involved and student needs.
9. Accommodations provided one semester may not be needed in a subsequent semester. This is at the discretion of the student.
10. Accommodations may be implemented/inserted at any time in a semester. For example: a student may take tests in the classroom but find that test scores are low and decide to take subsequent tests in the testing room. This is acceptable provided documentation supports testing in a room outside the classroom. Initiating and implementing accommodations is fluid and may be actualized at any time throughout a given semester.

Application for Accommodations: Federal Law prohibits Viterbo University from making pre-admission inquiries about disabilities. To provide assistance it is necessary for students with disabilities to identify themselves in a timely manner. Information you provide is voluntary and is kept confidential.

To facilitate your learning experience at Viterbo University, please complete the following information and return this form along with proper disability documentation to the Accessibility Services Director (in MC 332 Academic Resource Center) or arc@viterbo.edu

Name: _____

Address: _____
Street/P.O. Box City State Zip Code

Cell Phone: _____ Email: _____

Date of Birth: _____ Sex: ___ Male ___ Female Ethnicity: _____

Program of Study: _____

Please answer by checking the appropriate response:

1. Do you have a disability that limits one or more major life activities? ___ Yes ___ No
2. What is the nature of the disability? (Check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Deafness | <input type="checkbox"/> Hard of Hearing |
| <input type="checkbox"/> Blindness | <input type="checkbox"/> Visual Impairment |
| <input type="checkbox"/> Mobility Impairment | <input type="checkbox"/> Learning Disability |
| <input type="checkbox"/> Traumatic Brain Injury | <input type="checkbox"/> Attention Deficit Disorder |
| <input type="checkbox"/> Autism spectrum disorders | <input type="checkbox"/> Depression |
| <input type="checkbox"/> Medical | <input type="checkbox"/> Anxiety |
| <input type="checkbox"/> Temporary | <input type="checkbox"/> Psychiatric/Emotional/Behavioral |
| | <input type="checkbox"/> Other: _____ |

What major life activity is involved? (Check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Talking/Speech | <input type="checkbox"/> Walking |
| <input type="checkbox"/> Math | <input type="checkbox"/> Climbing stairs |
| <input type="checkbox"/> Physical activities | <input type="checkbox"/> Other: |

How does this disability affect you in an educational setting?

Please read and sign below:

- It is the student's responsibility to make a disability known and to provide proper documentation (including test results) from a licensed professional describing diagnosis, limitations, and recommended academic adjustments and/or auxiliary aids
- It is the student's responsibility to request services in advance each semester.
- The student understands that academic adjustments and/or auxiliary aids are not automatically granted.

My signature below certifies that the information provided is accurate and acknowledges that I am fully aware of my responsibilities as it relates to my request for services. Failure to follow these guidelines may result in a delay or interruption of services.

Student's Signature

Date

This form is completed by the Director and student and then sent to instructors for that specific semester

APPROVED ACCOMMODATIONS FOR STUDENT WITH A DISABILITY SEM

- The form is good for one semester only.
- The student meets with the Director of Dis Services at the start of Sem I and completes online in subsequent semesters
- Student reminds professor of testing in the ARC;
- Student reserves testing time and room in ARC

Student:

Temporary disability: yes/no

Professor(s)/Instructor(s)

CLASSROOM MODIFICATIONS APPROVED:

Interpreter	Special seating
Captioned videos	Emergency plan for evacuation
Taping lectures	Spelling not graded for in class writing
Note taker	Other accommodations specified:
Adaptive chair/table	
In class aide	

TESTING ACCOMMODATIONS APPROVED:

Testing times are reserved by the student with the Administrative Assistant in the ARC. Tests are to be taken at the same time as class unless other arrangements are approved by the instructor.

1½ times for test/quizzes	Notetaker	Adaptive equipment:
Double time for test/quizzes	Reader	
Large print	Braille	
Calculator	Flexible test date and/or time	
No scantrons	Testing room in ARC	
Computer for essay tests		

Other accommodations needed:

Additional Recommendations by Director of Disabilities:

**I agree to schedule all tests at the same time as the class UNLESS that time does not allow the allotted time as specified in my disability. Any change in testing time must be approved by the professor.

**I will not access or receive help on tests taken in the ARC nor will I share information about test content with other students.

Student signature _____

Date: _____

Disability Services Director

Date: _____

Note: This student has provided the university with appropriate documentation. This information is confidential between the student and the Accessibility Services Director. Questions may be directed to the Accessibility Services Director @ x3194