

# Disability Services and the Ability Center for Exceptional Students Policy

This document is available in alternative formats. Please contact Vicki Fox at 906-635-2355 or [vfox@lssu.edu](mailto:vfox@lssu.edu) for more information.

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## **MISSION STATEMENT – DISABILITY SERVICES AND ACES**

Disability Services' (DS) and the Ability Center for Exceptional Students (ACES) mission is to collaborate with students with disabilities to identify, reduce, or eliminate barriers to obtaining education within the most integrated settings possible.

In pursuit of its mission, Disability Services and ACES will:

- Develop and facilitate self-advocacy, empowerment, responsibility, independence and personal growth, self-understanding of the disability, and development and use of compensatory skills in students with disabilities.
- Assure that all services at LSSU that are provided to students with disabilities are in compliance with the legal mandates regarding people with disabilities.
- Provide timely, efficient, and equitable accommodations and services when such services are required to ensure equal access to educational opportunities and services for students with disabilities.
- Promote awareness of the types of services and accommodations that are available through DS among students, prospective students, the community, and the LSSU system by contacting incoming freshman and transfer students, by presenting informational workshops, and by distributing informational material in a broad range of settings.
- Strive to maintain the academic integrity of LSSU degrees it presents by monitoring the types of academic substitutions and accommodations that are made for students with disabilities and by assuring that these accommodations are being used responsibly by both student and instructor.
- Act as a liaison between students, university faculty and staff and community organizations/agencies by assisting in negotiation of accommodations, promoting effective educational experiences for students with disabilities, and providing necessary services to enable students with disabilities to have equal access to LSSU.
- Educate the community, faculty, staff and students about disabilities and preparing them to respond to student feedback about the quality of educational accommodations each department provides to students with disabilities.
- Ensure that all students with disabilities that are being serviced by DS have appropriate updated documentation indicating the need for specific accommodations in the university setting.
- Keep abreast of current trends and issues related to individuals with disabilities and will inform the relevant faculty and staff persons of these issues.
- Refer students to other community and campus organizations when appropriate.

Lake Superior State University is committed to making individuals with disabilities full participants in its programs, services, and activities through compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008.

It is the policy of Lake Superior State University that no otherwise qualified individual with a disability shall be denied access to or participation in any program, service, or activity offered by the university.

Lake Superior State University supports equal educational opportunities for all students. Disability should not be the basis for exclusion from educational programs. All students are entitled to an accessible and supportive teaching and learning environment. DS establishes cooperative working relationships with area agencies in an effort to provide supportive resources to students with disabilities. The goal of ADA accommodation is not to optimize performance, but to level the playing field by removing obstacles to performance that are inequitable.

### **DEFINITION: What is a Disability?**

As defined by the ADA of 2008, the term disability means, with respect to an individual:

- (A) a physical or mental impairment that substantially limits one or more major life activities of such individual;
- (B) a record of such an impairment; or
- (C) being regarded as having such an impairment.

THE DEFINITION OF DISABILITY.—The definition of ‘disability’ in paragraph (1) shall be construed in accordance with the following:

- (A) The definition of disability in this Act shall be construed in favor of broad coverage of individuals under this Act, to the maximum extent permitted by the terms of this Act.
- (B) The term ‘substantially limits’ shall be interpreted consistently with the findings and purposes of the ADA Amendments Act of 2008.
- (C) An impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability.
- (D) An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.
- (E)(i) The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as—
  - (I) medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eye glasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;
  - (II) use of assistive technology;
  - (III) reasonable accommodations or auxiliary aids or services; or
  - (IV) learned behavioral or adaptive neurological modifications.
- (ii) The ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether an impairment substantially limits a major life activity.
- (iii) As used in this subparagraph—
  - (I) the term ‘ordinary eyeglasses or contact lenses’ means lenses that are intended to fully correct visual acuity or eliminate refractive error; and
  - (II) the term ‘low-vision devices’ means devices that magnify, enhance, or otherwise augment a visual image.

As used in this Act:

- (1) **AUXILIARY AIDS AND SERVICES.**—The term ‘auxiliary aids and services’ includes—
- (A) qualified interpreters or other effective methods of making aurally delivered materials available to individuals with hearing impairments;
  - (B) qualified readers, taped texts, or other effective methods of making visually delivered materials available to individuals with visual impairments;
  - (C) acquisition or modification of equipment or devices; and
  - (D) other similar services and actions.

Disabling conditions can include, but are not limited to, the following:

AIDS/HIV	Cerebral Palsy(CP)	Missing or Deformed Limb
Alcohol or Other Drug Disorder	Cystic Fibrosis	Multiple Sclerosis
Amputation	Deaf or Hard of Hearing	Muscular Dystrophy
Arthritis	Depression	Myofascial Disorder
Attention Deficit Disorder	Diabetes	Paraplegia or Quadriplegic
Autism	Epilepsy	Post Traumatic Stress Disorder
Back Injury	Fibromyalgia	Respiratory/Pulmonary/Allergies
Blindness or Visual Impairment	Hemophilia	Specific Learning Disability
Brain Injury	Hip/Knee/Other Joint Dysfunction	Spinal Cord Injury
Cancer	Kidney Failure	Stroke
Carpal Tunnel(Repetitive Use Syndrome)	Mental Illness	
	Mental Retardation	

## **THE INDIVIDUAL RIGHTS DEFINED**

Individuals with disabilities have a right to:

- request accommodations and receive reasonable accommodations while waiting for their documentation to be received by Disability Services. Disability Services will provide one semester of appropriate and reasonable accommodation without, or with limited, documentation but reserves the right to discontinue all accommodations if a student’s documentation is not received after one full semester;
- receive appropriate and reasonable accommodations to meet their needs in order to fully participate in or benefit from the university’s programs, services and activities in a non-discriminatory, integrated manner; and,
- discover and develop their capacity for self-sufficiency and self-advocacy.

LSSU’s Disability Services and ACES offers services to both students and faculty as detailed below.

### **Services for Students**

We assist students by:

- Providing information to students seeking disability services on campus.
- Verifying student documentation to establish eligibility for disability related services.
- Providing a Letter of Accommodation for students to present to faculty that includes accommodations identified for individual students.
- Providing support to students with disabilities via counseling, advocacy, referral etc.
- Coordinating and administering accommodated exams in the DS Testing Room.

- Providing disability-related technical assistance, auxiliary aids/services, etc.
- Clarifying student and faculty roles and responsibilities

### **Services for Faculty**

We assist faculty and staff by:

- Verifying disabilities and identifying appropriate testing and classroom accommodations.
- Arranging specialized accommodations for alternative tests (e.g., adaptive equipment, scribes).
- Providing information on disability related issues.
- Clarifying student and faculty roles and responsibilities.

Disability Services' duties are to carry out the following in a timely manner:

- Determine adequacy of and review documentation to determine eligibility and reasonable accommodations.
- Hear disputes, issues and concerns regarding disability services and recommend resolutions.
- Articulate and keep faculty and administration apprised of current developments and concerns.
- Nurture development of programs for campus-wide in-service.

## **FACULTY & STUDENT RESPONSIBILITIES**

### **Faculty Responsibilities**

- Understand accommodations to which students are entitled as stated in the Disability Services letter of accommodation. Letters are provided to the students no later than the end of the first week of classes, or when the student has completed the DS registration process.
- Ensure recommended accommodations are provided. If faculty has concerns or questions regarding accommodations, they should contact the Disability Services Coordinator.
- Faculty will make arrangements for the delivery of exams to the DS Office (LIB Room 103).
- Tests should be delivered at least 24 hours in advance of the examination time.
- Maintain student confidentiality and dignity.
- If a faculty member has questions or concerns, it is recommended they speak directly with the student and/or the Disability Services Coordinator as soon as possible.

### **Student Responsibilities**

At the onset of each academic year, students seeking accommodation services must:

- Indicate to DS their desire to receive accommodation services.
- Confirm that they are registered with Disability Services.
- Provide updated, relevant, or current disability documentation if requested (Costs associated with documentation are the responsibility of the student, including diagnostic testing).
- Complete forms necessary for requesting accommodation equipment (Textbook request forms, requests for 2-track or 4-track tape players etc...).
- Meet with professors to discuss individual accommodation needs.
- If a student is eligible to take exams in the DS Testing Room, in addition to notifying their professor regarding this accommodation, students must also contact the DS 24 hours in advance of the exam to secure a seat.

At the beginning of each new semester, students seeking accommodation services must:

- Completely any forms necessary for requesting accommodation equipment (Textbook request forms, requests for 2-track or 4-track tape players etc...).
- Meet with professors to discuss their accommodation needs.
- If a student is eligible to take exams in the DS Testing room, in addition to notifying their professor regarding this accommodation, students must also contact DS at least 24 hours in advance of the exam to secure a seat.

## **DISABILITY DOCUMENTATION GUIDELINES**

### **Confidentiality**

Disability Services and ACES has a responsibility to maintain confidentiality of documentation and evaluation material and may not release any part of the documentation without the student's informed and written consent, except in accordance with University academic policy and released only to appropriate State of Michigan Education Departments for the purpose of program reporting and monitoring.

### **Documentation of a Specific Learning Disability**

Consistent with the Association of Higher Education and Disability (AHEAD), this is intended to provide a common understanding and knowledge base of those components of documentation that are necessary to validate a learning disability and the need for accommodations. The information and documentation that establishes a learning disability should be comprehensive in order to make it possible for a student to be served appropriately.

Students who are seeking support services from any post-secondary institution on the basis of a diagnosed specific learning disability may be required to submit documentation to verify eligibility. Documentation of disability and related information will remain confidential and will be kept in a separate file in the appropriate office as designated by each college/university. Documentation of a learning disability consists of the provision of professional testing and evaluation including a written report, which reflects the individual's present level of information processing as well as his/her achievement level. The cost and responsibility for providing this professional evaluation shall be borne by the student.

The following guidelines are provided in the interest of assuring that the evaluation and report are appropriate for documenting eligibility and identifying reasonable accommodations. The documentation must:

1. be prepared by a licensed professional qualified to diagnose learning disabilities, which would include but not be limited to: a licensed neuro-psychologist or psychologist, learning disability specialist, personal counselors, or other appropriate professional certified to administer class "C" psychological tests. Experience in the evaluation of adults with learning disabilities is essential.
2. be comprehensive. The use of a single test and/or instrument (such as Slingerland, and Scotopic Sensitivity Screening) is not acceptable for the purposes of diagnosis. Minimally, areas to be addressed should include but not be limited to:

- a. *Aptitude.* The Wechsler Adult Intelligence Scale-Revised (WAIS-R) with subtest scores is preferred. The Woodcock-Johnson Psycho-Educational Battery Revised: Tests of Cognitive Ability is acceptable. The Leiter International Performance Scale or the Comprehensive Test of Non-Verbal Intelligence (C-TONI) is accepted when cultural bias, or hearing loss is a concern.
  - b. *Achievement.* Current levels of functioning in reading, mathematics and written language are required. Acceptable instruments include the Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Achievement Stanford Test of Academic Skills (TASK); or specific achievement tests such as the Test of Written Language-2 (TOWL-@), Woodcock Reading Mastery Tests-Revised, or the Stanford Diagnostic Mathematics Test. (The Wide Range Achievement Test Revised is NOT a comprehensive measure of achievement and therefore is not suitable.)
  - c. *Information Processing.* Specific areas of information processing (e.g., short and long term memory; sequential memory; auditory and visual perception/processing; processing speed) must be assessed. Use of subtests from the WAIS-R or the Woodcock-Johnson Tests of Cognitive Ability is accepted. (This is not intended to be an exhaustive list or to restrict assessment in other pertinent and helpful areas such as a vocational interest and aptitudes.)
3. be current. In most cases, this means within the past three to five years. Since assessment constitutes the basis for determining reasonable accommodations, it is in a student's best interest to provide recent and appropriate documentation to serve as the basis for decision-making about a student's needs for accommodations in an academically competitive environment.
  4. present clear and specific evidence, which identifies specific learning disabilities and reflects the individual's present level of functioning in processing and intelligence, as well as achievement. Individual "Learning Styles" and "learning differences" in and of themselves do not specify a learning disability.
  5. include in the report, the instruments used and procedures followed to assess the learning disabilities, test results (including subtests score data), a written interpretation of the results by the professional doing the evaluation, the name of the evaluator, and dates of testing. A list of academic accommodations which would benefit the student as the post-secondary level may also be included and helpful, but not necessary.
  6. provide sufficient data to support the particular academic adjustments requested. Requests which are not supported by documentation may not be approved without additional verification.

### **Documentation of a Psychiatric Disabilities**

Students who are seeking support services from postsecondary institutions on the basis of a psychiatric disability may be required to submit documentation to verify eligibility. Documentation of disability and related information will be kept in a separate file in the

appropriate office as designated by the institution. The cost and responsibility for providing this documentation shall be borne by the student.

For the purpose of this policy, a psychological/psychiatric disability is defined as an impairment of cognitive, educational and/or social functioning caused by a disorder as described in the *American Psychiatric Diagnostic Statistical Manual, 4<sup>th</sup> edition* (DSM IV) or successive editions.

Documentation should show current impact of the disability. The following guidelines are provided in the interest of assuring that the evaluation and report are appropriate for documenting eligibility and identifying reasonable accommodations. The report should be prepared by a qualified mental health professional. The documentation should:

1. specify the nature, severity, current impact of the disability, and anticipated duration;
2. state the diagnosis in the nomenclature used by the DSM IV or successive editions;
3. address the student's current ability to function in the college environment (e.g. ability to focus, organize one's time, attend class, work in groups or alone, etc.);
4. include medication and the current side effects that may impact the student in an educational setting.

Suggestions of reasonable accommodations with supporting evidence may be included. The final determination for providing appropriate and reasonable accommodations rests with the Disability Services office.

## **Disability Documentation for Medical and Physical Disabilities**

Students who are seeking support services from postsecondary institutions on the basis of a medical or physical disability may be required to submit documentation to verify eligibility.

Documentation of disability and related information will be kept in a separate file in the appropriate office as designated by each institution. The cost and responsibility for providing this documentation shall be borne by the student.

Medical and physical disabilities include but are not limited to: mobility impairments, Multiple Sclerosis, Cerebral Palsy, spinal cord and brain injuries, cancers, AIDS, Muscular Dystrophy, seizure disorders, and heart diseases. Any health or physical disabilities are considered to be in the medical domain and require the diagnosis by a qualified medical professional. Information describing the certification, licensure, and/or the professional training of individuals conducting the evaluation should be provided.

Documentation should show current impact of the disability. The following guidelines are provided in the interest of assuring that the evaluation and report are appropriate for documenting eligibility and identifying reasonable accommodations. The documentation should include:

- a clear statement of the medical diagnosis of the physical disability or systemic illness;
- how the disability limits a major life activity, including but not limited to walking, breathing, seeing, hearing, performing manual tasks, caring for one's self, learning, or working;

- a description of the type and severity of current symptoms and functional impact of the disability;
- a summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable;
- medical information relating to the student's needs to include the existing side effects of medication on the student's ability to meet the demands of the postsecondary environment (physical, perceptual, behavioral, or cognitive);
- a description of treatments, medications, assistive devices/services currently prescribed or in use;
- a description of the expected progression or stability of the disability over time.

Suggestions of reasonable accommodations with supporting evidence may be included. The final determination for providing appropriate and reasonable accommodations rests with the postsecondary institution.

## Documentation of Attention Disabilities

Students who are seeking support services from postsecondary institutions on the basis of an attention disability may be required to submit documentation to verify eligibility.

Documentation of disability and related information will be kept in a separate file in the appropriate office as designated by each institution. The cost and responsibility for providing this documentation shall be borne by the student.

Although the more generic term Attention Deficit Disorder (ADD) is frequently used, the official nomenclature used in the *Diagnostic and Statistical Manual of Mental Disorders*, 4th edition (DSM-IV) or successive editions, Attention Deficit/Hyperactivity Disorder (ADHD), will be used in this document.

Documentation should show current impact of the disability. The following guidelines are provided in the interest of assuring that the evaluation and report are appropriate for documenting eligibility and identifying reasonable accommodations. The report should clearly state the names, titles, professional credentials, addresses, and phone numbers of the evaluators, indicate date(s) of testing, and be on official letterhead, typed, dated, and signed. The documentation should:

1. be prepared by a *professional* who has comprehensive training in differential diagnosis and direct experience working with adolescents and adults with ADHD which may include: clinical psychologists, neuro-psychologists, psychiatrists, professional counselors, and other relevantly trained medical doctors;
2. be *current*. The provision of all reasonable accommodations and services is based upon the assessment of the current impact of the disability on academic performance. This means that the diagnostic evaluation should show the current level of functioning and impact of the disability;
3. be *comprehensive*. Minimally, areas to be addressed should include:
  - a. *evidence of early and current impairment*. Diagnostic assessment should consist of more than a self-report. Due to the fact that ADHD is, by definition in the DSM-IV,

- first exhibited in childhood and manifests itself in more than one setting, a comprehensive assessment typically includes a clinical summary of objective historical information garnered from sources such as transcripts, report cards, teacher comments, tutoring evaluations, psycho-educational testing, medical history, employment history, family history, and third party interviews when available;
- b. alternative diagnoses or explanations should be ruled out.* Possible alternative diagnoses including medical, psychiatric disorders, and educational or cultural factors affecting the individual that may result in behaviors mimicking ADHD should be explored;
  - c. testing information must be relevant.* Test scores or subtest scores alone should not be used as a sole measure for the diagnostic decision regarding ADHD. Selected subtest scores from measures of intellectual ability, memory functions tests, attention or tracking tests, or continuous performance tests do not in and of themselves establish the presence or absence of ADHD. Checklists and/or surveys can serve to supplement the diagnostic profile, but in and of themselves are not adequate for the diagnosis of ADHD;
4. *if applicable, present a specific diagnosis of ADHD based on the DSM-IV diagnostic criteria.* The diagnostician should use direct language in the diagnosis of ADHD, avoiding the use of such terms as “suggests,” “is indicative of,” or “attention problems”;
  5. *provide a comprehensive interpretive summary synthesizing the evaluator’s judgment for the diagnosis.* The report should include: all quantitative information in standard scores and or percentiles, all relevant developmental, familial, medical, medication, psychosocial, behavioral and academic information; and a clear identification of the substantial limitation of a major life function presented by the ADHD.

Suggestions of reasonable accommodations with supporting evidence may be included. The final determination for providing appropriate and reasonable accommodations rests with the postsecondary institution.

### **Disability Documentation for Vision Disabilities**

Students who are seeking support services from postsecondary institutions on the basis of a vision disability may be required to submit documentation of a disability to verify eligibility. Documentation of disability and related information will be kept in a separate file in the appropriate office as designated by each institution. The cost and responsibility for providing this documentation shall be borne by the student.

The definition of legal blindness is vision that can only be corrected to the acuity of 20/200 or higher. Another criterion is peripheral vision measuring 20 degrees or less. However, students not diagnosed as legally blind may be eligible and need accommodations. Other vision issues to consider include, but are not limited to, tracking, extreme photosensitivity, nystagmus, eyelid muscle issues, or low vision.

Documentation should show current impact of the disability. The following guidelines are provided in the interest of assuring that the evaluation and report are appropriate for documenting eligibility and identifying reasonable accommodations.

Any vision loss evaluation would be considered to be in the medical domain and require the expertise of a qualified licensed eye care professional. The documentation should include:

- the date of most recent visit, diagnosis of the eye disorder, and its pathology specific to this individual;
- a brief description of the severity of the vision loss, and current impact or limitations;
- include any medically relevant testing results;
- a description of assistive devices or services currently prescribed or in use, including the possible effectiveness of these devices or services in an educational setting;
- a description of the expected progression or stability of the vision loss over time.

Suggestions of reasonable accommodations with supporting evidence may be included. The final determination for providing appropriate and reasonable accommodations rests with the postsecondary institution.

### **Documentation of a Hearing Disability**

Students who are seeking support services from postsecondary institutions on the basis of a hearing loss may be required to submit documentation to verify eligibility. Documentation of disability and related information will be kept in a separate file in the appropriate office as designated by each institution. The cost and responsibility for providing this documentation shall be borne by the student.

A hearing loss can range from mild to profound. Each student's hearing loss, background, course of study, and language preferences will be considered when determining appropriate classroom accommodations. Students' self perceptions and communication strengths are often at variance with external measures of hearing loss.

Any hearing loss evaluation would be considered to be in the medical domain and require the expertise of a credentialed audiologist (CCC – Certificate of Clinical Competence). Information describing the certification, licensure, and/or the professional training of individuals conducting the evaluation should be provided.

Documentation should show current impact of the disability. The age of acceptable documentation is dependent upon the stability of the hearing loss. The following guidelines are provided in the interest of assuring that the evaluation and report are appropriate for documenting eligibility and identifying reasonable accommodations. The documentation may include:

- a copy of the audiology report;
- a brief description of the severity of the hearing loss;
- a description of assistive devices/services currently prescribed or in use, including the possible effectiveness of these devices or services in an educational setting;
- a description of the expected progression or stability of the hearing loss over time.

Suggestions of reasonable accommodations with supporting evidence may be included. The final determination for providing appropriate and reasonable accommodations rests with the postsecondary institution.

## TESTING - RIGHTS AND RESPONSIBILITIES

TESTING LOCATION: Accommodated testing will be done primarily in Room 128 of the KJS Library. Should the testing location ever be changed to an alternate location, a sign will be posted on the door of Room 128. The sign will include directions to the alternate location.

### Scheduling of Tests

- Tests can be scheduled either in person, by telephone, or by email.
  - In person: Go to Room LIB. 103 to schedule your appointment.
  - By telephone: On campus, call the Disability Services office at extension 2355, from off campus, call 906-635-2355. If your call is not answered, please leave a message on the voice mail system.
  - By E-mail: Send an e-mail to Vicki Fox, at [vfox@lssu.edu](mailto:vfox@lssu.edu)

### When scheduling a test, please be prepared to provide the following information:

- Give your first and last name
- Give the course number (I.e., EN 110) and name of your course instructor
- Give the date and time the class is scheduled to take the test and the date and time you will take the test
- Give the accommodations that you will need for this test (I.e., extended time, quiet or isolation room, computer, enlargements, reader, scribe, etc.)

### A 24 hours advance notice is suggested for testing services.

Accommodated tests should be taken at the same time your class takes its exam. Exceptions to this are as follows:

- If your class time is at a time that the testing staff simply cannot offer the test, you may be asked to schedule the test at another date and time. **This requires the approval of your instructor in advance.**
- If you have consecutive classes that cause a conflict (I.e., your extended time would make you late for your next class). **This also requires approval of your instructor.**
- If a conflict occurs regarding the test time that is scheduled that cannot be resolved contact Vicki Fox for a resolution **prior to the testing date.**

Many professors will list the test dates on their course syllabi. Syllabi are usually received on the first day of the class. To help with the scheduling process, please contact Disability Services at extension 2355 and set up your testing schedule for the entire semester as soon as you receive the syllabi.

### Student's Responsibilities

You will be given a letter by Disability Services that states what accommodations you are entitled to receive. It is **your responsibility** to provide this letter to your professors and to

**personally notify your professors each and every time that you will be taking your tests in the accommodated testing center and not in the classroom. You must remind your instructor of your testing needs several days before each test to make sure the test gets to the accommodated testing center in a timely manner.**

- You must bring a Picture ID to the testing center each time you come to test.
- You must leave your backpacks, coats, hats, cell phones, laptop computers, PDAs, infrared devices, watches with alarms, and all other electronic devices in a designated area during testing.

### **Faculty's Responsibilities**

Instructors are responsible for delivering tests to Disability Services, or making other arrangements for getting the test to the center. If the accommodation needed for a particular exam requires Disability Services to alter your exam (example: increasing the font size, converting to audio format, etc.) then the test must arrive at least two days in advance of the scheduled test date.

### **Test Scheduling Conflict Issues**

Students may encounter scheduling conflicts when scheduling a time for the administration of modified tests. Extended test time may not interfere with another regularly scheduled class. With this in mind, test start times may be moved forward or back from your regular start time to allow the student the extended time for test completion.

If you are giving quizzes followed by lecture, please devise a plan by which the student will get extended time on the quizzes without missing lecture.

### **The Testing Must Remain as Quiet as Possible at All Times**

- When a student is taking an exam, proctoring will occur in one of the following ways:
  - A testing proctor will monitor by physically being in the room.
  - A testing proctor will monitor with a camera and monitoring system.

## **CODE OF CONDUCT**

Disability Services operates on the assumption that both examinee and Disability Services have a mutual appreciation for a testing environment, which maintains the integrity of the highest principles of standardized administration. Therefore, it is mutually understood that any examinee who is conducting any type of behavior, which jeopardizes this integrity, may be asked to leave. Furthermore, when an examinee chooses to jeopardize the integrity of a fair and honest test administration, it is understood that the examinee has chosen to put Disability Services staff in a position where they have no other alternative than to make a record of the unacceptable behavior and report such to the appropriate authorities on campus which have a legitimate and purposeful role relationship to the recorded incident. Such authorities could range from faculty and staff, who require the testing, to the University's Dean of Students (vice President for Student Services) and/or the Provost. Consequences of unacceptable behavior could range from probationary warnings to expulsion from the University.

## **POLICY FOR REDUCED COURSE LOADS**

Requests may be made so that a disabled student who is carrying less than 12 credits may be considered as carrying a full time course load for the purposes of determining eligibility for recognition on the dean's list.

Disability Services can also submit a letter to a student's insurance company which defines this full time status for insurance purposes.

Disability Services will take into account the particular academic demands of the courses carried in a given semester, and the particular disabilities that are documented on file in the Disability Services office.

1. Requests for reduced course loads are submitted to Disability Services with supporting documentation. Supporting documentation must include a diagnostic evaluation from an appropriate professional that is recent enough to evaluate the current impact of the disability.
2. Disability Services assesses the documentation in the light of demands of the student's current or proposed schedule.
3. The potential consequences of the reduced course load on progress towards graduation, financial aid, billing, medical insurance, etc. will be explained to student by the Coordinator. Disability Services will indicate the approved reduced course load and explain that this credit load will be considered as the student's minimum credit load for full time status for the semester in question. In addition, the student cannot drop below the approved credit load without placing his/her full time status in jeopardy.
4. Notification of the reduced course load approval will be sent to the student's insurance provider, Registrar, Financial Aid, Student Life, Provost, Admissions, and the student's Academic Advisor.
5. At the recommended credit load, the student will be considered as full time and entitled to the same services, benefits, rights, privileges and responsibilities of full time status.
6. Financial Aid Services may adjust the student's bill according to its refund policies. Financial Aid Services may determine whether other charges (activity fees, room board, etc.) may be affected by this accommodation.
7. Based on the billing adjustments and reduced credit load the student's financial aid may be adjusted. Within the limits of Federal financial aid regulations, effort will be made to ensure that the student does not incur additional costs.

## **ABSENCE POLICY**

The Americans with Disabilities Act (ADA) does not require universities to grant unlimited absences as a reasonable accommodation. The ADA only requires that students with disabilities have equivalent opportunities as their non-disabled peers to access the attendance policies established by their instructors. The DS Coordinator can ask for empathy and leniency in light of each student's individual situation.

### **WHAT FACULTY SHOULD TO KNOW ABOUT ATTENDANCE AND STUDENTS WITH DISABILITIES**

In some cases, a student who is registered with Disability Services may qualify for consideration for class absences. This accommodation is most frequently granted for a student who has a documented chronic health problem which occasionally causes them to be absent from class. Faculty set their own attendance policies; the accommodation is simply a request for some

flexibility in the policy. The amount of flexibility will depend on the nature of the class and whether class participation is a factor in the final grade. Students who are eligible for this accommodation are responsible for completing all coursework. This accommodation is not a "blank check" which allows students to miss a large number of classes for any given course. A student with excessive absences in a class should consult with the instructor about dropping the course with incomplete grade where appropriate. If an instructor believes that a student has missed so many classes that he or she cannot possibly catch up and adequately fulfill the course requirements, then it is absolutely permissible to recommend the student drop the class or assign an incomplete grade and allow the student to make up the work after the end of the semester. As long as policies and procedures are applied in a non-discriminatory manner, then they meet obligations under the ADA.

### **Criteria for considering requests of absenteeism as accommodation**

The Office for Civil Rights (OCR) has found that attendance can be an essential aspect of a course or program. But OCR has also stated that each request should be evaluated individually. Criteria for consideration follow:

1. Is the absence a direct result of the student's disability?
2. Does the faculty member consider attendance as an essential aspect of the course?
3. Is it reasonable to deny the accommodation?
4. Is the attendance policy equally applied?

In determining the essential aspects of the course consider the following questions:

1. Is there classroom interaction between the instructor and the students and among students?
2. Do student contributions constitute a significant component of the learning process?
3. Does the fundamental nature of the course rely upon student participation as an essential method of/for learning?
4. To what degree does the student's failure to attend constitute a significant loss to the instructional experience of other students in the class?
5. What does the course description or syllabus state?
6. What is the method by which the final course grade is calculated?
7. What are classroom practices and policies regarding attendance?

## **PERSONAL CARE ATTENDANT POLICY**

Lake Superior State University makes every reasonable effort to accommodate individuals with disabilities as addressed by the Americans with Disabilities Act. In keeping with this commitment, personal care attendants will be allowed entrance into the classroom. Disability Services (DS) has issued this statement:

An otherwise qualified student who requires attendant care services must make arrangements to provide for his/her own attendant care service. The College does not assume coordination or financial responsibilities for personal care attendant services.

The student and attendant will sign LSSU's Personal Care attendant agreement form. Copies will be provided for the student, attendant, instructor, and DS office.

Attendants are expected to follow the following guidelines.

- Personal attendants will perform personal care duties such as turning pages, retrieving books, taking off coats, etc. DS staff, not the personal care attendant, will be responsible for assuring that all classroom accommodations such as note taking or in-class writing are provided.
- Any problems or concerns about the student's performance or attendance should be directed to the student.
- Personal attendants are not responsible for the student's progress or behavior.
- Attendants should not carry on conversation with the student during class.
- Attendants should not actively participate in the class or in conversations between the student and faculty, staff, or other students.
- Attendants should not discuss any confidential information about the student with faculty, staff, or other students.
- Attendants will follow the University Code of Ethics. (See current University Catalog.)

## **CALCULATOR USE POLICY**

The Office of Civil Rights ruled that calculators can be used on admission tests that do not test basic arithmetic. Students with mathematic learning disabilities are allowed to use calculators on all mathematics tests except those tests involving arithmetic calculations and fundamental computations.

## **STATEMENT REGARDING EXPOSURE TO ALLERGENS OR CHEMICAL IRRITANTS**

Every effort will be made of ensure the safety of students. With this in mind, if you have any known allergies or chemical sensitivities you must notify your instructor immediately. Great effort to prevent exposure to an allergen or chemical irritant will be made; however, the University and its staff cannot guarantee that students will not be exposed to those allergens or irritants. Students should be proactive in determining whether or not allergens or chemical irritants may be present at a particular site.

## **ACCESSIBILITY ON THE LSSU CAMPUS**

While most buildings are handicap accessible there are a few buildings which are not. Because of their historical status many buildings on the campus cannot be significantly changed. This includes changes that would make them accessible to everyone. Below is a listing of both accessible and inaccessible campus buildings. If you need to meet with someone whose office is in an inaccessible building, just give them a call and they will be happy to arrange to meet with you in an accessible location.

### **Fully Accessible Buildings:**

Arts Center (College of Arts, Letters & Social Science Office, Faculty Offices, Classrooms, Art Gallery, Performing Arts Auditorium, Black Box Theater)  
 Center for Applied Sciences and Engineering (Administrative Computing, Classrooms, Engineering, Graphics, Mathematics & Computer Science Department, Public Relations, Webmaster)  
 Central Heating Plant

Crawford Hall of Science (Biology, Café a la Carté, Chemistry & Environmental Sciences, Classrooms, Computer Labs, Kemp Museum, Geology & Physics, Gleason Environmental Institute, Natural Sciences, Nursing, Planetarium, Education, Elementary and Secondary Education)

Fletcher Center for Student Services (Business Operations (payment plans & billing information), Financial Aid, Registrar, Student Service Counter (parking, cashier & scheduling information))

Health CARE Center (Health services & HIV counseling)

James Norris Center (Departments of Athletics, Criminal Justice/Fire Science, Recreation Studies/Exercise Science, Bud Cooper Gymnasium, Classrooms, Concessions, Pool, Student and Public Recreation, Taffy Abel Arena, Fire Arms Range, Racquet Ball Courts, Student Activity Center)

Kenneth J. Shouldice Library (Audio-Visual, Cappuccino Corner, Classrooms, Computer Labs, Counseling Services, Career Services, Disability Services, Extended Learning, History & Humanities Department, Interactive Television Center, Learning Center, Library, Social Sciences Department, Study Rooms, Resource Center for Students with Disabilities, Testing Services)

Leno A. Pianosi Maintenance Center (Maintenance, Motor Pool, Receiving)

South Hall (Currently unused)

The Student Village – B, C, & D Towers (Student Residence)

Cisler Student and Conference Center (Catering, Cisler & ID Office, Compass (student newspaper), Computer Labs, Conference/Meeting Rooms, Food Services, Grill 155 & The Galley, Housing, Marketing & Summer Camp Coordinator’s Office, Peacock Cove, Quarterdeck, Campus and Residence Life Offices, Student Activities Board Office, Student Government Office, WLSO Radio Station, Vice President of Student Affairs)

### **Partially Accessible Buildings:**

Michigan Hall – Child Development Center (The bathroom is not accessible)

### **Inaccessible Buildings:**

Administration Building (Academic Computing, Administrative Offices, Human Resources, Institutional Research Analyst, Mailroom, Network & Telecommunications Administrator, Payroll, Provost & Vice President for Academic Affairs, Purchasing, Security, Vice President of Enrollment Services, University President)

Brady Hall (Student Residence, Upward Bound)

Brown Hall (Education Department)

Chippewa House (Student Residence)

East Hall (Currently unused)

Easterday House (Student Residence)

Erie Hall (Student Residence)

Eskoonwid Endaad (Native American Student Center)

Gate House (Currently unused)

Hillside House (Admissions Office)

Huron Hall (Currently unused)

Laker House (Student Residence)

Lukenda Alumni House (Alumni Relations, Foundation)

Marquette Hall (Currently unused)

Moloney Hall (Student Residence)

Neveu Hall (Student Residence)

Ontario Hall (Honors Program, Student Residence)  
Osborn Hall (Student Residence)  
President's Residence  
Ryan House (Student Residence)  
Townhouses (Student Residence)