



Office of Student Learning Services Handbook for Students with Disabilities

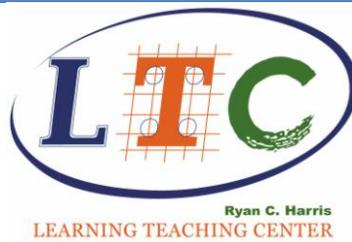


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Welcome & Mission

The University of Dayton is committed to including individuals with disabilities as full participants in its programs, services and activities through compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendment Acts (ADAAA) of 2008.

The mission of the Ryan C. Harris Learning Teaching Center Office of Student Learning Services (SLS) is to ensure that qualified students with disabilities have equal access to educational opportunities at the University of Dayton so they can participate freely and actively in all facets of University life. We provide access to programs and services.

Office hours

Monday- Thursday 8:30 AM - 7:00 PM*

Friday 8:30 PM - 4:30 PM

Please call and schedule your appointment in advance

*Open until 7:00 PM Fall and Spring Semester when classes in session. All other dates, we close at 4:30 PM.

Contact Information

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Disability Registration Process

How to Register as a Student with a Disability

Students with disabilities who wish to receive reasonable accommodations for their condition must first register with the Office of Student Learning Services (SLS). Eligibility for services through SLS is determined by a case by case situation and provided based on appropriate documentation by a qualified diagnostician that provides proof and/or continual treatment for a disability and/or chronic medical condition, which may warrants academic adjustments. We evaluate the provided documentation based on many factors, make an eligibility determination under disability legislation for post-secondary institutions and then suggest reasonable accommodations, if appropriate.

Please be aware that the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (ADA) and its Amendments of 2008 (ADAAA) standards are different than those of the Individuals with Disabilities Education Improvement Act (IDEA) which is typically used to determine eligibility for accommodations in elementary and secondary schools. Consequently, it is possible that someone who received accommodations in a K-12 setting may not be eligible to receive similar accommodations at the post-secondary institution.

Post-Secondary Guidelines ask for a description of substantial limitations to a relevant major life activity (e.g., caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working) and/or the operation of a major bodily function (e.g., functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions) resulting from the student's diagnosed impairment as supported by objective test results with relevant information. Documentation must be current which varies from one diagnosis to another.

SLS suggests that potential students with disabilities forward disability verification as soon as possible, following admission to the university. Disability verification must comply with University of Dayton policies; thus, early submission of documents facilitates a smooth transition if there is a need for clarification of the condition via re-evaluation or update. Please note that the University of Dayton cannot approve reasonable accommodations retroactively; hence, timely submission of disability verification is necessary to ensure reasonable accommodations considerations.

Admission to the University of Dayton is a separate process than registration with SLS. Potential students with disabilities are not required to submit disability verification to the Office of Admissions. All potential students for the University of Dayton must meet entrance criteria. SLS serves students after they have officially been admitted into the University by providing access to programs and services.

Verification of a Disability

In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act (ADAAA) of 2008, the University of Dayton does not discriminate against students or employees with disabilities. Efforts are made to arrange effective accommodations for any qualified person with a disability. Under the above legislation, students with disabilities are required to provide documentation to post-secondary institutions in order to receive accommodations. Any cost associated with securing this documentation is also the responsibility of the student. The Office of Student Learning Services' Disability Staff would be happy to speak with a student, parent, or diagnostician about the specific needs for verification of a disability in the post-secondary environment.

General Verification Guidelines:

The information below provides general guidelines for disability verification. Disability specific information is available on our website under Resources & Information (<http://learningservices.udayton.edu/prospective/disability/verify/guidelines.html>).

The dimensions of good documentation discussed below are suggested as a best practices approach for defining complete documentation that both establishes the individual as a person with a disability and provides a rationale for reasonable accommodations. By identifying the essential dimensions of documentation, institutions allow for flexibility in accepting documentation from the full range of theoretical and clinical perspectives. This approach will enhance consistency and provide stakeholders (students, prospective students, parents and professionals) with the information they need to assist students in establishing eligibility for services and receiving appropriate accommodations. (Resource: <http://www.ahead.org>)

1. **The credentials of the evaluator(s):** The best quality documentation is provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is expected (e.g., attention deficit might be best documented by a licensed psychologist following the Diagnostic Statistical Manual of the American Psychiatric Association, but not necessarily a physician).
2. **A diagnostic statement identifying the disability:** Quality documentation includes a clear diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition. While diagnostic codes from the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Classification of Functioning, Disability and Health (ICF) of the World Health Organization are helpful in providing this information, a full clinical description will also convey the necessary information. Diagnostician should use direct language; avoiding such terms as "appears", "suggests" or "is indicative of" as these statements do not support a conclusive diagnosis. Individual "learning styles", "learning differences", "academic problems", and "test difficulty/anxiety" in and of themselves do not constitute a disability.
3. **A description of the diagnostic methodology used:** Quality documentation includes a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with the norming population based on age and identified in narrative summary) within the report is recommended. Example, testing based on adults and not children. Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended. Methods may include formal instruments, medical examinations, structured interview protocols, performance observations and unstructured interviews. If results from informal, non-standardized or less common methods of evaluation are reported, an explanation of their role and significance in the diagnostic process will strengthen their value in providing useful information.
4. **A description of the current functional limitations:** Information on how the disabling condition(s) currently impacts the individual provides necessary information for both establishing a disability and identifying possible accommodations. A combination of the results of formal evaluation procedures, clinical narrative, and the individual's self report is the most comprehensive approach to fully documenting impact. The best quality documentation is thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency and pervasiveness of the condition(s). In addition, it is important for the diagnostician to recognize that need for accommodations changes over time and is not always identified through the initial diagnostic process. As a result, **current** information is necessary.

5. **A description of the expected progression or stability of the disability:** It is helpful when documentation provides information on expected changes in the functional impact of the disability over time and context. Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts. If the condition is not stable, information on interventions (including the individual's own strategies) for exacerbations and recommended timelines for re-evaluation are most helpful.
6. **A description of current and past accommodations, services and/or medications:** The most comprehensive documentation will include a description of both current and past medications, auxiliary aids, assistive devices, support services, and accommodations, including their effectiveness in ameliorating functional impacts of the disability. A discussion of any significant side effects from current medications or services that may impact physical, perceptual, behavioral or cognitive performance is helpful when included in the report. While accommodations provided in another setting are not binding on the current institution, they may provide insight in making current decisions.
7. **Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services:** Recommendations from professionals with a history of working with the individual provide valuable information for review and the planning process. It is most helpful when recommended accommodations and strategies are logically related to functional limitations; if connections are not obvious, a clear explanation of their relationship can be useful in decision-making. While the post-secondary institution has no obligation to provide or adopt recommendations made by outside entities, those that are congruent with the programs, services, and benefits offered by the college or program may be appropriate. When recommendations go beyond equitable and inclusive services and benefits, they may still be useful in suggesting alternative accommodations and/or services.

Disability Specific Verification Guidelines

Students requesting accommodations under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (ADAAA) of 2008 must provide documentation of a diagnosed disability that substantially limits a major life activity.

For information on a specific disability, visit our website (<http://learningservices.udayton.edu/prospective/disability/verify/guidelines.html>) or select from the choices listed below if using an electronic copy of the handbook.

- [Attention Deficit Disorder \(ADD\)/Attention Deficit Hyperactivity Disorder \(ADHD\)](#)
- [Learning Disabilities](#)
- [Pervasive Developmental Disorders \(including Asperger's Disorder\)](#)
- [Psychiatric/Psychological Disorders](#)
- [Systemic/Chronic Health Conditions](#)
- [Traumatic Brain Injury](#)

Cost of Testing:

Costs associated with diagnosing, evaluating, and testing or retesting are the responsibility of the student. For students currently enrolled at the University of Dayton, information and referral to the student Health and Counseling Center and/or other professionals in the community may be appropriate. It is the student's responsibility to verify if the professional's qualifications and ability to provide necessary information on their specific disability, if known.

The Interactive Process for Determining Reasonable Accommodations

Following successful registration as a qualified student with a disability at the University of Dayton, eligible students must meet with an Office of Student Learning Services (SLS) Disability Staff to begin the interactive process for determining reasonable accommodations. During this meeting, SLS Disability Staff discusses individual reasonable accommodations that the University of Dayton approves given the student's disability verification and requisite program requirements and/or policies.

During this interactive process, the student should discuss preferred reasonable accommodation delivery methods and make known any additional reasonable accommodation requests not mentioned in the student's disability verification, if applicable.

To facilitate continuity of services for qualified and registered students with disabilities, SLS distinguishes two types of reasonable accommodation categories: academic and non-academic which are described later in this document.

Rights and Responsibilities

Eligible Students have the right to:

- Timely and effective implementation of reasonable accommodations after consultation with the Office of Student Learning Services (SLS).
- Confidentiality of disability verification regarding their disability unless the student agrees in writing to release specific information to specific persons or as otherwise required by law and/or university policy.
- Equal access to programs and services offered throughout the campus.
- Support from SLS when the student has made known the need for reasonable accommodations to a professor or staff member but the accommodations have not been implemented.
- File an appeal or grievance with the University of Dayton Legal Affairs.
- Be free from discrimination based on disability.

Eligible Students have the responsibility to:

- Register with the Office of Student Learning Services (SLS) and provide appropriate disability verification for consideration in order to be eligible for reasonable accommodations from the University of Dayton.
- Contact SLS to request a Self-identification Form each academic term for every class enrolled.
- Inform professors or class instructors that they are registered with SLS.
- Meet with the professor of the course to hand deliver Self-identification Form and to discuss how reasonable accommodations will be implemented.
- Provide adequate notice for academic adjustments requests as reviewed, such as testing accommodations, interpreter, etc.
- Inform SLS if faculty or staff members request evidence of eligibility for reasonable accommodations or deny reasonable accommodations.
- Inform Disability Services if there are difficulties with working out arrangements for reasonable accommodations
- Fully participate in the interactive process for reasonable accommodation consideration.
- Use reasonable accommodations appropriately, timely, and in an effective manner.
- Adhere to institutional standards of conduct as outlined in the Student Standards of Behavior published by the Office of Community Standards & Civility (<http://udayton.edu/~commstds>).

Confidentiality and Release of Information

Office of Student Learning Services (SLS) is dedicated to keeping all personal student information confidential and complies with the standards set by the Family Education Records and Privacy Act (FERPA), applicable federal and/or state law and university policy. Disability verification will be maintained by SLS in a secure environment.

In general, the SLS Staff will not discuss nor release information about a student's disability and information provided about the disability unless required by federal and/or state law and/or University policy and guidelines. In addition, SLS Disability Staff will secure a signed Release of Information from the student in question before discussing any disability verification details or related information. SLS Disability Staff, in keeping with FERPA standards, will only discuss confidential information with university officials who have a compelling need to know that information in order to complete the requirements of their position. Students can designate in writing additional individuals with whom information can be shared.

Students registered with SLS have a right to review their educational records under FERPA which does not mandate the University of Dayton allow students to make photocopies of their educational records maintained by the institution. SLS generally allows students to have a copy of their disability verification upon request and appropriate identification has been verified. However, SLS reserves the right to deny copying privileges. The right to review an institution maintained student file cannot be denied and all requests for file review at SLS will be fulfilled within 5 working days.

Reasonable Accommodations

Academic Settings

For reasonable accommodations in academic settings, an eligible student will receive a Self Identification Form identifying reasonable accommodation recommendations for each class in which the student is enrolled. Due to the diversity of individual needs relating to disabilities and the uniqueness each class presents, the student must request a Self Identification Form for each academic term and for each class enrolled. In addition, eligible students must hand-deliver the Self Identification Form to the professor of the course and discuss how to implement reasonable accommodations with the professor e.g., how will extended time on the exam be addressed. Please see the Office of Student Learning Services' (SLS) website regarding Alternative Testing for more information.

If there is any concern about the need for or methods of providing reasonable accommodations, or if the student and professor cannot agree on reasonable accommodations implementation, the student should contact SLS as soon as possible for consultation. It is up to the student to utilize agreed upon reasonable accommodations in a timely and effective manner.

*Students with disabilities may conduct the initial interactive process for reasonable accommodation meeting over the phone or via e-mail only if the student is attending a University of Dayton academic program at a remote site.

Non-Academic Settings

Eligible students with disabilities may require reasonable accommodations outside of the classroom setting. Residential life, parking, and student programs represent types of non-academic settings where reasonable accommodations may be necessary. For all non-academic requests for reasonable accommodations, eligible students should contact the Office of Student Learning Services (SLS) as soon as possible to discuss the request because they may require modifications and/or adjustments and they may have additional deadlines. For example, Residence Life has a May 15 deadline prior to the fall semester for reasonable accommodation requests of first year students in housing because of the time necessary to address modified environments.

Examples of Typical Reasonable Accommodations

Eligibility for services through the Office of Student Learning Services (SLS) is determined by a case by case basis and provided based on appropriate documentation by a qualified diagnostician that provides proof and/or continual treatment for a disability and/or chronic medical condition, which may warrants academic adjustments.

Please be aware that the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (ADA) and its Amendments of 2008 (ADAAA) standards are different than those of the Individuals with Disabilities Education Improvement Act (IDEA) which is typically used to determine eligibility for accommodations in elementary and secondary schools. Consequently, it is possible that someone who received accommodations in a K-12 setting or another post-secondary institution may not be eligible to receive similar accommodations at the University of Dayton.

Specific accommodations must be pre-approved by SLS Disability Staff. This is not meant to be a list of approved accommodations for a specific student, just a list of examples.

Classroom Environments (not an exhaustive list):

- Ability to take breaks as needed
- Alternative formats for classroom materials such as electronic copies of materials, enlarged font or Braille for exams, handouts, and required reading from journal articles
- Alternative formats for required texts
- Change of classroom to an accessible location
- Faculty member facing the class when speaking and/or wearing an assisted listening device
- Permission to tape record lectures (student must provide their own tape recorder and related supplies)
- Preferential seating in the classroom
- Use of sign language interpreters/C-Printers or similar transcription service
- Use of volunteer note-takers

Laboratory accommodations (not an exhaustive list):

- Adaptive equipment, if necessary
- Individual orientations to laboratory and equipment
- Lab assistant, if necessary
- Labeling all tools and materials, if necessary, in Braille, large print, or other formats

Exam accommodations (not an exhaustive list):

- Provision to take breaks, if necessary and appropriate to the student's disability
- Reduced distraction exam environment (no environment is totally distraction free)
- Time extension on exams (50% or 100% time extension)
- Use of assistive technology for accessing and completing exams
- Use of a reader, if necessary and appropriate to the student's disability
- Use of a scribe, if necessary and appropriate to the student's disability

See Section on Testing Guidelines and Processes for more details.

Volunteer Note-Taker

Volunteer note-taking accommodations may be provided for individuals with a documented disability that interferes with their ability to take notes. See Volunteer Note Taker Guidelines and Process for more details.

Priority Registration

Some students who are registered with Office of Student Learning Services (SLS) receive priority scheduling following their first term at the University of Dayton per their academic status. Students who receive priority registration have an opportunity to register for classes earlier than students without disabilities to ensure access to courses, time and day scheduling, building and mobility considerations, and other unique disability considerations. Priority registration must be pre-approved by SLS Disability Staff. If you have questions about your priority registration status, please contact Disability Staff in the SLS. Please see the steps below for a description of this process.

- Meet with your Academic Advisor, prior to the first scheduled registration date so that you are ready to schedule classes on that date.
- Schedule as soon as possible when your "window" opens. Priority registration only enables students to register early for classes with vacancies. It does not remove or replace existing students.
- Consider your disability-related needs and issues when setting up your schedule.
 - Do you need to build time into your schedule to allow for extended test time?
 - When do classes meet and how might that impact your disability?
 - How often classes meet?
 - Do you handle back-to-back classes well or do you do better with breaks?
 - Do you perform better in classes that are shorter in duration that meet more frequently or longer classes that meet less frequently?
 - Do any current medications impact your functioning, early morning or late evening?
 - Does your disability impact a particular part of a course (e.g., taking three classes that involve a considerable amount of reading)?

SLS Disability Staff are not academic advisors, but they can assist you in balancing your course load to better address your disability needs.

Accommodation in Alternative Settings

Study Abroad

The University of Dayton offers a wide range of campus learning experiences. We currently have exchange programs available for students to study in several foreign countries. Individuals with disabilities are encouraged to plan early for these opportunities. It is important to note that programs which are supported by University of Dayton, like the Study Abroad, are also appropriate for approved academic accommodations; however, within the Study Abroad program, not all affiliated programs are experienced in providing reasonable accommodations as these do not always apply to them given that they are not covered by United States managed legislation. Students are encouraged to communicate their plans to study abroad early so that we can discuss potential methods to address reasonable accommodations. For more information about Study Abroad opportunities, visit the Center for International Programs (<http://international.udayton.edu/edabroad/index.htm>).

Remote Campus Studies

Students with disabilities, who because of the nature of the University of Dayton program, policy, or deadline, may conduct the initial interactive process for reasonable accommodation meeting over the phone or via e-mail, for those students who attend University of Dayton academic programs at remote sites and who require reasonable accommodations. Students at remote campus sites should contact the Office of Student Learning Services (SLS) and the Disability Staff at that institution to facilitate academic accommodations.

Internships / Practicum/ Student Teaching

In the event students are interested in receiving accommodations while participating in a clinical component of an educational program, please meet with Office of Student Learning Services (SLS) Disability Staff and the clinical experience professor, supervisor, and on-site supervisor well before the experience begins. It is recommended that planning begin one term prior to your scheduled experience, but at a minimum six weeks prior to starting internship, practicum or student teaching experiences. The request for accommodation must be made to, and approved by, SLS and other university officials, as necessary.

Accommodation Processes

Alternative Formats Guidelines and Processes

Alternative formats may be approved for some students with a print disability. Alternative formats include electronic textbooks, Braille textbooks and tactile images. Electronic textbooks can then be transferred into large print or audio formats. Alternative formats can also be used for test taking. If a student has requested and received alternative formats of standard print material, he or she is responsible for using the information solely for their individual use in conjunction with academic coursework at the University of Dayton. Improperly disseminating or reproducing material is strictly prohibited and may be a violation of established copyright regulations and/or academic misconduct. The University of Dayton maintains an inventory of material produced and of individuals who have received alternative format materials to prohibit unauthorized access to copyrighted materials. Students must agree to follow copyright laws prior to receipt of alternative formats. The Office of Student Learning Services can provide training on software options used for accessing alternative formats. This is required before a student can utilize alternative formats during test taking.

To make a request, visit the Office of Student Learning Services website (<http://learningservices.udayton.edu>) and follow the links to Forms/Alternative Format Request.

Volunteer Note-Taker Guidelines and Processes

Facts you should know about Volunteer Note-Takers

- Volunteer note-taking accommodations may be provided for individuals with a documented disability that interferes with their ability to take notes.
- Volunteer note-taker accommodations are provided to students as a reasonable accommodation and are administered through Office of Student Learning Services (SLS) and based on verification of the disability.
- A volunteer note-taker can be acquired in the following ways: the student may ask the instructor to identify or request a volunteer from the class who is willing to take notes on the student's behalf or the student may directly request a peer to take notes on his or her behalf. If this is unsuccessful, the student should contact SLS for additional assistance.
- It is the student's responsibility to request a volunteer note-taker in a timely fashion.
- Students are encouraged to request a volunteer note-taker within the first two weeks of class.
- Carbonless paper can be obtained from SLS to supply the volunteer note-takers.
- It is the responsibility of the student with a disability to collect notes daily from his or her volunteer note-taker at the end of each class.
- The student with a disability is still responsible for taking his or her own notes. Volunteer note-taking is intended for supplemental use, not as a replacement for the note-taking itself.
- A copy of class notes is not a substitute for class attendance.
- Students who withdraw from classes, in which they are receiving notes, must notify the volunteer immediately.

Why is the relationship between you and your volunteer note-taker important?

This relationship between you and your note taker is very important! The note taker is providing a service for you. It is important that you work with your volunteer note-taker to make these notes the best possible notes for you. Your feedback will help the note-taker know how to improve the notes they take. If you feel your notes are excellent and no improvements could be made, please tell your note taker. Let him/her know they are doing a good job. This will help them have pride in their work.

How do you know if your notes are good?

- Can you read them?
- Do they include important information from lectures?
- Do they include information that was written on the board, overhead etc?
- Do they include homework assignments?

If you answer no to any of these questions and cannot resolve the issue with your volunteer note-taker, it is your responsibility to ask someone else to fulfill this role. However, note-taking is a reflection of that individual's knowledge base and perception of importance of the material. This perception may be different than your own. Again, this difference reflects the importance of taking your own notes.

Testing Guidelines and Processes

Extended time and distraction reduced environment

- Students with disabilities that affect test taking in the classroom may require extended test time and a distraction-reduced area for testing. If the faculty and you agree that a suitable space is available in the department area that will allow for distraction-reduced testing and extended time, then this is a perfectly acceptable solution. If no area is available to ensure these accommodations, students with such needs may schedule an appointment to take the test in the Office of Student Learning Services (SLS) located in Room 023 of the LTC.
- You will need to schedule an appointment for each test that you plan to take in the SLS. Students are encouraged to schedule their examinations within the first two weeks of the term based on the syllabus provided by the professor. Tests should be scheduled at the beginning of the term based on your syllabus. Ideally, tests should be scheduled at least five (5) business days in advance; at a minimum, tests must be scheduled by 8:00 AM two (2) business days prior to each test. All tests must be scheduled on-line. (See note below regarding final examinations.) Changes in examination day/date require pre-approval in writing from your professor initiated by student. Neither the professor nor SLS are obligated to provide testing accommodations for requests made outside of the established timelines.
- **Final Exams** require two weeks advanced scheduling and utilize block scheduling starting at 8:30 AM (for final exams with a start time between 8:00 AM and 12:00 PM) and 12:30 PM (for final exams with a start time is between 12:01 PM and 4:30 PM). Prior arrangements can be made for final exams that are scheduled during the evening hours (for final exams with a start time 4:31 PM or later). SLS will make every effort to meet your requested test time based on staff, proctor, testing space availability and if scheduled appropriately.
- Should extra time be indicated as a necessary accommodation, you may need to schedule a different time, other than the class time for your test to prevent you from missing a class schedule immediately before or after the regular class time. The test will be scheduled at the time requested if possible, or at the nearest time available. Communication with your professors regarding start times different from the class is strongly encouraged.

- You and the faculty member need to discuss a method for getting the test to SLS. It is preferable that faculty email tests to disabilityservices@udayton.edu or deliver and pick up the tests. Under special circumstances, SLS will deliver completed tests as designated. All rescheduling of appointments must have instructor and SLS approval.
- Strictest confidentiality and handling of test materials is followed by SLS. All tests are maintained in a locked file with very limited access. Absolutely no copying or master is kept on file.

Please visit our website at <http://learningservices.udayton.edu/> for on-line scheduling. For additional assistance contact SLS via 937-229-2066 (phone), 937-229-2059 (TTY) or disabilityservices@udayton.edu (email).

Assistive technology, adaptive equipment and/or other access assistance

- Some students with disabilities may require specialized accommodations to complete exams. Examples of accommodations for this purpose can include, but are not limited to: test readers, test scribes (writers), the use adaptive equipment, or interpreters for the Deaf. Adaptive equipment, most often, is specialized computer software that will allow the student to access information and complete tests independently.
- Students with such needs may arrange for these accommodations through the Office of Student Learning Services (SLS) located in Room 023 of the LTC. These arrangements should be scheduled for testing to occur during normal office hours. For testing after normal office hours, seek prior approval by contacting the Testing Coordinator SLS via 937-229-2066 (phone), 937-229-2059 (TTY) or disabilityservices@udayton.edu (email).
- You will need to schedule an appointment for each test that you plan to take in the SLS. Students are encouraged to schedule their examinations within the first two weeks of the term based on the syllabus provided by the professor. Changes in examination day/date require pre-approval in writing from your professor initiated by student.
- You should schedule your tests five (5) days in advance of the test time. Please visit our website at <http://learningservices.udayton.edu/> for on-line scheduling. For additional assistance contact SLS via 937-229-2066 (phone), 937-229-2059 (TTY) or disabilityservices@udayton.edu (email). You should schedule your tests five (5) days in advance of the test time for tests offered during the semester. (See note below regarding final examinations.) Changes in examination day/date require pre-approval in writing from your professor initiated by student. **All tests must be scheduled no later than 8:00 a.m. two business days prior to a test. Tests scheduled with less notice may not be accommodated by the Office of Student Learning Services.**
- **Final Exams** require two weeks advanced scheduling and utilize block scheduling starting at 8:30 a.m. and 12:30 p.m. If your examination is scheduled to begin between 8:00 am and 12:00 pm, you should schedule your examination for the 8:30 am block. If your examination is scheduled to begin between 12:01 pm and 4:30 pm, you should schedule your examination for the 12:30 am block. Prior arrangements can be made for exams that are scheduled during the evening hours e.g., a start time 4:31 pm or later.
- Should extra time be indicated as a necessary accommodation, you may need to schedule a different time, other than the class time for your test to prevent you from missing a class schedule immediately before or after the regular class time. The test will be scheduled at the time requested if possible, or at the nearest time available. Communication with your professors regarding start times different from the class is strongly encouraged.
- You and the faculty member need to discuss a method for getting the test to SLS. It is preferable that faculty email tests to disabilityservices@udayton.edu or deliver and pick up the tests. Under special circumstances, SLS will deliver completed tests as designated. All rescheduling of appointments must have instructor and SLS approval.

- Strictest confidentiality and handling of test materials is followed by SLS. All tests are maintained in a locked file with very limited access. Absolutely no copying or master is kept on file.

Please visit our website at <http://learningservices.udayton.edu/> for on-line scheduling. For additional assistance contact SLS via 937-229-2066 (phone), 937-229-2059 (TTY) or disabilityservices@udayton.edu (email).

Standardized Testing

If special accommodations (such as extra time, cassette version, Braille, etc) is needed for nationally standardized tests (PRAXIS, MPRE, GRE, GMAT, LSAT, etc.) applicants should contact the corresponding testing agency directly or refer to their webpage to determine their requirements, forms, documentation guidelines, and time frames for eligibility determination. Documentation will be kept on file in the Office of Student Learning Services office for five years post graduation. Please note, eligibility for Disability Services at the University of Dayton, does not ensure eligibility for accommodations on standard tests or other post secondary institutions. For completion of verification forms students should schedule a face-to-face meeting with the Office of Student Learning Services Disability Staff. During this meeting, SLS Disability Staff will review the documentation guidelines of the governing body to determine if and to what extent we can assist in the process. The student is responsible for ensuring timeframes etc as outlined by the governing body.

Assistive Listening Device (ALD) Guidelines and Processes

An assistive listening device (ALD) is any type of device that can help you function better in your day-to-day communication situations. They are utilized by students who are in need of amplification in the classroom. An ALD can be used with or without hearing aids to overcome the negative effects of distance, background noise, or poor room acoustics.

The Office of Student Learning Services has limited ALD's that can be borrowed by students for use in academic situations, including the FM Loop System, the Pocket Talker, and Ubi-Duo.

FM Loop System

The FM Loop system is a personal frequency modulation system. These are like miniature radio stations. They operate on special frequencies assigned by the Federal Communications Commission. They usually consist of a transmitter microphone used by the speaker and a receiver and headset used by the listener.

FM systems are used in a variety of situations such as listening to a tour guide, a classroom lecturer, a sales trainer, a church leader, or to sounds at sporting event or theatre. In most situations, the microphone and transmitter is built into the overall sound system. You or your customer is provided with a FM receiver that can connect to a headset or even to a hearing aid.

Pocket Talker

The Pocketalker® is a compact assistive listening device ideal for 1-on-1 conversations, small groups, etc. The Pocketalker® amplifies sound clearly and easily for better understanding. The Pocketalker® can be used with a variety of earphones, headphones, a neckloop or a telecoil-equipped hearing aid.

Ubi-Duo

The UbiDuo™ is a communication device that enables individuals who are Deaf, Hard of Hearing, and Hearing to communicate with each other face to face, anywhere, anytime without any barriers. The Office of Student Learning Services (SLS) has access to one Ubi-Duo which can be loaned to students for use during meetings with faculty, staff or other University Personnel. Please contact SLS for additional information.

Requesting an Assistive Listening Device:

- Contact the Office of Student Learning Services (SLS) with this request as soon possible to discuss the need for this accommodation.
- SLS will require your most recent audiogram for disability verification.
- You will sign an Equipment Loan Agreement Contract with SLS if you choose to borrow an assistive listening device in order to received authorization for a loan. Students are encouraged to read and understand the expectations of the loan agreement including responsibility for payment of lost or damaged equipment. After approval, you will need to produce your student identification card to check out the assistive listening device.
- Return equipment at the end of each term to SLS.

Contact SLS immediately if you have any difficulty or the equipment is in need of repair.

Sign Language Interpreting Guidelines and Processes:

Student Responsibilities

Office of Student Learning Services (SLS) will coordinate sign language interpreting for registered SLS students who are Deaf or Hard of Hearing and who make known their need for sign language interpreting at least three weeks before the beginning of a term. Requests that are not received at least three weeks prior to the start of a term may cause a delay in the University of Dayton's ability to locate a qualified sign language interpreter. Sign language interpreting will be available for classroom and lab requirements as well as academic advising and meetings with other University offices, when requested in advance.

All interpreters are interviewed and employed by SLS and are selected based on an assessment of interpreter/transliterating skills, experience in a post-secondary setting, and the ability to handle discourse leveling higher education. Family members cannot be hired to serve as interpreter/writer because of a conflict of interests/dual relationship ethical issues.

Requesting a Sign Language Interpreter for Classroom Settings:

- Inform Office of Student Learning Services (SLS) of the need for sign language interpreting.
- Provide SLS with requested class schedule as soon as you register for classes.
- Report any changes in daily or weekly class schedule to SLS as soon as possible.
- Inform SLS when sign language interpreting will not be necessary or if you will be arriving late to class or a scheduled appointment. An interpreter/transcriber will wait fifteen minutes before leaving a class or an appointment. Failure to notify SLS when services are not needed or if you will be arriving late on three occasions will result in services being suspended until you have had further discussion with SLS Disability Staff.
- Request services at least three weeks in advance when sign language interpreter that are needed to fulfill requests for academic advising, meetings with instructors, or other University programs and/or events.
- If you develop a good rapport with a particular interpreter and would like to continue working together, you should contact SLS with this request. Although, a particular interpreter cannot be guaranteed.

Contact the SLS for more information on scheduling interpreters for other campus activities or events. See information under University Process, Procedures and Guidelines for more details about the University Sample Disability Event Statement

Real Time Captioning Guidelines and Processes

Real-time Captioning is a method of captioning that attempts to provide simultaneous, word-for-word transcription of a speaker's words. It is typically used for live presentations including classroom lectures. Real-time captioning is performed by a trained steno-captionist. Real-time captioning is less accurate and often not synchronized with the visible speech. Examples of real-time captioning can include C-Print or CART services.

Office of Student Learning Services (SLS) will coordinate real-time captioning for registered SLS students who are Deaf or Hard of Hearing and who make known their need for real-time captioning at least three weeks before the beginning of a term.

There are a few things we would like you to know about real-time captioning procedures.

- If you need the display adjusted in any way, let the captionist know. For example, the font size can be increased or the spacing in between each line can be changed. The screen can be changed to display a blue background with white letters as well.
- You do not have to stare at the computer screen all the time. Please feel free to look around the classroom, and then look back up at the screen to catch up when if needed.
- If you have a question during class and you prefer the captionist voice the question for you, please type the question on your computer. It will come up on the captionist's screen at which time the question will be asked.
- The computer may break down during class. If that happens, please allow the captionist 5 minutes to get it running again. If the captionist is not able to, she or he will take notes for you.
- If you are NOT there at the beginning of the class, the captionist will wait for 30 minutes for you to arrive. Nothing will be captioned during that time. If you do not arrive after 30 minutes, the captionist will leave. You are responsible for getting the missed information from the instructor or another student.
- The captionist is responsible for editing the lecture. This edited transcript will be e-mailed to you within 24-hours after each class ends. If there are ways we can change this transcript to better suit you needs, please let the captionist know.
- Anytime you will not be in class, please notify SLS 24-hours in advance to allow a staff member to cancel the captionist without charge to the university.
- The captionist is required to notify SLS after your first missed class (without prior notification). At that time, services may be discontinued, temporarily, until you contact SLS.
- Please do not have food or drinks around the laptop computers at anytime. Any spill can damage the computer.

If you are a new user, take a minute to read the brochure given to you by the captionist. If you have any questions, please ask.

Requesting real-time captioning for Classroom Settings:

- Inform Office of Student Learning Services (SLS) of the need for real-time captioning.
- Provide SLS with class schedule as soon as you register for classes.
- Report any changes in daily or weekly class schedule to SLS as soon as possible.
- Inform SLS when real-time captioning will not be necessary or if you will be arriving late to class or a scheduled appointment. A captionist will wait thirty minutes before leaving a class or an appointment. Failure to notify SLS when services are not needed or if you will be arriving late on three occasions will result in services being suspended until you have had further discussion with SLS Disability Staff.
- Request services at least three weeks in advance when real-time captioning services are needed to fulfill requests for academic advising, meetings with instructors, or other University programs and/or events.
- If you develop a good rapport with a particular captionist and would like to continue working together, you should contact SLS with this request. Although, a particular captionist cannot be guaranteed.

See information under University Process, Procedures and Guidelines for more details about the University Sample Disability Event Statement

Attendant Care Guidelines and Processes

The University of Dayton is committed to including individuals with disabilities as full participants in programs, services and activities through compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act (2008). The Office of Student Learning Services (SLS) ensures that qualified students with disabilities have equal access to programs and services so they can participate freely and actively in all facets of University life.

Before a prospective student with personal care needs enrolls at University of Dayton, the student is encouraged to meet with the SLS to discuss attendant care policies and procedures. Some students will need no assistance; some may need minimal assistance; and others may need a greater degree of attendant care. A student should not underestimate his/her abilities or potential; neither should he/she fail to honestly identify those routines and activities that do need assistance. SLS may provide some suggestions on resources for prospective attendants, but the responsibility for the hiring of an attendant is that of the student.

- University of Dayton **does not provide** attendant care or service of a personal or medical nature.
- University of Dayton **is not responsible** for transporting students from one location to another inside or outside the building, for feeding or toileting students, or for serving as caregivers or monitors in the absence of professional attendant care.

What is Attendant Care?

Attendant Care can range from minor duties such as light cleaning or laundry needs to advance care such as bowel and bladder assistance. Attendants occasionally may be roommates, but in many cases, a professional is necessary for attendant care such as those available through a bonded home health care agency. Your care level will be determined by you; however, assistance can be obtained from other sources e.g., vocational counselor, physician etc. You must have your attendant care arranged prior to moving into university housing and provide a criminal background check to be reviewed and kept on file in the Office of Human Resources (see next section on background check). It is strongly recommended that the student advise attendant care persons that offer of employment is contingent on completion of a favorable criminal background check.

University of Dayton's Criminal Background Check Requirement

While University of Dayton does not have a responsibility associated with hiring and staffing of attendant care persons, we do have a responsibility for the safety and security of all persons at the university e.g., students, faculty, staff and visitors. Given this, the University of Dayton requires **ALL** attendant care persons, including emergency coverage persons, who work on campus, adhere to the University of Dayton's process regarding verification of favorable criminal background check. Favorable Criminal Background Verification must be received and processed prior to attendant care persons coming on campus. Written verification will be provided to the student by University of Dayton's Office of Human Resources regarding the status of the criminal background check. It is strongly recommended that the student advise attendant care persons that the offer of employment is contingent on completion of a favorable criminal background check. Specific questions should be directed to the Office of Human Resources at 937-229-2541. For individuals who need to secure a criminal background check, resources are available at <http://www.ohioattorneygeneral.gov/Services/Business/WebCheck>.

Who is financially responsible for Attendant Care?

Financial obligations associated with attendant care are the responsibility of the student. In some cases, payment is covered by Vocational Rehabilitation (VR) or health insurance. It is crucial that financial arrangements and tasks be understood both by the student and the attendant before the attendant begins to assist the student.

Be sure to factor in fees and whose responsibility to pay for any additional fees, the student or the agency e.g., university parking, parking tickets etc. Regarding parking, University of Dayton Parking policy states "Visits extending beyond two consecutive weeks or for more than three times per month require the purchase of a permit." Parking permit may be secured by the student or the agency; however, it is encouraged that this be placed in an agency name, if applicable, in order to allow multiple users from that agency access. You may contact Parking - 937-229-2128 or view their information on their website:

<http://www.udayton.edu/studev/publicsafety/parking/>. Attendant should follow University of Dayton process for lost/forgotten parking permits e.g., check with Public Safety or Parking Services.

Vocational Rehabilitation (VR) may assist with financial related issues. Contact your local VR office to apply for services. Visit <http://www.parac.org/svrp.html> to check for your state's VR office.

Legislative Information Concerning Personal Care Attendants (PCA)

- Auxiliary Aids and Services for Postsecondary Students with Disabilities - Higher Education's Obligations Under Section 504 and Title II of the ADA
<http://www2.ed.gov/about/offices/list/ocr/docs/auxaids.html>
- Questions and Answers on Disability Discrimination under Section 504 and Title II
<http://www2.ed.gov/print/about/offices/list/ocr/qa-disability.html>
- Title 34 Education Part 104 -- Nondiscrimination On The Basis Of Handicap In Programs Or Activities Receiving Federal Financial Assistance <http://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html#S47>

Attendant Care Duties During Emergencies

Students who utilize attendant care are still required to evaluate during all emergency situations including, but not limited to, fire alarms. Evaluation procedures are critical to safety as the validity of an emergency may not be known until after an event is investigated. Students are prohibited from use of an elevator during emergencies. Students should develop an evacuation plan and communicate this plan with their attendant staff and others who may assist with evacuation. See Emergency and Evacuation Guidelines.

How do I determine how much assistance is needed?

A student and parent(s) or current attendant should complete an attendant care checklist to get a good idea of which level of care would be the most appropriate. It is very important that the student and the attendant communicate honestly and effectively. It is crucial that what is expected of the attendant, and the financial arrangement, be understood, and agreed to, by both the student and attendant before the attendant begins to assist the student.

Five care levels have been set according to the amount of assistance needed by the student with the disability. All attendant care situations will not fit neatly into these five categories; however, this system provides an adequate amount of accuracy and flexibility in arranging for attendant care.

The recommendations will be based on one of the following levels:

- Level One: Average of one hour per day of attendant care services which might include room cleaning, washing and drying of clothes, assistance to and from the shower, and some other minor maintenance functions the student with a disability is unable to perform.
- Level Two: Average of two hours per day of attendant care services which might include low level quads and others who need transfer assistance but have at least semi-independence in bowel and bladder care.
- Level Three: Average of three hours per day of attendant care services which might include quads and others with severe disabilities who have gained independence in some areas of health care (teeth, hair, pills, washing, etc.). This attendant service may include dressing, transfer, personal hygiene, and bowel and bladder care.
- Level Four: Average of four hours per day of attendant care services which might include most high level quads, this service includes transfers, dressing, hygiene assistance, bowel and bladder care, some meal assistance, as well as the items covered above.
- Level Five: Average of five hours or more per day of attendant care services which might include students with less self-independence than at level four. This may include feeding and catheterization, all night assistance as well as the items covered above.

What other things should I consider when establishing attendant care?

When considering your needs for attendant care, students may want to consider several items. SLS may have samples available that a student can utilize to address the questions below. Items to consider may include, but are not limited to, the following:

- How do I interviewing an attendant care provider? How are you going to track hours of attendant care?
- How will you work with your attendant?
- How will you deal with termination of attendant care?
- Will you need to consider the gender of your attendant given living arrangements?

Academic Life & Attendant Care

Students who need attendant care during academic classes should communicate potential needs to the Office of Student Learning Services (SLS) to allow necessary facility modification if required. Some students require an attendant to be with them 100% of the time and other students utilize pre-scheduled attendant care. Need and personal preference may help determine the type of attendant care needed. All Non-University persons must provide a favorable criminal background check. See section above regarding University of Dayton's Criminal Background Check Requirement.

Residence Life & Attendant Care

Living Arrangement

There are two types of attendant care, live-in and drop-in. Need and personal preference may help determine living arrangements. Some attendant situations are non-roommate arrangements (drop-in).

Drop-in Attendants can also be used for professional care situations. All Non-University persons must provide a favorable criminal background check. See section above regarding University of Dayton's Criminal Background Check Requirement. Depending on the living arrangements, there may need to be consideration for use of a same-gender attendant care professional e.g. if the student lives on a single gender floor with a common bathroom.

Some students and their attendants choose to live together in the same residence hall room or off-campus location (live-in). In order to have a live-in attendant, the attendant must be a University of Dayton Student of the same gender. Both students are required to sign housing contracts.

Attendant Care Access

It is important for the student to work with the University of Dayton Residence Life Office and Office of Student Learning Services regarding attendant access to University Property. Depending on the specific attendant care needs, the attendant / agency may be issued a key card and/or room key for direct access or the attendant / agency may need to check in at a pre-designated location at the residence hall to secure a key card / room key (key card and room keys must be returned after each use if securing from the designated location). Attendant may also have restrictions on locations they can be when not in the presence of the student for whom they are working e.g., if overnight access and a break is needed, the attendant may be restricted to designated areas. Attendants must wear appropriate identification at all times.

Service Animals Guidelines and Processes

Service animals are animals trained to assist people with disabilities in the activities of normal living. The Americans with Disabilities Act (ADA) definition of service animals is "...any...animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals who are hearing impaired to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair or fetching dropped items" etc. If an animal meets this criteria, it is considered a service animal regardless of whether it has been licensed or certified by a state or local government or a training program. Service animals are usually dogs, but may be other animals with the exception of farm and wild animals, monkeys and reptiles. If the only function of the animal is to provide emotional support or comfort, it is not considered a service animal.

For the purpose of this documentation, the term handler and owner are interchangeable. All handlers of service animals must be registered with the Office of Student Learning Services.

Documentation Requirements

The handler of the service animal will be required to meet with Office of Student Learning Services (SLS) Disability Staff, providing the following information for documentation purposes:

Licensing

The animal must meet the licensing requirements of the state of Ohio. (For nonresidents, home state tags may be accepted.)

Health records

The animal must have a health statement, including vaccinations from a license veterinarian dated within the past year. Generally, legitimate assistance animals are well groomed and receive excellent veterinary care, including an annual checkup. A veterinarian's statement within the past 12 to 15 months as to good health is necessary. Preventative measures should be taken at all times for flea and odor control. Consideration of others must be taken into account when providing maintenance and hygiene of assistance animals. If there is a question about whether an animal is a service animal, please contact SLS. A service animal is sometimes called an assistance animal. Students requiring the use of a service animal must be registered with SLS. All applicable forms documenting the individual's disability must be completed.

Minimum training standards

Verification is required to document the individualized training of the animal providing service/assistance to meet the needs of the student/handler.

Identification

It is recommended that the animal wear some type of commonly recognized identification symbol, identifying the animal as a working animal, but not disclosing disability.

Control Requirements

- While in public, the animal should be on a leash when not providing a needed service to handler.
- The animal should respond to voice commands at all times, and be in full control of the handler.
- To the extent possible, the animal should be as unobtrusive to other students and the learning environment as possible.
- The handler must immediately clean up after the animal and maintain good animal hygiene.

Exclusion for Inappropriate Behavior

A service animal may be excluded from the campus when that animal's behavior poses a direct threat to the health and safety of others. Although the campus may exclude any service animal that is out of control, it will give the individual with a disability who uses the service animal the option of continuing to enjoy its goods and services without having the service animal on the premises.

Consequences for Inappropriate Behavior

When an assistance animal is determined out of control as reported by students, staff or administration, the infraction will be treated on an individual basis. If the animal poses a threat to the safety of other students, Public Safety will be part of the collaboration team to determine the outcome of the behavior. Consequences may include but not be limited to muzzling a barking animal, refresher training for both the animal and the partner, or exclusion from university facilities.

Public Etiquette

To the extent possible, the service animal should not:

- sniff people, restaurant tables or the personal belongings of others.
- display any behaviors or noises that are disruptive to others unless part of the service being provided the handler.
- engage in personal grooming in public settings.
- block an aisle or passageway for fire egress.

Public Etiquette to a Student with a service animal—General public should avoid:

- petting a service animal as it may distract them from the task at hand.
- feeding the service animal.
- deliberately startling a service animal.
- separating or attempting to separate a partner/handler from his/her service animal.
- hesitating to ask a student if she/he would like assistance if there seems to be confusion.

Public Etiquette for the handler of a service animal

- All owners and or users of service animals are responsible to clean up after and properly dispose of their animal's feces while on campus.

Areas of Safety Concern

As cited above, there are certain instances when it may be considered unsafe for animals in such places as medical facilities, laboratories, mechanical rooms or any other place where the safety of the animal or partner/handler may be threatened.

When it is determined unsafe for the team to be in one of these areas, reasonable accommodations will be provided to assure the student equal access to the activity. The decision regarding safety of the service animal and handler will be determined through consultation with the student, Office of Student Learning Services Disability Staff and may include faculty from the designated program.

Emergency Situations

Any emergency response efforts should make every effort to keep the animal and its handler together; however, the first effort should be toward the handler; this may necessitate leaving the animal behind in certain emergency evacuation situations.

Pets

Pets are not permitted in university facilities. Should you believe that your animal should be classified as a service animal, please review the process above regarding Documentation Requirement for a service animal.

Assistive Technology & Ryan's Lab

Students are encouraged to review the Department of Education publication regarding "Auxiliary Aids and Services for Postsecondary Students with Disabilities" (<http://www2.ed.gov/about/offices/list/ocr/docs/auxaids.html>), which speaks to post-secondary institutions and individual responsibilities associated with auxiliary aids. Neither the Office of Student Learning Services (SLS) nor the University of Dayton provides individual software for student use on personal computers. Information about free and open-source software is available on the SLS website; however, this technology is not supported by the University of Dayton.

About Ryan C. Harris

In May of 1997, Ryan C. Harris had just finished his second year as a psychology major at the University of Dayton. He had successfully navigated through a semester and was looking forward to spending summer at home in Phoenix, Arizona. Ryan's life, however, tragically ended on May 13, 1997 by an armed carjacker.

Before leaving campus and just weeks before his death, Ryan wrote a paper in which he described his vision of a learning center on campus, where students with disabilities could access state-of-the-art technology and caring, expert staff. Ryan had been diagnosed with Attention Deficit Disorder as a child. Through his own determination and the assistance of Disability Services, Ryan met this challenge head on and succeeded in a very demanding academic environment.

The Ryan C. Harris Adaptive Learning Lab is the embodiment of Ryan's dream. It is specifically designed for students with disabilities to reach their academic goals and to prepare them for the future.

Software Available in Ryan's Lab

Dragon Naturally Speaking

This software allows users to talk to their computer instead of typing on it. As they talk, their words are transcribed into the screen and into documents or e-mail messages. Only available in Ryan's Lab given the nature of the software and potential for disturbance of other people.

WYNN

This software helps you read, write, study, and comprehend more easily and effectively. A free demo is available from the publisher via the internet (<http://www.freedomscientific.com/lsg/products/wynn.asp>).

JAWS

This software is a screen reading software which allows for access to students who are blind or visually impaired by use of voice output. JAWS can also be configured to work with refreshable Braille. If refreshable Braille is necessary, please contact the Office of Student Learning Services. A free demo is available from the publisher via the internet (<http://www.freedomscientific.com/products/fs/jaws-product-page.asp>).

Inspiration

This software is a visual mapping, outlining, writing and presentation software. Brainstorm ideas, structure your thoughts and visually communicate concepts to strengthen understanding with the Diagram and Map Views. To take notes, organize information, and structure writing for plans, papers and reports, use the integrated Outline View to focus on main and supporting ideas and to clarify thinking in written form. A free demo is available from the publisher via the internet (<http://www.inspiration.com/Inspiration>).

Zoom Text Software

This software enlarges and enhances everything on your computer screen, making all of your applications easy to see and use. This particular program includes two adaptive technologies, screen magnification and screen reading. A free trial version is available from the publisher via the internet (http://www.aisquared.com/zoomtext/more/download_zoomtext_trial/).

Microsoft Office XP

All computers in Ryan's Lab have Microsoft Office XP applications including MS Word, MS Excel and MS PowerPoint. Students can utilize the computers, but must save documents on an external drive, either portable or the student's network drive.

Other locations to secure access to technology

Roesch Library

Accessible computer workstations containing the assistive technology supported through Ryan's Lab are located on the 1st and 2nd floors of the Roesch Library. Hours of operation are consistent with the Roesch Library posted schedule and generally include the hours from 8:00 am to 2:00 am.

Course Specific Computer Labs

If a student is registered with the Office of Student Learning Services (SLS) and approved for assistive technology needs technology in a course specific computer lab, the student must communicate their needs with the professor and SLS Disability Staff ideally within the first week of the course. SLS Disability Staff will work with the student and professor to determine the level of need and ability to provide the accommodation.

University Policies, Procedures, and Regulations

Please reference the University of Dayton Student Handbook for additional information. The University Student Handbook is located on the internet at <http://community.udayton.edu/student/handbook/>.

Class Attendance Policy

Class attendance and the resolution of absence is a matter primarily discussed and agreed upon by a student and individual faculty members. It is the responsibility of each student to attend classes. In any event, it is the prerogative of each faculty member to accept or not accept a reason for absence and to subsequently determine whether or not to excuse a student from class.

A student missing a class/series of classes over a limited period of time is responsible to contact individual instructors to explain absences and to make-up class work. Written notification of short-term absences will not be sent by the Office of Student Learning Services to students' instructors.

When necessary, the implication of a prolonged absence resulting from emergencies, death, disability related issue, and serious illness will be handled on a case by case basis directly by the appropriate academic Dean's office, Office of Student Learning Services and any other campus office that may be involved for consultation. See information below regarding medical withdraw for additional options associated with prolonged absences.

The class attendance policy is located on the internet at <http://bulletin.udayton.edu/content.ud?v=26&p=2887&c=2921>.

Final Examination Policy

When a student with a disability has two or more final examinations scheduled for the same day, faculty is encouraged to accommodate the individual student on an alternative day. The Final Examination Policy is located on the internet at (https://registrar.udayton.edu/otherkeylinks_finalexaminationpolicy.asp).

Housing/Residence Life

The learning environment and residential living are central to the University of Dayton experience. An internal team, including a representative from Office of Student Learning Services (SLS), Residence Life, a medical doctor, and other consultants, as necessary, evaluates requests for accommodations in housing based on medical or disability related need carefully.

A request for special housing accommodation, including the need for attendant care, must be accompanied by formal documentation from a physician or mental health professional or other appropriate evaluator licensed in a field relevant to the condition. All other special housing accommodation requests and appropriate disability verification should be submitted directly to SLS. Documentation must be received prior to the published deadlines to be considered by Residence Life and/or SLS. Submitted documentation must comply with all of the requirements found on the Residence Life and/or SLS Homepage. Requests that are not accompanied by complete documentation cannot be processed.

All UD first- and second-year housing facilities are air-conditioned. Some junior and senior housing facilities are not air conditioned. Junior and Senior students are advised to select a Junior or Senior facility that is air conditioned such as Lawnview and Garden Apartments if air conditioning is needed based on a medical or disability issue. If a student selects housing that does not have air conditioning the student can choose to (1) Purchase a window air conditioning unit from Residential Properties and have Residential Properties staff install for a fee (purchased unit is student's to take when no longer assigned to residence) or (2) Purchase and install their own window air conditioning unit or have Residential Properties staff install window unit for a fee.

All housing issues are addressed through Residents Life. For specific questions visit contact them directly at 937-229-3317 or their website (<http://housing.udayton.edu/>).

See information above regarding Attendant Care and Residential Life.

Parking Services

Due to the very limited parking available on campus, Disability Permits are sold only to faculty/staff/commuters with disabilities who present a copy of their State Disability Identification and their BMV Documentation. Those with a temporary disability may present a doctor's statement to obtain a temporary permit for a short time period. A State Temporary Identification is required in order to receive a temporary permit for an extended time period. All parking issues are addressed through Parking Services. For specific questions visit contact them directly at 937-229-2128 or their website (<http://www.udayton.edu/studev/publicsafety//parking/>).

Vehicles must display a University disability permit along with the state placard. Handicap placards are not valid for resident student lots, unless assigned. Resident students who may require transportation may use the escort service provided by Public Safety (937-229-2121).

Medical Withdrawal

When necessary, the implication of a prolonged absence resulting from emergencies, death, serious illness, or disability related issue will be handled on a case by case basis by the appropriate academic dean's office in consultation with Office of Student Learning Services and any other campus office that may be involved.

Course Substitution (Math, Foreign Language)

Reasonable accommodations ensure complete access to, and full participation in, the educational process for students with disabilities. They are not intended to require faculty to compromise academic standards; rather, they make it possible for students to truly learn the material presented to them, and for instructors to fairly evaluate understanding of the material, without interference from their disability. Faculty are encouraged to consider modifying, rather than waiving, course or degree requirements, if appropriate.

Essential components of each academic discipline are determined by the individual program. Essential components can not be removed; however, academic accommodations may allow the student to demonstrate these components. Academic requirements that are essential to that program are not considered discriminatory. Student with disabilities are expected to meet all requirements of the course to receive credit. If a student makes a request for course substitution, this will be received by the Office of Student Learning Services in conjunction with the appropriate academic representative from the department, school or college. Decisions are addressed on a case-by-case basis.

General Process Guidelines:

Students can consider use of the Non-Disability Course Waiver Policy as published within the University of Dayton Bulletin (<http://bulletin.udayton.edu/content.ud?v=29&p=3286&c=3373>). **This policy requires the student to speak with the appropriate person within your school or college as they have the best understanding of specific program requirements. A good place to start with this discussion is your Academic Advisor or Dean.**

If the student believes the course substitution or waiver is necessary as a disability accommodation, they must communicate with the Office of Student Learning Services (SLS) Disability Staff for consultation. Before considering a course substitution or waiver, the student should attempt to complete the course with academic accommodations and supports. If this is unsuccessful, SLS Disability Staff will work with the student and the program faculty advisor and/or Dean to determine if a course substitution or waiver is a viable option. The ultimate decision for course substitution or waiver falls to the individual program personnel, not SLS Disability Staff. Formal requests and final decisions are recommended to be put in writing.

Standards of Behavior

The Standards of Behavior and Code of Conduct are informed by the Catholic and Marianist Philosophy of Community Living, the University Mission Statement as well as federal, state and local laws. The Standards of Behavior are applicable to all students and student organizations regardless of where the violation occurs. The Code of Conduct details specific policies that a student or student organization may be found in violation of as a part of the documented Standard of Behavior. All students, staff, faculty and/or community members are encouraged to report violations of these standards and codes to the Office of Community Standards and Civility. All violations are cumulative for the duration of the student's attendance at the University of Dayton.

This document can be located at the Office of Community Standards and Civility (<http://communitystandards.udayton.edu/new/>).

Disability Grievance Guidelines and Process

At various points in the process of documenting eligibility for services and determining accommodations, questions of appeal may arise. Examples of disagreement may occur regarding the adequacy of the documentation, the reasonableness or effectiveness of an accommodation and the recommended accommodations.

Disputes between a student and a faculty member regarding providing accommodations should be processed first by the unit administrator. The following list provides the sequence of the internal appeal process.

1. Unit administrator (i.e., Dean of the School or College) and the Assistant Director and/or Director of SLS
2. Associate Provost for Academic Affairs & Learning Initiatives
3. Legal Affairs Office

For issues not covered in this policy statement (e.g., breach of confidentiality), students or faculty members may elect to file a formal grievance with the Office for Civil Rights (OCR), U.S. Department of Education, 401 S. State St., Chicago, IL 60605 (312-886-3456).

Sample Disability Event Statement

The University of Dayton strives to provide equal and easy access to programs and services for individuals with disabilities. Individuals requiring reasonable accommodations to attend <insert event> are encouraged to contact <insert host name or the Office of Student Learning Services> with their request by <insert date> in order to ensure adequate processing time. If the event is held multiple times, the University reserves the right to provide accommodations for select instances.

The Office of Student Learning Services can be reached via telephone at (937) 299-2066, via TTY at (937) 229- 2059 or via email at disabilityservices@udayton.edu.

Note: This event statement contact information can be modified for individuals to make direct contact with the host of the event. With consultation, requests can go through the Office of Student Learning Services.

Emergency and Evacuation Procedures

As with all students, it is important that you take responsibility for your own safety. In order to ensure your safety, you should develop an emergency plan or a strategy in advance.

Responding to an emergency depends on the following:

- Type of emergency
- Your specific disability
- Your current location
- Where you work or live on campus.

Important* For any emergency, the first step is to contact Public Safety at 937-229-2121, Campus Phone 92121 or 911. When reporting the emergency, it is important to indicate your location, specific needs, and type of emergency. With respect to evacuation, you may need to provide additional information (e.g., you use a wheelchair, a respirator, or have breathing, stamina or health related impairments).

Students should also be familiar with the University of Dayton Emergency Response Procedures Guide (<http://emergency.udayton.edu/>). Questions can be directed to the Department of Public Safety 937-229-2121, or Campus Phone 92121.

Students are encouraged to program key phone numbers such as Public Safety into your cell phone.

Students with visual impairments

As a student with a visual impairment, you should develop a plan of action for emergency situations. An ideal time to develop this plan is at the start of each term as you work with a mobility and orientation specialist to locate your classrooms.

- Identify the emergency exit(s) closest to your classroom, residence hall, or workspace.
- Determine if you will need assistance in the event of emergency. If you will require assistance, discuss your specific needs with your instructor, resident advisor, or supervisor.

Students with Seizure Disorders

If you have a seizure disorder and have seizures often, it is wise to alert your instructor to your condition and how you wish for them to respond. Let them know what to expect if you were to have a seizure during class and under what circumstances it would be necessary to call for an ambulance. Faculty are required to follow University Policy regarding emergency situations.

Students with Hearing Disabilities

If you have a hearing disability and live in University Housing, please follow Residence Life Guidelines to communicate your disability in order to ensure necessary safety precautions are addressed.

If you have additional safety needs associated with a hearing disability, please contact the Office of Student Learning Services for consultation on potential steps to take.

Students with Mobility Impairments

A mobility impairment may include any condition that limits the person's functional ability to ambulate, climb, descend, sit or rise or to perform any related function.

Elevators provide access to classrooms throughout campus for students with mobility impairments. However, during an emergency such as a fire or tornado, elevators can be very dangerous and often cease working. Furthermore, elevators have been known to break down and at times leave people with mobility impairments stranded on upper floors. As a result, it is unlikely that you will be able to evacuate without the assistance of others. The evacuation of a person with mobility impairments is best left to emergency personnel with extensive training in evacuation procedures and the proper equipment. Asking untrained individuals to assist in evacuation could lead to injury to yourself and/or the person assisting you.

The following steps can help to ensure your safety in an emergency:

- Make a Plan
- For every building in which you have class, work, or live on campus, locate an area or refuge, which could include a stairway or an adjacent classroom/room with a fire rated door and walls, where you will await rescue during a fire.
- A stairway must be large enough for you to sit without obstructing the flow of traffic as people exit the building via the stairway. Obstructing the flow of traffic could place you and others in danger.
- If using a stairway for an area of rescue is not feasible, locate a room that is in close proximity to the stairway that has smoke and fire rated protection from the doors and walls. Also note any difficulty you might have opening the door and ask for assistance if necessary.
- In case of a tornado, you should locate an interior room or hallway without windows to wait for assistance.

Inform others of your plan

In most instances, this should be the instructor of your class or your resident assistant. Let him or her know the location (i.e. classroom in the Northwest corner of this floor) you have selected to await rescue personnel in the case of an emergency.

This person should be responsible for the following:

- Ensuring that you reach and access the area of refuge.
- Alerting emergency personnel of your whereabouts in the building in addition to making them aware of the nature of your disability. Information such as whether you use a respirator or a powered wheelchair is crucial information as firefighters plan to evacuate you.
- When an elevator becomes inoperable, students with mobility impairments should alert someone (faculty or staff) to the situation. Facilities must be made aware that a person with mobility impairments is in the building. Maintenance personnel will be dispatched immediately in order to repair the elevator.
- If you are a student who uses a respirator, elevator stoppage could be an emergency situation if your oxygen is in short supply. In this instance, 911 should be contacted and emergency personnel dispatched immediately for evacuation or medical assistance.

Other University of Dayton Programs

Tutoring

Drop-In tutoring supports most entry-level general education courses. A list of Drop-In tutoring with specific times is available on our website (<http://learningservices.udayton.edu/>). Should you have additional issues not resolved through university supported tutoring services, please contact SLS Disability Staff for additional recommendations.

Contact: Tutor and Learning Initiatives Coordinator
Phone: 937-229-2066

Writing Support

The Write Place is part of the Learning Teaching Center Office of Writing, Research & New Media. Writing consultants work with all students in their efforts to become better writers, not to produce one perfect paper. To this end, the writing consultants do not proofread papers, nor do they tell writers what to write. They assure faculty that the assignment turned in for evaluation is the student's work, not the work of the consultant. Since writing is a complex process that benefits from feedback along the way, writing consultants encourage students to seek assistance at whatever stage is most problematic. Writing support is offered to encourage excellence in writing. During a consultation, a writing consultant will work to motivate rather than control a writer. Consultants ask questions, offer feedback, and encourage the student-writer to talk through the thinking and planning process that is central to any writing activity. In the end, the quality of work submitted to a professor for evaluation is the sole responsibility of the student-writer. A list of Write Place times and location is available on their website (<http://ltc.udayton.edu/writeplace/>). Should you have additional issues not resolved through university supported writing services, please contact SLS Disability Staff for additional recommendations. For information regarding on-line digital drop-off visit the website (http://ltc.udayton.edu/writeplace/digital_dropoff.html).

Contact: Program Coordinator for Writing Support
Phone: 937-229-2068

Academic Advising

The University of Dayton understands that effective academic advising is a major factor in student success, and is committed to providing each student with a competent and caring academic advisor. Academic advising addresses not only the information needs of students but also their total development, including career and life planning. The student is ultimately responsible for selecting proper courses and completing degree requirements. Students should contact their majors' departments or divisions for assistance. Academic Advisors or Deans have specific insight and responsibilities (such as course approval for scheduling, degree audits, cluster requirements, etc) in their prospective disciplines to help guide students in their decision making.

Counseling Center

The Counseling Center is a component of Student Development that provides the University of Dayton students with psychological, vocational, and educational support systems. The major responsibility of the Counseling Center is to assist each student in personal growth and development. The highest degree of confidentiality is maintained so as to encourage the student to gain the necessary confidence and trust in the staff.

Emergency assistance is provided 24 hours a day during the academic year when the residence halls are open. Immediate psychological help is available either by calling the Counseling Center (937-229-3141) during business hours Monday through Friday, 8:00 a.m. to 4:30 p.m., or after hours, by calling Public Safety (937-229-2121). If after hours, Public Safety will ask the student for his/her name and phone number and then the "on call" professional will phone the student to provide assistance.

Office Hours and Contact Information:
Gosiger Hall ~ Phone: 937-229-3141
Monday - Friday, 8:00 am -4:30 pm

Career Services

The mission of Career Services is to encourage students and alumni to: explore career interests by utilizing our programs and services, experience hands-on exposure in a real work environment, to develop a more competitive edge, evolve in chosen fields as distinctive graduates of the University of Dayton.

Office Hours and Contact Information:
Caldwell Street Center
Monday-Friday, 8:30 am-4:30 pm
Phone: 937-229-2045
<http://careers.udayton.edu/>

Office of Scholarships and Financial Aid

Experienced counselors are available to help you find the financial aid resources.

Office Hours and Contact Information:

University of Dayton

300 College Park

Dayton, OH 45469-1305

Phone: 937 229-4311

Email: sfa.info@udayton.edu

Website: <http://admission.udayton.edu/finaid/>

Student Health Center

All students enrolled in the University, including Night School, Summer School, Special Sessions, and Workshops, may use the Health Center. During the academic year, students not officially enrolled in at least one current course, regardless of past or future status, cannot be treated. During summer sessions, students who have been enrolled and have not yet completed their academic programs may be treated at the Health Center even if they are not enrolled in the summer session in progress. Health care is not provided for the families of students.

Hours (During regular school year)

8:30am-6:00pm Monday-Friday

Summer Hours

8:30am-4:30pm Monday-Friday

Location

Gosiger Hall

300 College Park

Dayton, OH 45469-0900

Phone # - 937-229-3131

Fax # - 937-229-3107

Website: <http://campus.udayton.edu/~healthcenter/>

Public Safety

The Department of Public Safety is a service oriented organization which provides police, emergency medical, student transportation, and parking services to the University community. We are committed to building cooperative relationships within the University community by providing quality service with integrity, respect, and fairness. Public Safety provides a level of personal accountability to our students that will help them develop into a person who makes good choices and takes responsibility for self and community. Public Safety is dedicated to promoting safety through education, communication and crime prevention.

Information about the following programs can be located on the Public Safety website

(<http://www.udayton.edu/studev/publicsafety/index.php>).

- Student Cadet Program
- Emergency Medical Services
- Student Transportation options

University of Dayton Facilities

The men and women of the University of Dayton Facilities Management organization are committed to supporting UD's Vision to be a National Leader in Catholic Higher Education. Their mission is to exceed the University community's expectations by creating and maintaining a safe, functional and appealing physical environment, conducive to learning and living.

The Work Request Form allows students, faculty and staff to submit a work request or to check the status of an existing request (<http://facilities.udayton.edu/workrequests/>). While Facilities makes every effort to address key areas such as snow removal, elevator services and repair, pest control, etc., students are expected to communicate their needs directly.

The Facilities Management Call Center is staffed Monday through Friday, 8:30am-12:00pm and 1:00pm-4:30pm at (937) 229-3753. After hours emergencies contact Public Safety at 229-2121. For more information about University of Dayton Facilities visit their website (<http://facilities.udayton.edu/>).